



Closing the Achievement Gap

Larry A. Ryle High School

Boone County

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Introduction

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

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Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- With Disability
- Free/Reduced Price Meals

Achievement Gap Summary

Describe the school's climate and culture.

The overall climate of Larry A. Ryle High School is very positive and nurturing. Our school has always espoused a belief in positive thinking and attitudes - even repeatedly stating that each of us has choices every day in which we can be a positive or negative influence on ourselves and the world around us. Our school has implemented Positive Behavior Interventions and Supports (PBIS) with fidelity and continues to examine ways to reduce misbehavior by emphasizing and promoting positive behavior. Our school culture is also one of achievement, both academic and in student activities. Students and teachers at Ryle generally perform at high levels in both areas and we work very hard to use this success to create positive momentum with students. In addition, our school is also very diverse in many ways.

We have economic diversity with a significant number of students enrolled in the federal free/reduced lunch program; we have diversity in the learning abilities of our students with a significant number of students having an Individual Education Plan or a 504 plan. Additionally, the number of students of diverse ethnic and cultural backgrounds enrolled at our school is increasing.

Recent results from the TELL Survey indicate that our faculty believe our school is a safe environment, that our community is supportive, that we communicate very well with our community, that an atmosphere of mutual respect and trust exists, but that we need more instructional time to meet the needs of our students and more time to collaborate with each other.

Describe the strategies that were implemented that helped to close the achievement gap.

Ryle has developed an Academic Support Process to serve as a safety net for students, across all populations, who are struggling in their classes. The Academic Support Process consists of a tiered set of actions that are implemented when a student is failing a class. Every 4 and 1/2 weeks, progress reports of student grades are printed and given to students to share with their parents/guardians. If a student is failing at any of these points in time then the Academic Support Program will begin with the classroom teacher notifying the teacher and parent of the failing grade and making recommendations for improvement. If a student continues to fail that particular class then the interventions will become more specific and directed, such as recommendations for tutoring and other assistance, individual mentoring or guidance sessions. A school-wide intervention program, the Raider Achievement Program or RAP, has been developed to provide time for interventions targeted at reducing failures and keeping students on track to graduate. Within the RAP program workshops are held 4 days a week, during which teachers may select students to attend specific intervention or remediation workshops, or students, if not selected by a teacher, may choose to attend workshops of their choice concerning their academic work. Also within the RAP program is a 3-level tiered intervention program for students that are failing classes, students failing classes and also needing specific socio-emotional and academic supports, and students that are failing classes and are refusing to complete academic work.

As mentioned previously, Ryle has implemented a Positive Behavior Intervention and Supports program to teach students appropriate behaviors through focusing on positive reinforcements and expectations. One goal behind the program is reduce the number of student disciplinary referrals and therefore the amount of instructional time lost due to misbehavior and the administrative handling of the misbehavior. Higher level interventions in our PBIS program is the use of a watch list for students with numerous or intense incidences of misbehavior and personal mentoring and contacts for students. The structure of our school also focuses on the performance of all students as our teachers are assigned to Instructional Learning Teams (ILT's). These are essentially teams of teachers teaching the same class and their purpose is to ensure that instruction and assessment is of high quality in all classes. These teams also focus on the horizontal and

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vertical alignment of curriculum.

More specific interventions for students include specially designed courses in reading and mathematics, outside-of-the-classroom interventions in reading and math for students that are not at benchmark, collaborative teaching in core classes, weekly exceptional student interventions, differentiated instruction, adult/student mentoring sessions, and formative assessment lessons.

Finally, an extensive amount of time is spent researching student performance, appropriate best practices, and discussing and educating leaders within the building about the learning gap in our student population. This work has yielded six areas of investigation for school improvement focusing on improving the graduation rate and reducing the achievement gap. These six areas, however, will improve learning across all populations and performance levels:

1. Designing Curriculum, Instruction and Assessment - How can we be more effective in how we plan, teach, and assess all of our students, but especially those that are at risk? Our school has begun learning about the Understanding by Design (UbD) model for design and developing high quality unit of instruction with a focus on student understanding and transfer of learning.

2. Looking at Other Models - How are other schools succeeding with at-risk students and others that struggle?

3. Student Interventions - How will we (at the classroom and school level) respond when students don't learn? Our school has begun the RAP program as a school-level intervention and also begun discussion of effective classroom academic interventions.

4. Access to Curriculum & School Programs - How do we insure that all students have access to courses, programs, and curriculum that meet their educational needs? Course offerings and prerequisites have been reviewed to allow for additional entry points to higher level coursework. Additional clubs, such as the Key Club and the Ryle Multicultural Alliance, have been started to give all students opportunities to learn in the areas of community service and leadership.

5. Grading - What grading practices have a significant effect on student achievement, especially for at-risk students? Several teachers at our school completed a book-study on standards-based grading practices and several teachers also received professional development on standards-based grading practices.

6. Resources for our Students and Families - What resources are available to assist our students and their families? Our Student Services committee has begun the process of identifying and securing resources that are available in our community for our students and their families.

Describe the barriers that prevented the school from closing the achievement gap.

Barriers to closing the achievement gap at Ryle High School include:

1. The challenge of students working towards graduation by earning credits versus students working towards reducing their own skill deficits. In high school, students sometimes want to focus their energies on passing their particular classes rather than being a part of a pull-out intervention program that will help them increase their skill level in a weak area, reading for example. This dynamic makes the use of interventions at the classroom level a critical instructional strategy.

2. Identifying high quality research-based interventions at the high school level is very challenging, specifically in the area of mathematics.

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3. Some students have such significant achievement gaps that closing the gap for that student in four years is extremely challenging. Often the intense work at the school level is simply maintaining the gap (or keeping the student from falling further behind) rather than closing the gap.

4. The time, staffing, and resources needed to close the gap are in short supply. Our school has grown from 1,500 to 1,850 over the last 4 years and while the number of our teachers has increased, the number of support staff and administrative staff has not increased.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

The Positive Behavior Intervention and Supports program is a district initiative to teach students appropriate behaviors through focusing on positive reinforcements and expectations. One goal behind the program is reduce the number of student disciplinary referrals and therefore the amount of instructional time lost due to misbehavior and the administrative handling of the misbehavior. Higher level interventions in our PBIS program is the use of a watch list for students with numerous or intense incidences of misbehavior and personal mentoring and contacts for students.

Our school district also provides STAR testing in reading and math for all students in grade 9 and for all exceptional students in grades 9-12. These tests are given during the year to provide benchmark and improvement data for students over time.

Our district has approved and supported a plan to add a guidance counselor and an administrator to our faculty with the specific purpose of providing extra assistance and support for students in need. This assistance includes data gathering and analysis for students in the gap, mentoring and counseling services, and the coordination of intervention services. As a school, through our SBDM Council, we have allocated for an English/Reading teacher and a paraeducator in order to offer direct instruction and services to students in the gap.

Additionally, our district has supported our professional development work in Understanding by Design (UbD). Training was provided to small but growing group of teachers and a UbD trainer has trained our Instructional Coach and has also been made available to assist our faculty as needed. Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

Ryle has a formal process to involve teachers, leaders, and other stakeholders in the CSIP development and its progress. First is the Ryle SBDM Council which reviews and approves of the CSIP. The SBDM Council also forms specific committees, which are comprised of teachers, administrators, students, and parents, to review data, propose activities and draft the CSIP. The school team leaders of each content area also spend significant time each year reviewing the school's achievement data, including performance of the gap groups, and developing proposed changes to the CSIP.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase achievement for all student groups at Larry A. Ryle High School so that the achievement score of gap students increases from 35.4% PD in 2015 to 52.3% PD in 2016, and 70.2% PD in 2018 as measured by the school Gap score.

Measurable Objective 1:

demonstrate a proficiency with the overall achievement gap at Larry A. Ryle High School increasing to 52.3% PD by 06/30/2016 as measured by achievement data..

Strategy1:

Consolidating Planning - Consolidating Planning

Category: Professional Learning & Support

Research Cited:

| Activity - Understanding By Design | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| All teachers will be given training on Understanding By Design (UBD) offered by the District. This training will be used to begin the process of getting all teachers to use the UBD planning for their curriculum planning. All Instructional learning teams (ILT) will develop one unit using the UBD framework this school year. The 5 year plan is to continue to support and develop curriculum using the UBD framework for all units in all ILT groups. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Administrative Team, ILT Leaders, Team Leaders, instructional coach |

| Activity - Vertical Alignment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Math, Social Studies and English will develop a team to work on aligning the common core standards vertically (throughout the 4 years of high school in sequence). This team will identify essential standards in the core standards and examine how best to build the skills/knowledge to reach knowledge proficiency for each student. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Math. Social Studies and English teachers, instructional coach, Administration |

Strategy2:

Progress Monitoring - Progress Monitoring

Category: Continuous Improvement

Research Cited:

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| Activity - Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Teachers, Administration, counselors, certified teachers |

| Activity - Exceptional Student Intervention (ESI) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Students who are identified in special education who are below benchmarks will have focused ESI on a weekly basis in math and/or reading. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Special Education Teachers, Instructional Coach |

| Activity - Student Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students who are identified as at-risk for dropping out will meet with a para-educator and/or a certified teacher and/or a counselor on a regular basis. This person will do a check-in/check-out process to assist student with academic and behavior concerns. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Para Educator, Assistant Principals, certified teacher and Counselors. |

| Activity - Instructional Learning Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Math and English Teachers, including collaborative teachers, will meet on a weekly basis by course to discuss curriculum alignment, grading practices, mastery of standards, instructional techniques and data (including specific data targeting GAP populations). | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Regular Education Teachers, Special Education Teachers, Administration, Counselors |

Strategy3:

Best Practice - Best Practice

Category: Professional Learning & Support

Research Cited:

| Activity - ILT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Instructional Learning Teams (ILT) will examine instructional strategies to improve student understanding. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Instructional Learning Team Leader, teachers |

| Activity - Formative Assessment Lessons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------------------|
| Teachers will utilize formative assessments to evaluate student understanding and teacher instructional strategies. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Instructional coach, teachers |

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| Activity - Understanding By Design | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Teachers will utilize Understanding By Design in developing the curriculum to focus daily instruction to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Instructional Coach, Administration, teachers |

Goal 2:

Increase the average combined reading and math Achievement scores from 61.5% in 2015 to 72.5% in 2016 and to 82.8% in 2018 as measured by the school Proficiency scores.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math Achievement scores to 82.8 by 06/30/2018 as measured by combined reading and math Achievement Scores.

Strategy1:

Interventions - Interventions

Category: Professional Learning & Support

Research Cited:

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Instructional Learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | ILT Leaders, Administrative Staff, teachers, instructional coach |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Student progress will be monitored on a regular basis by teachers, counselors, ILT teams and administrative team to ensure the implementation and effectiveness of interventions. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Instructional Coach, Counselors, Administrative Staff, ILT leaders |

| Activity - Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include: specific course, RAP tutoring, or RAP interventions. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Assistant Principals, counselors, para-educator, select teachers |

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| Activity - Exceptional Student Intervention (ESI) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------|
| Students who are exceptional students and fall below reading and/or math benchmarks will have weekly interventions to address skill deficits. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Special Education Staff |

Strategy2:

Curriculum Assessment and Alignment - Instructional Strategies and Collaboration

Category: Integrated Methods for Learning

Research Cited:

| Activity - Understanding By Design | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| All Ryle teachers will participate in Understanding By Design lesson planning training designed to emphasize the relevancy of instruction and student work (real-life examples) and to enhance interdisciplinary connections. The Instructional Learning Team Leaders (ILT) will then lead their teams in implementing this process. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Administrative Team, Instructional Coach, ILT leaders, Team Leaders |

| Activity - Formative Assessment Lessons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------------|--|
| All teachers in English and Math will utilize Formative Assessments to evaluate learning of students in order to identify students who do not show proficiency. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$1000 - School Council Funds | Instructional Coach, Administrative Staff, ILT leaders |

| Activity - Curriculum Refinement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | ILT leaders, Administrative Staff, Staff |

Strategy3:

Danielson Framework (TPGES) - TPGES evaluation system

Category: Teacher PGES

Research Cited:

| Activity - Self-Reflection and Professional Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - District Funding | District Instructional Leaders, Instructional Coach |

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Goal 3:

Increase the average freshman graduation rate from 91.3% in 2015 to 92.6% by 2016 and 93.3% by 2017 and 94.0% by 2018 as measured by the school Graduation rate score.

Measurable Objective 1:

demonstrate a proficiency the freshman graduation rate for Ryle High School will be 94.0% by 06/30/2018 as measured by the school graduation data..

Strategy1:

Course and Assessment Alignment - Course and Assessment Alignment

Category: Persistence to Graduation

Research Cited:

| Activity - Instructional Learning Teams | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Instructional learning teams will meet on a weekly basis by course to discuss curriculum alignment, grading practices, mastery of standards, instructional techniques and data (including specific data targeting growth components). | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | All faculty |

Strategy2:

Targeted Intervention - Targeted Intervention

Category: Persistence to Graduation

Research Cited:

| Activity - Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---|
| The use of a Guidance Counselor to work with the At-Risk population and GAP students. The Counselor will utilize a certified reading teacher and para-educator to meet with students who are at risk of dropping out of school. Possible usages are: reading class for 10-12th grade students below grade level, study skills class for monitoring, credit recovery options, and check-in/check out process. | Behavioral Support Program Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Guidance Counselor, teacher, para-educator, Administrative team |

| Activity - Positive Behavior Intervention System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|-------------------------|-----------------------------------|
| The school wide PBIS system will be continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning. | Behavioral Support Program | 01/01/2016 | 12/31/2016 | \$0 - District Funding | Principal, PBIS committee members |

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| Activity - Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|----------------------------|---|
| Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program, study skills, and RAP Orange intervention. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - School Council Funds | Administration, Math/Reading teachers, Para-educator for monitoring of on-line remediation. |

| Activity - Exceptional Student Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Instructional Coach, Special Education Staff |

Goal 4:

Reduce the percentage of students scoring Novice on the reading and math portions of KPREP from 15% in 2015 to 13.5% in 2016 and to 7.5% by 2020.

Measurable Objective 1:

87% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading and math by reducing the percentage of combined novice scores of EOC in English 2 and Algebra 2 from 15% in 2015 to 13% in 2016 in math and in Reading by 06/30/2016 as measured by achievement data. .

Strategy1:

Interventions - Teacher interventions

Category: Professional Learning & Support

Research Cited:

| Activity - Academic Supports | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| A guidance counselor, certified reading teacher, and para-educator will work with at risk students to support their learning. This may include: reading interventions, reading class, study skills, and behavioral assistance. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Guidance Counselor, certified teacher, para-educator |

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| Activity - Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-----------------------|
| Instructional Learning Teams in math and reading will use common formative assessments to identify students with deficiencies and place them in workshops offered by their ILT's. These workshops will be designed to meet the needs of the students and offer re-teaching of concepts for better understanding. | Academic Support Program Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Teachers, ILT leaders |

Strategy2:

Direct Instruction - Collaboration within Instructional Learning Teams

Category: Integrated Methods for Learning

Research Cited:

| Activity - Direct Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| Instructional Learning teams will collaborate on a viable curriculum, best practices, and collection of data to ensure student understanding. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | ILT Leaders, Administrative staff, Instructional Coach |

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

The plan will be monitored by the administrative staff and SBDM Council in conjunction with the Content Team Leaders. Specific implementation plans have been developed for the school intervention system and the Understanding by Design work.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

Goal 1:

Increase the average freshman graduation rate from 91.3% in 2015 to 92.6% by 2016 and 93.3% by 2017 and 94.0% by 2018 as measured by the school Graduation rate score.

Measurable Objective 1:

demonstrate a proficiency the freshman graduation rate for Ryle High School will be 94.0% by 06/30/2018 as measured by the school graduation data..

Strategy1:

Academic and Career Advising - Academic and Career Advising

Category: Persistence to Graduation

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Research Cited:

| Activity - Individual Learning Plan | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|------------|------------|---------------------------|---|
| Individual Learning Plan will be utilized to assist students in creating individualized graduation/career plan. This may include using RAP for college recruiting visits, guest speakers, and core content teachers mentoring with students about ILP and course of studies. | Career Preparation/ Orientation | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Guidance Office, Administration, Teachers |

Strategy2:

Targeted Intervention - Targeted Intervention

Category: Persistence to Graduation

Research Cited:

| Activity - Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|----------------------------|---|
| Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program, study skills, and RAP Orange intervention. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - School Council Funds | Administration, Math/Reading teachers, Para-educator for monitoring of on-line remediation. |

| Activity - Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---|
| The use of a Guidance Counselor to work with the At-Risk population and GAP students. The Counselor will utilize a certified reading teacher and para-educator to meet with students who are at risk of dropping out of school. Possible usages are: reading class for 10-12th grade students below grade level, study skills class for monitoring, credit recovery options, and check-in/check out process. | Behavioral Support Program Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Guidance Counselor, teacher, para-educator, Administrative team |

| Activity - Exceptional Student Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Instructional Coach, Special Education Staff |

| Activity - Positive Behavior Intervention System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|-------------------------|-----------------------------------|
| The school wide PBIS system will be continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning. | Behavioral Support Program | 01/01/2016 | 12/31/2016 | \$0 - District Funding | Principal, PBIS committee members |

Goal 2:

SY 2016-2017

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Increase the percent of effective teachers and leaders as measured by the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 06/30/2015 as measured by the PGES..

Strategy1:

Student Growth Goal - Teachers collaborate to determine essential learning goal to be measured during year.

Category: Continuous Improvement

Research Cited: Danielson Framework

| Activity - Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Each teacher will develop a Student Growth Goal to be measured during the school year. All ILT will collaborate and develop assessments and instructional strategies to promote student growth and assess student growth. | Direct Instruction | 08/13/2014 | 06/30/2015 | \$0 - No Funding Required | Administration, instructional coach, All Faculty members. |

Strategy2:

TPGES Implementation - Danielson Framework

Category: Teacher PGES

Research Cited: Measures of Effective Teaching (MET) Project

| Activity - Administration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| The administrative team is certified for TPGES evaluations. Teachers are evaluated using the Danielson Framework which promotes teacher growth through self-reflection, professional growth goals, peer observations and identifying student growth goals. | Professional Learning | 07/01/2014 | 06/30/2015 | \$0 - Title II Part A | Principal, Assistant Principal, Instructional Coach, and Pilot Teachers. |

Strategy3:

Teacher Growth - Kentucky Teacher Effectiveness Framework.

Category: Teacher PGES

Research Cited: Charlotte Danielson Framework

| Activity - Peer Observation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--|
| Teachers will be trained on how to peer observe other teachers to provide constructive feedback on instruction. As part of the evaluation cycle, teachers will be reviewed by a peer and this information is used by the teacher for self-reflection on their teaching. | Professional Learning | 01/01/2015 | 12/31/2015 | \$0 - Title II Part A | Principal, assistant principal, instructional coach, and all teachers. |

Closing the Achievement Gap

Larry A. Ryle High School

| Activity - Professional Growth Plan/Self-Reflection | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Each teacher must reflect on their personal professional practices using the Danielson Framework. These self-reflections are utilized to develop a personal Professional Growth Plan that is collaboratively decided upon with administrator. These goals will be an area that the teacher wishes to improve professionally to help student learning. | Professional Learning | 01/01/2015 | 12/31/2015 | \$0 - No Funding Required | Teachers, Administrators and Instructional Coach |

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

Barriers to closing the achievement gap at Ryle High School and actions addressing those barriers:

1. The challenge of students working towards graduation by earning credits versus students working towards reducing their own skill deficits. In high school, students sometimes want to focus their energies on passing their particular classes rather than being a part of a pull-out intervention program that will help them increase their skill level in a weak area, reading for example. This dynamic makes the use of interventions at the classroom level a critical instructional strategy.

To address this barrier Ryle High School has developed several strategies:

- a) Developing an intervention period during the day that allows teachers to pull students together for group intervention. If not pulled by a teacher then students have the opportunity to select from various workshops that are available for assistance, work completion, or enrichment.
- b) Several intervention courses in reading, math, and studies skills have been developed and are placed as electives in the students' daily schedules.
- c) Intervention and tutoring is available two days a week in the ESS afterschool program and transportation is provided.
- d) Additional options for credit recovery and also career pathways have been developed - these include the Homebuilder's School and the Imagineering/Project-Based Learning Academy.

2. Identifying high quality research-based interventions at the high school level is very challenging, specifically in the area of mathematics.

To address this barrier Ryle High School has is working on redesigning its curriculum units with a focus on understanding and also using the intervention period for reteaching and additional assistance. Also an Essential Math class curriculum has been developed to assist 9th grade students that have significant deficits in math and will struggle with Algebra 1 without support.

3. Some students have such significant achievement gaps that closing the gap for that student in four years is extremely challenging. Often the intense work at the school level is simply maintaining the gap (or keeping the student from falling further behind) rather than closing the gap.

To address this barrier Ryle High School has partnered with its feeder schools in their intervention work and began the a process to ensure greater vertical alignment between the feeder curriculum and its intervention strategies and those of the high school. Additionally, a summer bridge program was developed to assist struggling students be prepared for their freshmen year. These students are at-risk for being retained and will be promoted if they successfully complete the bridge program which is taught and designed by Ryle teachers.

Closing the Achievement Gap

Larry A. Ryle High School

4. The time, staffing, and resources needed to close the gap are in short supply. Our school has grown from 1,500 to 1,850 over the last four years and while the number of our teachers has increased, the number of support staff and administrative staff has not increased.

To address this barrier Ryle High School has worked with district officials to add an addition guidance counselor and assistant principal that will focus on the needs of at-risk students and students in the achievement gap. Additionally, a College & Career Coach position was created to provide additional assistance in the career and career research and decision making of all students with a special focus on providing services for students that are at-risk or in a gap group .

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- Home Visits
- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

Goals and Plan for Closing the Achievement Gap 2016-17

Overview

Plan Name

Goals and Plan for Closing the Achievement Gap 2016-17

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 | Increase achievement for all student groups at Larry A. Ryle High School so that the achievement score of gap students increases from 35.4% PD in 2015 to 52.3% PD in 2016, and 70.2% PD in 2018 as measured by the school Gap score. | Objectives: 1 Strategies: 3 Activities: 9 | Organizational | \$0 |
| 2 | Increase the average combined reading and math Achievement scores from 61.5% in 2015 to 72.5% in 2016 and to 82.8% in 2018 as measured by the school Proficiency scores. | Objectives: 1 Strategies: 3 Activities: 8 | Organizational | \$1000 |
| 3 | Increase the average freshman graduation rate from 91.3% in 2015 to 92.6% by 2016 and 93.3% by 2017 and 94.0% by 2018 as measured by the school Graduation rate score. | Objectives: 1 Strategies: 3 Activities: 8 | Organizational | \$0 |
| 4 | Increase the percentage of students who are college-career ready from 70.8% in 2015 to 75.7% in 2016 and to 85.4% by 2018 as measured by the school College and Career Readiness (CCR) scores. | Objectives: 1 Strategies: 2 Activities: 6 | Organizational | \$0 |
| 5 | Increase the percent of effective teachers and leaders as measured by the Professional Growth and Effectiveness System (PGES). | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 6 | Reduce the percentage of students scoring Novice on the reading and math portions of KPREP from 15% in 2015 to 13.5% in 2016 and to 7.5% by 2020. | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$0 |

Goal 1: Increase achievement for all student groups at Larry A. Ryle High School so that the achievement score of gap students increases from 35.4% PD in 2015 to 52.3% PD in 2016, and 70.2% PD in 2018 as measured by the school Gap score.

Measurable Objective 1:

demonstrate a proficiency with the overall achievement gap at Larry A. Ryle High School increasing to 52.3% PD by 06/30/2016 as measured by achievement data..

Strategy 1:

Progress Monitoring - Progress Monitoring

Category: Continuous Improvement

| Activity - Instructional Learning Team Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Math and English Teachers, including collaborative teachers, will meet on a weekly basis by course to discuss curriculum alignment, grading practices, mastery of standards, instructional techniques and data (including specific data targeting GAP populations). | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Regular Education Teachers, Special Education Teachers, Administration, Counselors |
| Activity - Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Teachers, Administration, counselors, certified teachers |
| Activity - Exceptional Student Intervention (ESI) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students who are identified in special education who are below benchmarks will have focused ESI on a weekly basis in math and/or reading. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Special Education Teachers, Instructional Coach |
| Activity - Student Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Closing the Achievement Gap

Larry A. Ryle High School

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|--|--------------------------|------------|------------|-----|---------------------|--|
| Students who are identified as at-risk for dropping out will meet with a para-educator and/or a certified teacher and/or a counselor on a regular basis. This person will do a check-in/check-out process to assist student with academic and behavior concerns. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Para Educator, Assistant Principals, certified teacher and Counselors. |
|--|--------------------------|------------|------------|-----|---------------------|--|

Strategy 2:

Consolidating Planning - Consolidating Planning

Category: Professional Learning & Support

| Activity - Vertical Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Math, Social Studies and English will develop a team to work on aligning the common core standards vertically (throughout the 4 years of high school in sequence). This team will identify essential standards in the core standards and examine how best to build the skills/knowledge to reach knowledge proficiency for each student. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Math. Social Studies and English teachers, instructional coach, Administration |

| Activity - Understanding By Design | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| All teachers will be given training on Understanding By Design (UBD) offered by the District. This training will be used to begin the process of getting all teachers to use the UBD planning for their curriculum planning. All Instructional learning teams (ILT) will develop one unit using the UBD framework this school year. The 5 year plan is to continue to support and develop curriculum using the UBD framework for all units in all ILT groups. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Administrative Team, ILT Leaders, Team Leaders, instructional coach |

Strategy 3:

Best Practice - Best Practice

Category: Professional Learning & Support

| Activity - Formative Assessment Lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------------------|
| Teachers will utilize formative assessments to evaluate student understanding and teacher instructional strategies. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Instructional coach, teachers |

| Activity - ILT | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Closing the Achievement Gap

Larry A. Ryle High School

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|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Instructional Learning Teams (ILT) will examine instructional strategies to improve student understanding. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Instructional Learning Team Leader, teachers |
| Activity - Understanding By Design | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize Understanding By Design in developing the curriculum to focus daily instruction to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Instructional Coach, Administration, teachers |

Goal 2: Increase the average combined reading and math Achievement scores from 61.5% in 2015 to 72.5% in 2016 and to 82.8% in 2018 as measured by the school Proficiency scores.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math Achievement scores to 82.8 by 06/30/2018 as measured by combined reading and math Achievement Scores.

Strategy 1:

Curriculum Assessment and Alignment - Instructional Strategies and Collaboration

Category: Integrated Methods for Learning

| | | | | | | |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Activity - Curriculum Refinement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | ILT leaders, Administrative Staff, Staff |
| Activity - Understanding By Design | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All Ryle teachers will participate in Understanding By Design lesson planning training designed to emphasize the relevancy of instruction and student work (real-life examples) and to enhance interdisciplinary connections. The Instructional Learning Team Leaders (ILT) will then lead their teams in implementing this process. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Administrative Team, Instructional Coach, ILT leaders, Team Leaders |
| Activity - Formative Assessment Lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Closing the Achievement Gap

Larry A. Ryle High School

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|---|--------------------|------------|------------|--------|----------------------|--|
| All teachers in English and Math will utilize Formative Assessments to evaluate learning of students in order to identify students who do not show proficiency. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$1000 | School Council Funds | Instructional Coach, Administrative Staff, ILT leaders |
|---|--------------------|------------|------------|--------|----------------------|--|

Strategy 2:

Interventions - Interventions

Category: Professional Learning & Support

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Instructional Learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | ILT Leaders, Administrative Staff, teachers, instructional coach |

| Activity - Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include: specific course, RAP tutoring, or RAP interventions. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Assistant Principals, counselors, para-educator, select teachers |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Student progress will be monitored on a regular basis by teachers, counselors, ILT teams and administrative team to ensure the implementation and effectiveness of interventions. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Instructional Coach, Counselors, Administrative Staff, ILT leaders |

| Activity - Exceptional Student Intervention (ESI) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------------|
| Students who are exceptional students and fall below reading and/or math benchmarks will have weekly interventions to address skill deficits. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Special Education Staff |

Strategy 3:

Danielson Framework (TPGES) - TPGES evaluation system

Closing the Achievement Gap

Larry A. Ryle High School

Category: Teacher PGES

| Activity - Self-Reflection and Professional Growth | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | District Funding | District Instructional Leaders, Instructional Coach |

Goal 3: Increase the average freshman graduation rate from 91.3% in 2015 to 92.6% by 2016 and 93.3% by 2017 and 94.0% by 2018 as measured by the school Graduation rate score.

Measurable Objective 1:

demonstrate a proficiency the freshman graduation rate for Ryle High School will be 94.0% by 06/30/2018 as measured by the school graduation data..

Strategy 1:

Academic and Career Advising - Academic and Career Advising

Category: Persistence to Graduation

| Activity - Individual Learning Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|---|
| Individual Learning Plan will be utilized to assist students in creating individualized graduation/career plan. This may include using RAP for college recruiting visits, guest speakers, and core content teachers mentoring with students about ILP and course of studies. | Career Preparation/Orientation | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Guidance Office, Administration, Teachers |

Strategy 2:

Targeted Intervention - Targeted Intervention

Category: Persistence to Graduation

| Activity - Exceptional Student Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Instructional Coach, Special Education Staff |

Closing the Achievement Gap

Larry A. Ryle High School

| Activity - Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|----------------------|--|
| Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program, study skills, and RAP Orange intervention. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | School Council Funds | Administration , Math/Reading teachers, Para-educator for monitoring of on-line remediation. |

| Activity - Positive Behavior Intervention System | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|-----------------------------------|
| The school wide PBIS system will be continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning. | Behavioral Support Program | 01/01/2016 | 12/31/2016 | \$0 | District Funding | Principal, PBIS committee members |

| Activity - Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|---|
| The use of a Guidance Counselor to work with the At-Risk population and GAP students. The Counselor will utilize a certified reading teacher and para-educator to meet with students who are at risk of dropping out of school. Possible usages are: reading class for 10-12th grade students below grade level, study skills class for monitoring, credit recovery options, and check-in/check out process. | Behavioral Support Program, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Guidance Counselor, teacher, para-educator, Administrative team |

Strategy 3:

Persistence to graduation - Persistence to graduation

Category: Persistence to Graduation

| Activity - Credit Recovery | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| Students will be offered opportunities to recover credit through school initiated credit recovery programs and summer school opportunities. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | District Funding | Administration , Counselors, certified teachers |

| Activity - Curriculum Refinement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Teachers will be trained in Understanding By Design to provide a viable and rigorous curriculum that is aligned with Kentucky Core Academic Standards. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | ILT Leaders, Administration , instructional coach, teachers. |

Closing the Achievement Gap

Larry A. Ryle High School

| Activity - Student Intervention Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| A monthly meeting is held to discuss students at risk of failing. The SIT team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students progress. This could include: RAP interventions, study skills, use of mentor, credit recovery options, reading assistance. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Assistant Principals, Teachers and counselors |

Goal 4: Increase the percentage of students who are college-career ready from 70.8% in 2015 to 75.7% in 2016 and to 85.4% by 2018 as measured by the school College and Career Readiness (CCR) scores.

Measurable Objective 1:

demonstrate a proficiency ; Ryle High School will have 85.4% of students College and Career Ready by 06/30/2018 as measured by the Unbridled Learning Delivery Formula..

Strategy 1:

Academic and Career Advising - Academic and Career Advising

Category: Career Readiness Pathways

| Activity - Communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|----------------------------|
| Counselors and Assistant Principals will review PLAN test score results with all sophomores in their Raider Achievement Program (RAP) time. | Career Preparation/Orientation | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Administration, Counselors |

| Activity - Parent Information Sessions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Ryle parents and community will become knowledgeable concerning the the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, Guidance and Advisement days, administrative communications via; twitters, emails, blogs and newsletters. | Career Preparation/Orientation | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Administration, Counselors, Teachers |

Strategy 2:

Targeted Intervention - Targeted Interventions

Category: Professional Learning & Support

| Activity - Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Closing the Achievement Gap

Larry A. Ryle High School

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|---|--|------------|------------|-------------------|----------------------|---|
| Students not at Math or English proficiency in the 9th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | School Council Funds | Administration , Instructional Coach, para-educator, certified teacher |
| Activity - Access to Curriculum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provide Students with disabilities access to curriculum via technological advancements. | Technology | 01/01/2016 | 12/31/2016 | \$0 | District Funding | ARC Chairperson, Special Education Team Leader, Special Education Staff, District Special Education Specialty area personnel. |
| Activity - Exceptional Student Intervention (ESI) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Exceptional Student Intervention (ESI) will occur for special education students who are below benchmarks in reading and math in grades 9-12. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Special Education Staff, Instructional Coach |
| Activity - Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A Guidance Counselor will be utilized to target students who are at risk of failing or dropping out. Counselor will utilize a reading specialist and para-educator to assist with specific interventions to help students gain access to curriculum which will allow them to proceed on a career pathway or become college ready. | Direct Instruction, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Guidance Counselor, certified teacher, para-educator, Administrative Team |

Goal 5: Increase the percent of effective teachers and leaders as measured by the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 06/30/2015 as measured by the PGES..

Closing the Achievement Gap

Larry A. Ryle High School

Strategy 1:

Student Growth Goal - Teachers collaborate to determine essential learning goal to be measured during year.

Category: Continuous Improvement

Research Cited: Danielson Framework

| Activity - Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Each teacher will develop a Student Growth Goal to be measured during the school year. All ILT will collaborate and develop assessments and instructional strategies to promote student growth and assess student growth. | Direct Instruction | 08/13/2014 | 06/30/2015 | \$0 | No Funding Required | Administration , instructional coach, All Faculty members. |

Goal 6: Reduce the percentage of students scoring Novice on the reading and math portions of KPREP from 15% in 2015 to 13.5% in 2016 and to 7.5% by 2020.

Measurable Objective 1:

87% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading and math by reducing the percentage of combined novice scores of EOC in English 2 and Algebra 2 from 15% in 2015 to 13% in 2016 in math and in Reading by 06/30/2016 as measured by achievement data. .

Strategy 1:

Interventions - Teacher interventions

Category: Professional Learning & Support

| Activity - Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|-----------------------|
| Instructional Learning Teams in math and reading will use common formative assessments to identify students with deficiencies and place them in workshops offered by their ILT's. These workshops will be designed to meet the needs of the students and offer re-teaching of concepts for better understanding. | Direct Instruction, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Teachers, ILT leaders |

| Activity - Academic Supports | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Closing the Achievement Gap

Larry A. Ryle High School

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|--|--------------------------|------------|------------|-----|---------------------|--|
| A guidance counselor, certified reading teacher, and para-educator will work with at risk students to support their learning. This may include: reading interventions, reading class, study skills, and behavioral assistance. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Guidance Counselor, certified teacher, para-educator |
|--|--------------------------|------------|------------|-----|---------------------|--|

Strategy 2:

Direct Instruction - Collaboration within Instructional Learning Teams

Category: Integrated Methods for Learning

| Activity - Direct Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Instructional Learning teams will collaborate on a viable curriculum, best practices, and collection of data to ensure student understanding. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | ILT Leaders, Administrative staff, Instructional Coach |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|--------------------|------------|------------|-------------------|--|
| Interventions | Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program, study skills, and RAP Orange intervention. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | Administration , Math/Reading teachers, Para-educator for monitoring of on-line remediation. |
| Instruction | Students not at Math or English proficiency in the 9th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | Administration , Instructional Coach, para-educator, certified teacher |
| Formative Assessment Lessons | All teachers in English and Math will utilize Formative Assessments to evaluate learning of students in order to identify students who do not show proficiency. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$1000 | Instructional Coach, Administrative Staff, ILT leaders |
| Total | | | | | \$1000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|--------------------------------|------------|------------|-------------------|--|
| Individual Learning Plan | Individual Learning Plan will be utilized to assist students in creating individualized graduation/career plan. This may include using RAP for college recruiting visits, guest speakers, and core content teachers mentoring with students about ILP and course of studies. | Career Preparation/Orientation | 01/01/2016 | 12/31/2016 | \$0 | Guidance Office, Administration , Teachers |
| Vertical Alignment | Math, Social Studies and English will develop a team to work on aligning the common core standards vertically (throughout the 4 years of high school in sequence). This team will identify essential standards in the core standards and examine how best to build the skills/knowledge to reach knowledge proficiency for each student. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | Math. Social Studies and English teachers, instructional coach, Administration |

Closing the Achievement Gap

Larry A. Ryle High School

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| Understanding By Design | All teachers will be given training on Understanding By Design (UBD) offered by the District. This training will be used to begin the process of getting all teachers to use the UBD planning for their curriculum planning. All Instructional learning teams (ILT) will develop one unit using the UBD framework this school year. The 5 year plan is to continue to support and develop curriculum using the UBD framework for all units in all ILT groups. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | Administrative Team, ILT Leaders, Team Leaders, instructional coach |
| Interventions | Instructional Learning Teams in math and reading will use common formative assessments to identify students with deficiencies and place them in workshops offered by their ILT's. These workshops will be designed to meet the needs of the students and offer re-teaching of concepts for better understanding. | Direct Instruction, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Teachers, ILT leaders |
| ILT | Instructional Learning Teams (ILT) will examine instructional strategies to improve student understanding. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | Instructional Learning Team Leader, teachers |
| Parent Information Sessions | Ryle parents and community will become knowledgeable concerning the the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, Guidance and Advisement days, administrative communications via; twitters, emails, blogs and newsletters. | Career Preparation/Orientation | 01/01/2016 | 12/31/2016 | \$0 | Administration, Counselors, Teachers |
| Exceptional Student Intervention | Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Instructional Coach, Special Education Staff |
| Monitoring | The use of a Guidance Counselor to work with the At-Risk population and GAP students. The Counselor will utilize a certified reading teacher and para-educator to meet with students who are at risk of dropping out of school. Possible usages are: reading class for 10-12th grade students below grade level, study skills class for monitoring, credit recovery options, and check-in/check out process. | Behavioral Support Program, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Guidance Counselor, teacher, para-educator, Administrative team |
| Exceptional Student Intervention (ESI) | Exceptional Student Intervention (ESI) will occur for special education students who are below benchmarks in reading and math in grades 9-12. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Special Education Staff, Instructional Coach |
| Interventions | A Guidance Counselor will be utilized to target students who are at risk of failing or dropping out. Counselor will utilize a reading specialist and para-educator to assist with specific interventions to help students gain access to curriculum which will allow them to proceed on a career pathway or become college ready. | Direct Instruction, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Guidance Counselor, certified teacher, para-educator, Administrative Team |

Closing the Achievement Gap

Larry A. Ryle High School

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| Interventions | Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include: specific course, RAP tutoring, or RAP interventions. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Assistant Principals, counselors, para-educator, select teachers |
| Understanding By Design | Teachers will utilize Understanding By Design in developing the curriculum to focus daily instruction to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | Instructional Coach, Administration, teachers |
| Formative Assessment Lessons | Teachers will utilize formative assessments to evaluate student understanding and teacher instructional strategies. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | Instructional coach, teachers |
| Curriculum Refinement | Teachers will be trained in Understanding By Design to provide a viable and rigorous curriculum that is aligned with Kentucky Core Academic Standards. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | ILT Leaders, Administration, instructional coach, teachers. |
| Student Support | Students who are identified as at-risk for dropping out will meet with a para-educator and/or a certified teacher and/or a counselor on a regular basis. This person will do a check-in/check-out process to assist student with academic and behavior concerns. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Para Educator, Assistant Principals, certified teacher and Counselors. |
| Instructional Learning Team Meetings | Math and English Teachers, including collaborative teachers, will meet on a weekly basis by course to discuss curriculum alignment, grading practices, mastery of standards, instructional techniques and data (including specific data targeting GAP populations). | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Regular Education Teachers, Special Education Teachers, Administration, Counselors |
| Student Intervention Team | A monthly meeting is held to discuss students at risk of failing. The SIT team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students progress. This could include: RAP interventions, study skills, use of mentor, credit recovery options, reading assistance. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Assistant Principals, Teachers and counselors |
| Progress Monitoring | Student progress will be monitored on a regular basis by teachers, counselors, ILT teams and administrative team to ensure the implementation and effectiveness of interventions. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Instructional Coach, Counselors, Administrative Staff, ILT leaders |
| Communication | Counselors and Assistant Principals will review PLAN test score results with all sophomores in their Raider Achievement Program (RAP) time. | Career Preparation/Orientation | 01/01/2016 | 12/31/2016 | \$0 | Administration, Counselors |

Closing the Achievement Gap

Larry A. Ryle High School

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| Understanding By Design | All Ryle teachers will participate in Understanding By Design lesson planning training designed to emphasize the relevancy of instruction and student work (real-life examples) and to enhance interdisciplinary connections. The Instructional Learning Team Leaders (ILT) will then lead their teams in implementing this process. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | Administrative Team, Instructional Coach, ILT leaders, Team Leaders |
| Common Assessments | Instructional Learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | ILT Leaders, Administrative Staff, teachers, instructional coach |
| Exceptional Student Intervention (ESI) | Students who are exceptional students and fall below reading and/or math benchmarks will have weekly interventions to address skill deficits. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Special Education Staff |
| Academic Supports | A guidance counselor, certified reading teacher, and para-educator will work with at risk students to support their learning. This may include: reading interventions, reading class, study skills, and behavioral assistance. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Guidance Counselor, certified teacher, para-educator |
| Assessment | Each teacher will develop a Student Growth Goal to be measured during the school year. All ILT will collaborate and develop assessments and instructional strategies to promote student growth and assess student growth. | Direct Instruction | 08/13/2014 | 06/30/2015 | \$0 | Administration , instructional coach, All Faculty members. |
| Exceptional Student Intervention (ESI) | Students who are identified in special education who are below benchmarks will have focused ESI on a weekly basis in math and/or reading. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Special Education Teachers, Instructional Coach |
| Curriculum Refinement | All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | ILT leaders, Administrative Staff, Staff |
| Direct Instruction | Instructional Learning teams will collaborate on a viable curriculum, best practices, and collection of data to ensure student understanding. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | ILT Leaders, Administrative staff, Instructional Coach |
| Interventions | Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | Teachers, Administration , counselors, certified teachers |
| Total | | | | | \$0 | |

Closing the Achievement Gap

Larry A. Ryle High School

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|----------------------------|------------|------------|-------------------|---|
| Credit Recovery | Students will be offered opportunities to recover credit through school initiated credit recovery programs and summer school opportunities. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Administration , Counselors, certified teachers |
| Positive Behavior Intervention System | The school wide PBIS system will be continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning. | Behavioral Support Program | 01/01/2016 | 12/31/2016 | \$0 | Principal, PBIS committee members |
| Access to Curriculum | Provide Students with disabilities access to curriculum via technological advancements. | Technology | 01/01/2016 | 12/31/2016 | \$0 | ARC Chairperson, Special Education Team Leader, Special Education Staff, District Special Education Specialty area personnel. |
| Self-Reflection and Professional Growth | Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | District Instructional Leaders, Instructional Coach |
| Total | | | | | \$0 | |