



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09202022_11:30

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Tiffany Burris 9/20/2022



2022-23 Phase One: Executive Summary for
Schools_09202022_13:00

2022-23 Phase One: Executive Summary for Schools

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2022-23 Phase One: 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?

Piner Elementary School is a small, rural school with 311 students, covering the largest geographical area in the Kenton County School District. 40% of our students receive free or reduced lunch, and we are a school wide Title 1 school. We continue to maintain a significant number of relatives raising students. The Piner School has been in existence since 1849 and retains its strong community roots. Piner Elementary is truly the center of the community, with multi-generational family connections. In fact, several of our current teachers were Piner students themselves. Piner Elementary maintains a strong alumni group which meets annually. Our school motto is "Piner Elementary - Where Character Counts and Attitude Matters." We promote values such as trust, courage, and honor throughout our Core Essentials character program. We also provide social emotional lessons through our Second Step program. Piner Elementary offers many extracurricular activities, such as: Archery, Basketball, Academic Team, STLP, Performing Arts Club, Running Club, and more.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Piner Elementary community shares a strong belief that our entire school and community of Piner will work together to ensure that all students obtain a strong academic foundation, success in life, and character based on the traits of trust, courage, honor, and determination. Piner Elementary staff believes in productive/positive attitudes, rigorous teaching and learning opportunities, independent, self-motivated students, development of life skills, instruction in the arts, and excellence in academics. Piner Elementary embraces its mission to be a community based school. Piner Elementary School offers multiple activities outside of school for parents and students. A few of the programs scheduled for the 2022-2023 school year are Family Resource Center programs such as Readifest, Student of the Month, and Family Reading and Math Night. Along with our parent and student involvement, the staff of Piner Elementary School participates with the continuing progress of implementation of a positive behavior program through our MTSS system and Class Dojo. We promote explicit teaching of school wide expectations, a common vocabulary, and character-based instruction drawing from the Second Step social emotional program and the Core Essentials program. Additional efforts include the individual student goal setting, continuous influential professional

development of staff, and the development of life skills. We encourage each student to participate in at least one extra-curricular or co-curricular club or team.

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.

Points of pride for Piner Elementary School include exceeding the district average in the following areas: reading and math MAP assessments, growth for EL students on the ACCESS test, Kindergarten Brigance, and 3rd grade literacy transition readiness. Piner Elementary School is 1:1 with Chromebooks for students in grades K-5. Piner also has a Smartboard and document camera in every classroom. The use of these instructional technologies has provided our students with the 21st Century learning skills they will need to become college and/or career ready. Piner Elementary offers a multitude of extracurricular activities for students such as Archery, Basketball, Academic Team, STLP, E-Wise Club, Running Club and more. We have continued to work on closing the gap with our students with disabilities through learning walks, data analysis of ongoing assessment and professional development. Teacher use of the weekly assessments in grades K-5 allows teachers to assess and monitor student mastery of academic standards, and then provide re-teaching or enrichment as needed.

Additional Information

CSI/TSI (including ATSI) 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.

We greatly value parent and community member involvement and appreciate the many contributions they make to enrich our students' learning experiences. We continue to seek ways to involve our parents and community members through programs such as College and Career Day, the Family Resource Advisory Council, PTA, SBDM, the Durr Branch of the Kenton County Public Library, and our BEST business partner with Celanese. We use the Classroom Dojo app as well as regular classroom and school newsletters to inform our stakeholders of current events taking place at our school in addition to the use of Bright Arrow automated call system. We post important school information on our marquee and on our website, as well as archiving copies of our school newsletters on the school website.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report_09202022_11:33

2022-23 Phase One: School Safety Report

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2022-23 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes 8/11/2022

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes 8/11/2022

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for Schools_10152022_10:45

2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

At Piner each year, our administrators host a school-wide KSA Data Analysis PD. It includes all teachers and staff, and the FRC Coordinator. Additionally, our Piner SBDM Council members are invited to attend. We use the KASC Score and Gap Analyzer Tool kit, and identify areas of strength and need. From this, we develop school wide goals for our CSIP. Additionally, data is reviewed throughout the year in a variety of settings. This data is reviewed with the SBDM Council at SBDM meetings in the fall and spring. Teachers, both general and special education, meet weekly in PLCs with the school administrators, and review MAP data following each administration of the test. Additional data analysis is completed in PLCs throughout the year using weekly assessment and common assessment data. Our MTSS team (including administrators, classroom teachers, interventionists, school counselor, and special education teachers) meets in PLCs to review MTSS data for academic areas and SEB. Recommendations are made during these meetings regarding the progress or lack of progress of the interventions implemented. MTSS meetings are held to provide support and make a plan for next steps when students are in

intensive interventions and there are still concerns of lack of growth. Each student's data is reviewed at least every eight weeks; at times, the MTSS team members may refer students for a special education referral.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Proficiency: To increase reading and math proficiency, teachers established a rich learning culture through designing and delivering instruction and assessment literacy while continually reviewing, analyzing and applying data. Reading common assessment data indicates that as a school we obtained a running average of 80.39% for all students K-5. Reading proficiency, as measured by KSA, increased from 55.8% proficient/distinguished in 2021 to 61% in 2022; however, we did not meet our objective of obtaining 62.65%. Math common assessment data indicates that as a school we obtained a running average of 79.55% for all students K-5. Math proficiency, as measured by KSA, decreased from 54.3% proficient/distinguished in 2021 to 53% in 2022. We did not meet our objective of 61.53%. We will continue in the 2022-2023 school year to focus on increasing reading and math proficiency.

Separate Academic Indicator: To increase writing proficiency, teachers established a rich learning culture through designing and delivering instruction and assessment literacy while continually reviewing, analyzing and applying data. Writing proficiency decreased from 72% proficient/distinguished in 2021 to 55.4% in 2022. We did not meet our objective of 75.5%. We will continue in the 2022-2023 school year to focus on increasing writing proficiency.

Achievement Gap: To increase reading and math proficiency of students with disabilities, teachers established a rich learning culture through designing and delivering instruction and assessment literacy while continually reviewing, analyzing and applying data. Reading common assessment data indicates that as a school we obtained a running average of 73.8% for students with a disability. Reading proficiency, as measured by KSA, increased from 23.5% proficient/distinguished in 2021 to 40% in 2022. We exceeded our objective of obtaining 34.74% by 5.26%. Math common assessment data indicates that as a school we obtained a running average of 72.86% for students with a disability. Math proficiency, as measured by KSA, increased from 29.4% proficient/distinguished in 2021 to 30% in 2022; however, we did not meet our objective of obtaining 39.17%. We will continue in the 2022-2023 school year to focus on increasing reading and math proficiency of students with disabilities.

Growth: To increase reading and math growth, teachers established a rich learning culture through designing and delivering instruction and assessment literacy while continually reviewing, analyzing and applying data. Reading growth decreased from 60.09% in the spring of 2021 to 49% in the spring of 2022. We did not meet our objective of 63.89%. Math proficiency decreased from 56.22% in the spring of 2021 to 56% in the spring of 2022. We did not meet our objective of 61.53%. We will

continue in the 2022-2023 school year to focus on increasing reading and math proficiency.

Other: To increase the percentage of teachers perceiving the adequacy of school resources, a system for monitoring the needs for school facilities and classroom instructional resources was created. In 2020 and 2022, 45% of the teachers feel they have adequate resources. We did not meet our objective of 58.8%. We will continue in the 2022-2023 school year to focus on monitoring the needs for school facilities and classroom instructional resources.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Trends from the previous two academic years, as measured by KSA, show that our special education students are scoring consistently lower than our overall proficiency scores by double digits in Reading and Math. Our overall reading proficiency for the 2018-2019 school year was 67.9%, for the 2020-2021 school year was 55.8%, and for the 2021-2022 school year was 61%. While our reading proficiency for our special education students for the 2018-2019 school year was 33.3%, for the 2020-2021 school year was 23.5%, and the 2021-2022 school year was 40%. The averaged difference from all three years is 32.3%. Our overall math proficiency for the 2018-2019 school year was 67.9%, for the 2020-2021 school year was 67.9%, and for the 2021-2022 school year was 53%. While our overall math proficiency for special education students for the 2018-2019 school year was 24.2%, for the 2020-2021 school year was 29.4%, and for the 2021-2022 school year was 30%. The averaged difference from all three years is 27.9%. While our special education proficiency in these areas is above the district average for all 3 years, all students need to be proficient in reading and math.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The number of behavior referrals has increased to 41 in 2021-2022 from 29 in 2020-2021.

- KSA Reading: 14% of students scored novice and 61% of students scored P/D
- KSA Math: 16% of students scored novice and 53% of students scored P/D
- KSA Science: 9% of students scored novice and 40% of students scored P/D
- KSA Social Studies: 9% of students scored novice and 49% of students scored P/D
- KSA Combined Writing: 7% of students scored novice and 54% of students scored P/D
- MAP Reading Projection: 54.4%
- MAP Math Projection: 48.3%
- Common Assessments Running Average Reading: 73.8%
- Common Assessment Running Average Math: 79.55%

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

2021-2022 - Reading common assessment data indicates that as a school we obtained a running average of 80.39% for all students K-5, while students with disabilities obtained a running average of 73.8%.

2021-2022 - Math common assessment data indicates that as a school we obtained a running average of 79.55% for all students K-5, while students with disabilities obtained a running average of 72.86%.

In KSA Reading, 61% of our students scored P/D as opposed to only 40% of our students receiving special education services.

In KSA Math, 53% of our students scored P/D as opposed to only 30% of our students receiving special education services.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

According to KSA Academic Indicator, Piner Elementary scored in High Green in all accountable areas (Reading & Math, Science, Social Studies & Writing, and Quality of School Climate and Safety).

KSA Reading for all students increased from 55.8% proficient/distinguished in 2021 to 61% in 2022.

KSA Reading and Math for students with disabilities increased in both areas. Reading proficiency increased from 23.5% proficient/distinguished in 2021 to 40% in 2022. Math proficiency increased from 29.4% proficient/distinguished in 2021 to 30% in 2022.

KSA Reading and Math for students with free and reduced lunch increased in both areas. Reading proficiency increased from 43.2% proficient/distinguished in 2021 to 61% in 2022. Math proficiency increased from 40.9% proficient/distinguished in 2021 to 43% in 2022.

According to the Quality of School Climate and Safety Survey, 99% of our students feel adults in Piner Elementary work hard to make sure students are safe.

According to the Impact Kentucky Survey, the school climate increased from 78% in 2020 to 89% in 2022.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

KCWP 4: Review, Analyze and Apply Data Results. We will continue to refine our weekly assessment implementation and data analysis in reading and math. Teachers will assess one standard at a time following instruction. Teachers will develop instructional plans to remediate students who fail to master the standards, as well as providing extension/enrichment to students who have. Weekly assessments will be reviewed prior to administration by the PLC for standard alignment and appropriate level of rigor; results will be reviewed weekly in PLCs. Teachers will provide their remediation plans at the time, but for students failing to master the standards, or to reteach all students standards that were not mastered.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP School Key Elements		.

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>Teachers utilize district approved Curriculum Maps/Timelines with integrating weekly and common assessments that contain questions connected to the Kentucky Academic Standards.</p>
<p>KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>100% of teachers receive a classroom visit from administration and Central Office staff every month. Feedback is provided to each teacher around the Cycle of Quality Instruction.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>During the summer and throughout the school year, teachers attend professional development activities, district-wide and also school-wide, to create common and weekly assessments.</p>
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>Weekly PLC Guided Questions: What do we want students to learn? How will we know if they learned it? What will we do if they haven't learned it? What will we do when they have mastered it?</p> <p>Weekly PLC Agenda:</p> <ul style="list-style-type: none"> A. Attendance Concerns B. Assessment Data – Weekly/Common/MAP – Review Data Sheet <ul style="list-style-type: none"> a. Name any standards for which there is a discrepancy among teachers. b. Discuss differences in instructional approaches for these standards. Add notes for any future instructional adjustments (e.g. sequence, chunking, scaffolding).

Key Elements of the Teaching and Learning Environment - School

	<ul style="list-style-type: none"> c. Are there any standards requiring remediation/reteaching for all students? d. What is your plan? e. How does overall student performance compare to SWD performance? <p>C. Calibrate & Plan for Remediation/Standards Re-teaching</p> <ul style="list-style-type: none"> a. What is your plan to provide needs-based instruction to these students?
<p>KCWP 5: Design, Align and Deliver Support</p> <p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>MTSS Tier 3 meetings are scheduled every 6-8 weeks, while Tier 2 meetings are scheduled every 8-10 weeks to discuss student progress and data. Based on the data, next steps are determined for student support.</p>
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>SEB lessons are shown daily through the video morning announcements. Second Step Lessons are taught weekly in the classroom as Tier 1 for SEB, while extension lessons are taught bi-monthly in the classroom building on those weekly lessons.</p> <p>Teachers use Class Dojo for PBIS behavior rewards and incentives with a school goal of 90% positive reinforcement or higher. A Dojo Cart comes around 6 times during the school year and students with 75% or higher dojo percentages get to shop off of the cart.</p>



2022-23 Phase Two: School Assurances_10152022_10:38

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. 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

COMMENTS

24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

28. 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. 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

COMMENTS

30. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional 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

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive School Improvement Plan_10212022_16:46

2022-23 Phase Three: Comprehensive School Improvement Plan

Piner Elementary School
Tiffany Burris
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Piner Elementary will continue to maintain focus on increasing proficiency in Reading and Math for all students and students with disabilities.

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, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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*, *Baldrige*, etc.).

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](#)

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:


- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)

- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PN 22-23 - KDE Comprehensive Improvement Plan	PN 22-23 - KDE Comprehensive Improvement Plan	.

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

1: State Assessment Results in Reading and Mathematics

Goal 1:

Increase the percentage of students scoring proficient or distinguished in Reading from 61% in 2022 to 80% by 2027 as measured by KSA. Increase the percentage of students scoring proficient or distinguished in Math from 53% in 2022 to 80% by 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 61% in 2022 to 65% by Oct. 1, 2023 as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	MAP data, common assessment data, weekly assessment data, and standards mastery as part of the weekly PLC process. Identifying students and standards requiring further instruction. PN Action Plan, PPR Walks, MTSS, PLCs, and Professional Development.	Weekly data reviews to determine student learning needs in weekly PLC meetings. MTSS implementation timeline and meetings (Principal, Assistant Principal and Teachers)	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Implement the Quality Instruction Cycle in daily instruction. Utilize and review student data notebooks to monitor and improve student growth and achievement in reading and math.	Analyze MAP data at a minimum of two times per year: Fall and Spring. Analyze Weekly Assessment Data, Analyze Common Assessment Data (Principal, Assistant Principal and Teachers)	
		Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Analyze assessment data using Performance Matters to determine small group and lessons to reteach standards when not mastered.		

Goal 1:

Increase the percentage of students scoring proficient or distinguished in Reading from 61% in 2022 to 80% by 2027 as measured by KSA. Increase the percentage of students scoring proficient or distinguished in Math from 53% in 2022 to 80% by 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Collaboration in vertical groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery at each grade level and transition point.	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, and Title 1 Teacher)	
	KCWP 6: Establishing Learning Culture and Environment	Establish a process (work) to: Ensure that the positive behavior system and school safety plan is being implemented for a safe environment to improve student achievement.	Regular review of the campus (including drop off and pick up), drills being implemented, and behavior data reviews. Collaborate to develop a plan to strengthen all aspects of student behavior and safety.	Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager) Bi-Weekly MTSS-RBTL meetings (Principal, Assistant Principal, Teachers)	
Objective 2: Collaborate to increase the percentage of students scoring proficient and distinguished in math from 53% in 2021 to 58% by Oct. 1, 2023 as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	MAP data, common assessment data, weekly assessment data, and standards mastery as part of the weekly PLC process. Identifying students and standards requiring further instruction. PN Action Plan, PPR Walks, MTSS, PLCs, and Professional Development.	Weekly data reviews to determine student learning needs in weekly PLC meetings. MTSS implementation timeline and meetings (Principal, Assistant Principal and Teachers)	\$0

Goal 1:

Increase the percentage of students scoring proficient or distinguished in Reading from 61% in 2022 to 80% by 2027 as measured by KSA. Increase the percentage of students scoring proficient or distinguished in Math from 53% in 2022 to 80% by 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Implement the Quality Instruction Cycle in daily instruction. Utilize and review student data notebooks to monitor and improve student growth and achievement in reading and math.	Analyze MAP data at a minimum of two times per year: Fall and Spring. Analyze Weekly Assessment Data, Analyze Common Assessment Data (Principal, Assistant Principal and Teachers)	
		Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Analyze assessment data using Performance Matters to determine small group and lessons to reteach standards when not mastered.		
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Collaboration in vertical groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery at each grade level and transition point.	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, and Title 1 Teacher)	
	KCWP 6: Establishing Learning Culture and Environment	Establish a process (work) to: Ensure that the positive behavior system and school safety plan is being implemented for a safe environment to improve student achievement.	Regular review of the campus (including drop off and pick up), drills being implemented, and behavior data reviews.	Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager)	

Goal 1:

Increase the percentage of students scoring proficient or distinguished in Reading from 61% in 2022 to 80% by 2027 as measured by KSA. Increase the percentage of students scoring proficient or distinguished in Math from 53% in 2022 to 80% by 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Collaborate to develop a plan to strengthen all aspects of student behavior and safety.	Bi-Weekly MTSS-RBTL meetings (Principal, Assistant Principal, Teachers)	

2: State Assessment Results in science, social studies and writing

Goal 2:

Increase the percentage of students scoring proficient or distinguished in Writing from 55% in 2022 to 80% in 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 55% in 2022 to 60% by Oct. 1, 2023 as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Establish a practice (worker) to: Use collection of assessment data to inform next steps for individual students and groups of students.	Writing reviews throughout the year and calibrated scoring as part of the PLC process.	Monthly data reviews in PLCs and staff meetings to determine student learning needs in writing. (Principal, Assistant Principal and Teachers)	\$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	Use of Performance Matters data, writing samples, and other assessment data to identify students and standards requiring further instruction.		
	KCWP 3: Design and Deliver Assessment Literacy	Establish a practice (worker) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Implement the Quality Instruction Cycle in daily instruction.	Analyze student writing data and work samples twice a trimester in PLCs or staff meetings. (Principal, Assistant Principal and Teachers)	
		Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.	Utilize and review student data notebooks to monitor and improve student growth and achievement in writing. Analyze On-Demand Writing assessment data to determine small group and lessons to reteach standards when not mastered.		
	KCWP 2: Design and Deliver Instruction	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and	Collaboration in vertical grade level groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery in writing at	Monthly staff meetings and vertical alignment work groups. (Principal, Assistant Principal, Teachers, and Title 1 Teacher)	

Goal 2:

Increase the percentage of students scoring proficient or distinguished in Writing from 55% in 2022 to 80% in 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		gradual release phases, and arrival at standards mastery.	each grade level and transition point.		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students with disabilities scoring proficient/distinguished in Reading from 40% in 2022 to 45% in 2023 as measured by KSA.	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Regular review of MAP data, common assessment data, and weekly assessment data for students receiving special education services as part of the weekly PLC process.	Data reviews to determine student learning needs in weekly PLC meetings and every other week in Special Education PLC meetings (Principal, Assistant Principal and Teachers)	\$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	Record names of students receiving special education services who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom.	Monitor evidence-based program Read 180, System 44 data, and IEP progress data (Principal, Assistant Principal, Teachers)	
	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to maintain equitable access, identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Use of Performance Matters data and standards mastery data to identify students and standards requiring further instruction.	Analyze MAP data for students receiving special education services at a minimum of two times per year: Fall and Spring. (Principal, Assistant Principal and Teachers)	
		Establish a process (work) to: Create intentional opportunities for students to receive and offer effective feedback during learning.	Collaboration in staff meetings and PLCs to give equitable access to the curriculum, identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and	Monthly staff meetings, vertical alignment work groups. (Principal,	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.	resource strategies are most effective.	Assistant Principal, Special Education Teachers, Classroom Teachers)	
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard.			
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Use collection of assessment data to inform next steps for individual students and groups of students.			
Objective 2: Increase the percentage of students with disabilities scoring proficient/ distinguished on Math from 30% in 2022 to 40% in 2023 as measured by KSA.	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Develop a progress monitoring system to monitor standards mastery for each student.	Regular review of MAP data, common assessment data, and weekly assessment data for students receiving special education services as part of the weekly PLC process.	Data reviews to determine student learning needs in weekly PLC meetings and every other week in Special Education PLC meetings (Principal, Assistant Principal and Teachers)	\$0
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by learning target and standard.	Record names of students receiving special education services who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom.	Monitor evidence-based program Read 180, System 44 data, and IEP progress data (Principal, Assistant Principal, Teachers)	
	KCWP 3: Design and Deliver Assessment Literacy	Establish a process (work) to: Ensure that vertical curriculum mapping is occurring to maintain equitable access, identify instructional gaps, including planning for the introduction of the standard, development and gradual release	Use of Performance Matters data and standards mastery data to identify students and standards requiring further instruction.	Analyze MAP data for students receiving special education services at a	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		phases, and arrival at standards mastery.	Collaboration in staff meetings and PLCs to give equitable access to the curriculum, identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and resource strategies are most effective.	minimum of two times per year: Fall and Spring. (Principal, Assistant Principal and Teachers) Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)	
		Establish a process (work) to: Create intentional opportunities for students to receive and offer effective feedback during learning.			
	KCWP 4: Review, Analyze and Apply Data	Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are share with appropriate stakeholders to guide instructional planning, student grouping, etc.			
		Establish a process (work) to: Develop a tracking system for monitoring of student achievement progress by goal and standard.			
	KCWP 2: Design and Deliver Instruction	Establish a practice (worker) to: Use collection of assessment data to inform next steps for individual students and groups of students.			

4: English Learner Progress

Goal 4:

Increase the number of students exiting the EL program from 0 in 2022 to 1 in 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase students ACCESS scores from 4.4 in 2022 to 4.5 and exiting the program in 2033 as measured by the ACCESS assessment.	KCWP 5: Design, Align and Deliver Support Processes	PSP's will be developed and implemented throughout the school year. Teachers will meet with district staff to create individual student plans to ensure students meet their academic goals utilizing the EL Handbook.	Access Testing	EL progress reports	\$0
		Differentiated PD/PLCs session with teachers of EL students on the EL Handbook and KCSD Guidelines and Curriculum for ELD Program Service Type resources.			
		Continued progress monitor in order to identify next step in real time for instructional adjustments			

5: Quality of School Climate and Safety

Goal 5:

To increase the Quality of School Climate and Safety Indicator score from 79.2 in 2022 to 82.0 in 2023 as measured by the KSA assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the Quality of School Climate and Safety Indicator score from 79.2 in 2022 to 82.0 in 2023 as measured by the KSA assessment.	KCWP 6: Establishing Learning Culture and Environment	All students receive tier one SEB instruction weekly through Second Steps, with daily activities to support the weekly lesson.	2023 School Climate and Safety Survey Score	Participation in Kindness Club, Monitoring of SEB instruction/implementation. Continuous monitoring of SEB MTSS interventions	\$0
		Student leadership teams work to create daily video announcements with the focus of sharing character education to all students.			
		School-wide Kindness Club that meets weekly before school and spreads kindness throughout the entire building.			
		Establish a process (work) to: Ensure that the positive behavior system and school safety plan are being implemented for a safe environment to improve student achievement.			

6: Other (Optional)

Goal 6:

Piner Elementary will increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2022 to 80% in Spring 2027, as measured by the KY Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2022 to 52% in Spring 2023, as measured by the KY Impact Survey.	KCWP 6: Establishing Learning Culture and Environment	Establish a practice (worker) to: Develop a system for monitoring needs for school facilities and repairs.	Regular review of the campus for needs for repairs.	Monthly maintenance and safety walks, safety team meetings, and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager)	\$0
		Establish a practice (worker) to: Develop a system for monitoring needs for classroom instructional resources.	Develop a plan to systematically gather a list of needs for classroom resources	Collaborate in staff meetings to create a list of classroom resource needs. Prioritize the needs and work with SBDM to plan the annual SBDM budget (Principal, Assistant Principal, Teachers, SBDM Members)	



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09062022_14:40

2022-23 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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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Jena Smiddy, September 6, 2022



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2022-23 Phase One: Executive Summary for Schools

River Ridge Elementary School
Jena Smiddy
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
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2022-23 Phase One: 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 5th 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. We also 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 200 students who are considered EL (English Learners) with 25 different spoken languages and over 130 students with disabilities who have an individualized education plan. These sub groups make up 20% of our student population. We currently have 13 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 services they simply would not otherwise have. In addition to the services listed above is regular access to computers, technology and other 21st century learning tools to ensure all students have equitable access to grade level curriculum and high quality resources. 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.

At River Ridge, we Connect, Grow, and Achieve with Every Child, Every Day (Vision). Our mission is to provide a trusting environment focused on successful experiences for our school community. Our core values are as follows: We make learning fun and meaningful, We provide a safe place for students to learn, We foster genuine connections with students and families, We take responsibility for student academic success, and We celebrate individuality. At RRE, we are a PBIS (Positive Behavior Intervention Supports) 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 a variety of programs. Through our Tier II and Tier III blocks of instruction, we facilitate intervention groups using programs to address the needs and skill deficits 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 Newsteam, Academic Team, Basketball, Student Council, 5th Grade Jobs, EWee, 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. We also receive support from our school district to ensure we are a 1:1 school through financial contributions to a long range, systemic plan that involves the purchase, implementation, and maintenance of a 1:1 program. Technology will allow our teachers to consistently utilize online resources, web applications, and other tools in a way that compliments the curriculum, enhances and expands upon the educational content being taught, builds upon student enthusiasm, and maximizes individual student learning.

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 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. Due to COVID-19 and NTI, the Kentucky state assessment was not administered in the spring of 2020. Therefore, no state data is available at this time to compare/analyze our progress through last year. In 2021, we administered the state assessment and as expected due to the pandemic and online learning, our overall proficiency dropped significantly in each tested area. We did however, score above the state average in all areas. Going forward, MAP data, along with formative and summative data taken by teachers, indicates the need for a continued focus on overall reading and math proficiency. We will also continue to place focus on the achievement of our students with disabilities as well as our EL student population. Three years ago, we saw a significant increase in our writing proficiency scores; however our scores decreased with the pandemic so we will strive to get those scores back up to where they were in 2019.

Additional Information

CSI/TSI (including ATSI) 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 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report_09062022_14:40

2022-23 Phase One: School Safety Report

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

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2022-23 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes.

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes.

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes. August 9, 2022.

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes. August 15, 2022.

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes.

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes.

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for Schools_09132022_16:53

2022-23 Phase Two: The Needs Assessment for Schools

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

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are 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 a standing agenda item at monthly 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, and behavior. 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.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Overall, we increased our scores in all tested areas, putting us closer to achieving our goals for proficiency (reading and math), separate academic indicator (science, social studies and writing), achievement gap (students with disabilities), and growth according to MAP. CSIP goals were written for 5 year attainability, however, objectives were written for short term (one year) growth. Our objectives for each goal were written based on 2019, Pre-Covid, achievement data. While we did not meet the goals set by our yearly objectives, we did make positive gains in all areas indicating that our strategies and activities have made a positive impact. For Proficiency (reading and math) we are implementing a new math program for core instruction in all grades K-5. We have seen a tremendous improvement in our students' math skills and increases in our formative assessment and common assessment data support this. We will continue to implement the program this year with the addition of the math intervention program aligned with our core instruction for students receiving tiered intervention support. In reading, we focused on high quality instruction through implementation of the Cycle of Quality Instruction in all classrooms for tier 1 instruction. In addition, we met weekly to review and analyze formative assessment data in ELA (and math) to discuss instructional adjustments in real time. We will continue to implement these processes with the addition of working to more closely vertically align our ELA instruction across all grade levels. The processes we put into place for Science, Social Studies, and Writing will also continue on this year's plan. In addition we will add weekly formative data analysis, aligned resources across grades, and more content and writing integration in reading. For our students with disabilities, we will also continue last year's strategies of weekly data analysis and ongoing review of mastery towards standards and individual (IEP) goals. Overall our data demonstrates that we will increase achievement in areas where we place consistent, focused, aligned efforts for growth. This includes adequate teacher training, monitoring of student data and implementation, frequent follow up and evaluation of strategies, and making adjustments as needed based on need.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Data trends from the previous years demonstrate a decline in overall performance in all content areas during the Covid-19 pandemic with our current data indicating a rise back to where we were pre-Covid. From 2019 - 2022, our reading proficiency data decreased from 61.5% to 46.1% and is now back up to 55%. Our math data

decreased from 58.3% in 2019 to 48.9% in 2021 and current data increased to 59%. A similar trend is evident with our Science and Writing data with overall proficiency being 53.8% and 63.5% (respectively) in 2019, both decreasing to 38.2% (science) and 50.3% (writing) in 2021. Our current proficiency data for Science has increased to 54%, a 15.8% increase from 2021. Our current writing data has increased from 50.3% in 2021 to 61% proficient in 2022, an overall increase of 10.7%. While the data trends point to improvement in all areas, our overall proficiency in reading remains an area for improvement. With only 55% of students scoring proficient/distinguished, just under half of our students in grades 3-5 are reading slightly below or below grade level. Of this percentage, only 21% of our students with disabilities are scoring proficient/distinguished and 33% of our English language learners are considered proficient in reading. Similar discrepancies exist in overall math performance between our EL students and our students with special needs with only 18% of our students with disabilities scoring proficient/distinguished and 28% of our English language learners. We will continue to put our efforts into both reading and math as areas for improvement and growth.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2022, 55% of our students scored proficient/distinguished in reading, above the state average of 45%.
 - On the Spring 2022 KSA, 59% of our students scored proficient/distinguished in math, above the state average of 39%.
 - On the Spring 2022 KSA, 54% of our students scored proficient/distinguished in Science, above the state average of 29%.
 - On the Spring 2022 KSA, 59% of our students scored proficient/distinguished in Social Studies, above the state average of 37%.

-On the Spring 2022 KSA, 61% of our students scored proficient/distinguished in (combined) Writing, above the state average of 40%.

-On the Fall 2022 Brigance (Kindergarten Readiness), 51% of our students were considered 'ready with interventions' and only 44% were considered to be 'ready' with 5% 'ready with enrichment'.

-Current data on district Common Assessments for Reading show that 67% of all students are scoring proficient with 56% of our students with disabilities and 50% of our English learners scoring proficient.

-Current data on district Common Assessments for Math show that 70% of all students are scoring proficient with 52% of students with disabilities and 58% of our English learners scoring proficient.

-On the Quality of School Climate and Safety Survey in Spring of 2022, 98% of our students believe our school is a caring place. 98% of students also believe that adults from our school work hard to make sure students are safe. The same survey indicates that only 37% of students believe that students being mean or hurtful to other students is not a problem.

-According to the ACCESS test given in the spring of 2022, 13.5% of our English learner student population reached attainment, above the state average of 7.9%.

-The most recent KY Impact survey results indicated that 72% of our teachers believe we are focused on educating all students. The survey also indicated that 45% of our teachers have a positive perception of the adequacy of our school resources.

-The Terrace Metrics Resiliency Survey indicated only 3 out of our 406 students in grades 3-5 were considered needing priority 2 support (follow up within 72-96 hours) for their social/emotional well-being.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

According to KSA in the spring of 2022 and other triangulated data, our greatest areas for growth include reading and math with all students and specifically with our students with disabilities and our English Language learners. Our overall rate of proficiency for all students in reading is 55%; for students with disabilities, 21% and our EL students, 33%. While we have made gains in math, overall our rate of

proficiency with all students is 59% with students with disabilities scoring proficient at 18% and EL students at 28%.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our overall proficiency scores on the KSA increased in all content areas from 2021-2022. Notably, our math achievement increased by 10% from 48.9% to 59%.

Our writing achievement also increased by 10% from 50.3% to 61%. We also made remarkable improvements in Science by an overall increase of 15.8% from 38.2% to 54%. In all of these areas we placed systemic and focused efforts on growth by implementing consistent classroom practices and programs across all grade levels.

A closer look at student progress data, especially in math, also contributed to our gains. Going forward, we will implement and adapt these strategies to address our low performance in reading.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

In order to produce our desired changes, we will focus our efforts on KCWP 4: Review, Analyze and Apply Data. In addition to our sustained, focused system of interventions and supports, we will continue our focus on providing high quality core instruction to all students. Teachers and administrators will collaborate to ensure classroom instruction is appropriate and strategies are implemented based on formative, summative, and diagnostic student data. This will help to eliminate gaps in instruction and provide all students with needs based instruction. Teachers and administrators are analyzing weekly assessment data aligned to grade level standards in order to re-adjust curriculum to meet student needs and ensure mastery of grade level content in reading and math. In addition, we are using a new tool, Performance Matters, to collect and analyze common assessment data. This extensive data analysis will allow us to make ongoing instructional adjustments in order to strengthen our overall reading and math instruction school-wide.

ATTACHMENTS

Attachment Name

 Key Elements RRE

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements RRE	Key elements.	• 7

Key Elements of the Teaching and Learning Environment – River Ridge Elementary School, Villa Hills, KY

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	-PD plan outlining needs assessment and ongoing professional development for staff. -Team meeting minutes to document discussion around curriculum and adjustments made based on student needs. -PLCs/Staff Meetings to review KCSD Cycle of Quality Instruction. -Adoption of math curriculum K-5 to enhance math instructional strategies. -KCSD PD sessions for standard analysis
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	-Teacher lesson plans -Master Schedule -Special area class offerings -Instructional walk data to provide ongoing feedback to classroom teachers on effective instructional strategies
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	-KCSD Balanced Assessment Plan -Weekly formative assessment data in Performance Matters -Common assessment data in Performance Matters and district data dashboard -MAP data for Fall and Spring
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	-PLCs to analyze common assessment data, formative assessment data, MAP data, and state assessment data. -Use of Performance Matters as a tool to collect and analyze student data. -MTSS data -Needs Assessment
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	-PLCs to analyze common assessment data, formative assessment data, MAP data, and state assessment data. -Use of Performance Matters as a tool to collect and analyze student data. -PLC teacher analysis forms
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	-Quality of school climate and safety survey -Kentucky Impact Survey -Updated Vision, Mission, and Core Values -Parent Engagement activities (literacy and math night) -FRC events (All Pro Dads, MVP Moms, EL Night) -Active PTO providing multiple family events throughout the school year -Core Teams Meeting Agendas and Minutes



2022-23 Phase Two: School Assurances_09132022_16:52

2022-23 Phase Two: School Assurances

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

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. 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

COMMENTS

24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

28. 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. 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

COMMENTS

30. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional 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

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive School Improvement Plan_09132022_16:54

2022-23 Phase Three: Comprehensive School Improvement Plan

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

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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attachment.

ATTACHMENTS

Attachment Name



School Goals

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, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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, Baldrige, etc.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan


The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Goals	Comprehensive goals with activities, benchmarks, and progress monitoring attached.	•

Updated May 2022

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Updated May 2022

1: State Assessment Results in reading and mathematics

Goal 1: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Reading** from 55% in 2022 to 75% in 2027 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in **Math** from 59% in 2022 to 79% in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase our percentage of students scoring proficient and distinguished in reading from 55% in 2022 to 59% in 2023 as measured by the school report card.	KCWP 2: <u>Design and Deliver Instruction</u> KCWP 4: <u>Review, Analyze, and Apply Data</u>	- Implementation of K-5 math curriculum, Bridges, to align math instruction across classrooms and provide teachers and students with opportunities to deepen their understanding of mathematical concepts.	-Use of MAP Data to determine growth over the course of the school year.	Utilize data from new learning Walk tool to monitor elements of the Quality Cycle of Instruction to determine reinforcement or recommendation for each element. Data is reviewed at monthly Faculty Meetings to determine school-wide trends and to provide differentiated professional learning for teachers based on data from the learning walk tool.	\$40,000 (Bridges training and materials, Heggerty materials, vertical planning days)
Objective 2: To increase our percentage of students scoring proficient and distinguished in math from 59% in 2022 to 63% in 2023 as measured by the school report card.		- Implementation of the Cycle of Quality Instruction and monthly PPR walks to provide clear and specific feedback on classroom instruction in order to consistently grow and improve our tier 1 core instruction. -Utilization of Performance Matters (LMS) to track student progress on weekly and common assessments to focus our discussion of student data at weekly PLC's in order to adjust instruction in real time for ALL students. -Include Heggerty and explicit phonemic awareness instruction in grades K-1 in addition to following the new ELA curriculum/timeline. Revise current schoolwide ELA instructional model to include a more balanced (and vertically aligned) approach to reading through vertical collaboration. -Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.	-Common Assessments and weekly assessments will be used to assess and monitor student mastery towards standards. -RTI data will be used to monitor progress with intervention supports. -KSA data to determine annual growth and achievement for all student groups	Weekly PLC's to review and analyze student weekly and common assessment data with teachers and administrators. Review Common Assessment data in Performance Matters to analyze data in context. Formative assessment data will be analyzed weekly and biweekly. RTI data will be analyzed every 6-8 weeks. KSA (state assessment) will be analyzed annually.	

Updated May 2022

2: State Assessment Results in science, social studies and writing

Goal 2: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in Science from 54% in 2022 to 74% in 2027 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 59% in 2023 as measured by the school report card.	KCWP 1: <u>Design and Deploy Standards</u>	-Analyze common assessment data in Performance Matters (LMS) to determine standards deficits and provide immediate re-teaching of standards.	-Weekly Formative and Performance Assessments	-Learning Walk feedback from Admin Team and District Consultants in PLTW Classroom and regular classroom teachers during Science Instruction	\$2300 (Project Lead the Way Grant, Mystery Science High Quality Instructional Resource)
	KCWP 2: <u>Design and Deliver Instruction</u>	-Implementation of STEAM (project Lead the WAY curriculum) as a special class-collaborative planning with grade level teachers to align curriculum at each grade level.	-District Common Assessments	-Monthly Analysis of Science formative and common assessments using Performance Matters (LMS) during grade level PLC's.	
	KCWP 3: <u>Design and Deliver Assessment Literacy</u>	-Teachers from each grade level will participate in District Curriculum Alignment for Science in order to vertically plan and map the science curriculum, as well as write common assessments aligned to standards.	-KSA	-Learning walks to monitor implementation of science instruction at all grade levels and ensure alignment with grade level lesson plans.	
	KCWP 4: <u>Review, Analyze and apply data</u>	-Revise master school schedule to include dedicated instructional blocks of time for Science consistent with district timeline. -Utilize consistent instructional resources aligned to standards and tasks across grade levels	-Grade Level Lesson plans		

Updated May 2022

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 21% in 2022 to 25% in 2023 as measured by the school report card.	KCWP 2: <u>Design and Deliver Instruction</u> KCWP 4: <u>Review, Analyze, and Apply Data</u>	-Formative assessment practices are used to measure mastery towards grade level standards and guide instruction for students with disabilities. Implementation of MTSS pilot for Performance Matters to streamline and strengthen process for monitoring progress of students as well as specific interventions.	-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions. -Formative and Summative assessments to track growth and progress of all students with disabilities group.	RTI data will be reviewed every 6-8 weeks. Formative and summative data will be reviewed weekly and monthly at PLC meetings	\$0
Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 18% in 2022 to 22% in 2023 as measured by the school report card.		-Evidence based strategies to meet the needs of students with disabilities will be shared and discussed in PLCs and differentiated staff meetings to ensure all teachers are providing best practice instruction that is equitable for all students. -Weekly PLCs to closely monitor and discuss progress towards IEP goals and toward grade level standards to ensure equitable access to the curriculum for all students. -Regular review by administrators and district consultants of Special Education Data including IEP minutes and alignment to schedules, evaluating effectiveness of programs used for SDI, as well as close monitoring of proficiency data using Performance Matters (LMS).	-Regular (biweekly) meetings with special education teachers to analyze and evaluated the effectiveness of the co-teaching model.		

Updated May 2022

4: English Learner Progress

Goal 4: River Ridge Elementary will increase our overall English Learner Progress Indicator score from 57 in 2022 to 77 in 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the overall English Learners progress indicator score from 57 in 2022 to 61 in 2023.	KCWP 2: <u>Design and Deliver Instruction</u> KCWP 4: <u>Review, Analyze and apply data</u>	<ul style="list-style-type: none">-Implementation of progress monitoring three times per year to compare with common assessment data and MAP to determine trends in English Proficiency vs Content Mastery.-Utilize Performance Matters common and formative assessment data in weekly PLC meetings to analyze EL student scores and make adjustments to instruction in real time based on student mastery of standards.-Utilize EL Scaffolding Toolkit to assist teachers in providing scaffolded instruction specific to supporting students at each English Proficiency Level.-Include ongoing embedded PD using instructional walk data, school wide trends, district initiatives, and EL data in our staff meetings to further develop understanding of how to meet the needs of our EL students.-Ensure ongoing collaboration with FRC Coordinator to support families of students in sub groups with home/school connections and individual student success at school.	Weekly formative assessments, Common Assessments, ACCESS	<ul style="list-style-type: none">-EL Progress monitoring 3X per year-Analysis of weekly formative and common assessments using Performance Matters	\$0

Updated May 2022

5: Quality of School Climate and Safety

Goal 5: River Ridge Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem from 49% in 2022 to 25% in 2027 as measured by the Quality School Climate Safety survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 49% in 2022 to 45% in 2023.	KCWP 6: <u>Establish Learning Culture and Environment</u>	<p>-Stakeholders will collaborate to reduce physical and mental health barriers to learning for all students to ensure optimal growth and development through implementation of Choose Love (SEL Curriculum) at all grade levels.</p> <p>-Intentional instruction in digital citizenship in the Library and Technology Special Area Class utilizing online protocol training.</p> <p>-Engage staff in conversations during PLCs around this data to increase awareness of student perceptions and to brainstorm strategies to address deficit areas.</p>	Quality of School Climate and Safety Survey	<p>-SEB intervention data for Tier II and Tier III</p> <p>-District Data Dashboard for SEB reviewed monthly at Admin Team meetings</p> <p>-Discipline Referrals reviewed weekly at Admin Team meetings</p>	\$0

Updated May 2022

6: Kentucky Impact Survey

Goal 6: River Ridge Elementary will increase the percentage of the adequacy of our school resources from 45% favorable in 2022 to 55% in 2026 as measured by the Kentucky Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of the adequacy of our school resources from 45% in 2022 to 50% in 2024.	<u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 6: Establishing Learning Culture and Environment</u> <u>KCWP 5: Design, Align, Deliver Support Processes</u>	<p>-Implement Core Team to evaluate the current state of our resources, determine school wide needs, and collectively create a plan for increasing amount and quality of resources.</p> <p>-Work with grade level team leads for reading and math to inventory program resources currently being used, determine the effectiveness of those resources, and establish a plan for purchase of relevant and rigorous instructional resources.</p> <p>-Teacher representatives to participate on the district curriculum committee to research and recommend high quality resources to be used at the school level.</p>	Kentucky Impact Survey Results, 2024	Interim survey on status of resources in May 2023.	\$0



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09262022_10:25

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Dan Schacherer 9/9/22



2022-23 Phase One: Executive Summary for Schools_09262022_10:27

2022-23 Phase One: Executive Summary for Schools

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

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2022-23 Phase One: 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?

The Kenton County School District includes eleven elementary schools and has a population of over 14,500 students. Ryland Heights Elementary is one of the southernmost elementary schools in the district. Ryland Heights Elementary serves a diverse population of students from unincorporated areas of a rural community and extends to the cities of Covington, Taylor Mill, Fairview, Independence, Visalia and Morning View. With students from several different communities, we have a variety of barriers that our students and families face. Our building was built in 1960 and was renovated in 1994 to add a gym and a media center and then another renovation in 2020 to incorporate more safety features, such as a secure vestibule and main office entrance, security cameras and a more secure key system. Ryland Heights Elementary is in the finishing stages of an additional renovation that began in the 2021-22 school year to remove all mobile classroom units, add classrooms to the building and update the kitchen/cafeteria space. Additionally, Ryland Heights Elementary has continued to prioritize technology for our students and have successfully transitioned to becoming a 1:1 school, with all students having a chrome book to utilize during instruction in addition to having every classroom equipped with a smartboard. The Kenton County School District has also provided the additional supplemental position of an Instructional Technology Coach to provide continuous technology professional development for the staff. Ryland Heights Elementary highly encourages our students to become involved in extra-curricular activities and provides a wide variety of opportunities such as intramural basketball, running club, STLP, chorus and energy wise. Ryland Heights Elementary also partners with the YMCA to utilize the 21st Century grant to offer free after school academics and clubs, such as art, karate and archery.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Ryland Heights Elementary School is to provide a strong foundation of academic, behavioral and social skills that will ensure students are prepared for a successful transition to middle school and beyond. We believe that all students can learn and grow daily, and we strive to have high expectations and provide rigorous learning opportunities for all students. We also believe that all students are unique and learn differently; therefore, we provide a variety of opportunities and resources for needs based instruction and interventions to meet students where they are and help them learn and grow. In order to help our students achieve their fullest

potential, we create a culture and belief that a Team consisting of parents & guardians, educators, students, and the community is key.

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.

According to the 2021-22 Impact Survey, 70% of teachers responded favorably on overall how positive is the working environment at Ryland Heights Elementary. This is a 29% increase from 41% responding favorably on the 2019-2020 Impact Survey. Additionally, according to the 2021-22 Impact Survey Ryland Heights Elementary has continued to be an extremely positive environment for students with 87% responding favorably to On most days, how enthusiastic are the students about being at school. This was a slight increase from 85% on the 2019-2020 Impact Survey. Academically, Ryland Heights Elementary students scored well above the state average in all assessed areas on the 2020-21 state assessment. Most notably, Ryland students achieved a score of 91.4% P/D in On-demand Writing which was a 28.2% gain from 2018-19 state testing. Moving forward in the 2022-23 school year and beyond, we will continue to focus on meeting the needs of our students with disabilities as well as our students receiving tiered interventions.

Additional Information

CSI/TSI (including ATSI) 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.

At Ryland Heights Elementary School, we know that the key to student success is holding high expectations for all students and providing them with a rigorous and engaging learning opportunity each and every day. We take great pride in building positive relationships with our students and maintaining a safe, nurturing learning environment every day. All of these factors contribute to create a love for learning within our students. Daily encouragement for our students to reach their fullest potential will enable us to prepare them for the transition to middle school and all opportunities that come their way throughout their educational career and beyond.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report_09262022_10:18

2022-23 Phase One: School Safety Report

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

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2022-23 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is “no”, please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes, on July 15, 2022

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, on August 11, 2022

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for Schools_10242022_09:06

2022-23 Phase Two: The Needs Assessment for Schools

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our Team utilizes Common Assessment Data, Weekly Formative Assessment Data, MAP diagnostic data, Reading and Math RTI data and Brigance Data. Data review and analysis occurs weekly in multiple settings. The Administration Team reviews data during weekly admin meetings as well as during District Curriculum, Instruction and Assessment Meetings. This data is also shared with the entire faculty, grade specific teachers through PLC's, and with the SBDM council on a regular basis. In addition, specific student data is analyzed during weekly PLC grade level meetings and Special Education PLC's. Students identified for interventions and appropriate data is reviewed weekly at MTSS meetings, which includes school admin team, primary and intermediate interventionists, school counselor, school psychologist, lead special education teacher and school/district RBTL interventionists. This MTSS Team conducts data review progress checks throughout the year to analyze intervention progress data and make determinations for individual students. Tier 2 data review progress checks are conducted every 8-10

weeks (occurs three times per school year) and Tier 3 data review progress checks are conducted every 6-8 weeks (occurs four times per school year).

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year’s Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year’s plan?

During the 2021-22 school year the Ryland Heights Elementary team consistently implemented the identified strategies and activities from the CSIP. Our first proficiency goal was to increase the reading proficiency score from 67.6% in 2019 to 83.8% in 2024 and the math proficiency score from 58.9% in 2019 to 79.45% in 2024 as measured by school report card proficiency data. The first objective was to increase the reading proficiency score from 67.6% in 2019 to 77.32% in 2022 as measured by KSA. Our reading proficiency score in 2022 was 63%, so we did not meet this objective. Our second objective was to increase the math proficiency score from 58.9% in 2019 to 71.23% in 2022 as measured by KSA. Our math proficiency score in 2022 was 58%, so we did not meet that objective. Our separate academic indicator goal was to increase the science proficiency from 37.5% in 2019 to 68.75% in 2024 as measured by the KSA and to increase the social studies proficiency from 64.2% in 2019 to 82.1% in 2024 as measured by the KSA. Our first objective for this goal was to increase the science KSA proficiency from 37.5% in 2019 to 47.6% in 2022. Our science proficiency goal in 2022 was 54%, so we met that objective. Our second objective for this goal was to increase the social studies KSA proficiency from 64.2% in 2019 to 67.7% in 2022. Our social studies proficiency goal in 2022 was 42%, so we did not meet that objective. Our first objective under our achievement gap goal was to increase the reading KSA proficiency for students with disabilities from 45.7% in 2019 to 61.99% in 2022. Our reading proficiency score for students with disabilities in 2022 was 34%, so we did not meet that objective. Our second objective under our achievement gap goal was to increase the math KSA proficiency for students with disabilities from 30.4% in 2019 to 51.28% in 2022. Our math proficiency score for students with disabilities in 2022 was 26%, so we did not meet that objective. Our impact survey goal was by 2024, Ryland Heights Elementary will increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 71%. Our first objective for that goal is to increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 56%, according to the Impact Survey. Our 2022 Impact Survey results showed that 70% of the staff responded favorably that it is a positive working environment, so we met that goal.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Over the past two years our reading and math proficiency scores for our students with disabilities have decreased. In reading the percentage of students with disabilities scoring proficient or distinguished has decreased from 45.7% in 2019-20 to 34% in 2021-22. In math the percentage of students with disabilities scoring proficient or distinguished has decreased from 30.4% in 2019-20 to 26% in 2021-22. The total number of behavior referrals has decreased significantly from 150 behavior referrals in the 2019-20 school year to 61 behavior referrals in the 2021-22 school year. Behavior incidents from the bus continues to be location with the highest percentage of referrals with 41 bus behavior referrals in 2019-20 (27% of the total referrals) and 28 bus behavior referrals in 2021-22 (46% of the total referrals).

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
 - Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
- 63% of our students scored P/D in reading on the 2021-22 KSA compared to the state average of 39.5%. 58% of our students scored P/D in math on the 2021-22 KSA compared to the state average of 31.4%. 70% of our students scored P/D in writing on the 2021-22 KSA compared to the state average of 39.8%. 54% of our students scored P/D in science on the 2021-22 KSA compared to the state average of 25.1%. According to Quality Control Survey results 95% of our students feel like adults work hard to keep them safe. According to Quality Control Survey results 91% of students feel like their teacher expects them to do their best.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

26% of students with disabilities scored proficient and distinguished in math on the 2021-22 KSA. This was a 5.3% decrease from the 2020-21 KSA. 34% of students with disabilities scored proficient and distinguished in reading on the 2021-22 KSA. This was a 0.4% decrease from the 2020-21 KSA. Economically disadvantaged students had an overall score of 65.5 on the 2021-22 KSA which was 14.6 less than the overall score of 80.1 for all students.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

We increased the percentage of students scoring proficient and distinguished in reading on the KSA from 52% in 2020-21 to 63% in 2021-22. Additionally, we increased the percentage of students scoring proficient and distinguished in math on the KSA from 57.3% in 2020-21 to 58% in 2021-22. These increases are a result of our continued, consistent implementation of targeted reading and math standards-based instructional strategies. The continued use of these strategies, combined with implementation of best practices of special education instructional strategies differentiated to the goals of individualized education plans will be an area of focus to improve in our aforementioned priorities and concerns.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.


b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template:
Ryland Heights Elementary will continue to focus on utilizing systems in place to ensure that teachers have lessons focused on standards while utilizing the cycle of quality instruction. Additionally, Ryland Heights will continue to conduct weekly teacher-led PLCs, focused on assessment data analysis and implementing appropriate interventions through our MTSS framework.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements	School Key Elements - Ryland Heights Elementary	.

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students’ attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	<ol style="list-style-type: none">1. Weekly PLC’s- Weekly teacher-led PLCs that focus on data analysis and standards-based planning and instructional strategies.2. Analysis of both formative and summative assessments directly tied to grade level standards. We record all assessment data within our learning management system, Performance Matters.3. All teachers participate in school-level and district professional development opportunities that focus on deepening knowledge of their grade level standards and building assessments that assess students understanding to the intended depth of the standard.
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	<ol style="list-style-type: none">1. Administration conducts, at minimum, one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle that with feedback centered on the Kenton County Quality Instruction Rubric for best instructional practices. The data from these walks is recorded and analyzed. The data that is compiled is also communicated back to teachers to identify trends and areas of focus for professional development.2. Multi-Tiered Support System (MTSS) is in place. Weekly meetings to ensure all intervention goals are targeted at each students identified deficits and instructional practices will decrease learning

	<p>gaps and increase student achievement.</p> <p>3. Teacher accountability to lesson plans that focus on standards, utilize the cycle of quality instruction and demonstrate best practices for all students.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>1. Administration and staff follow the KCSD Balanced Assessment System- Informing Instruction for Student Success beginning with Assessment for Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments).</p> <p>2. Weekly formative assessments are administered and tracked within Performance Matters and District Common Assessments are implemented with fidelity and recorded in Performance Matters as well.</p> <p>3. Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLCs, MTSS meetings to analyze data and make informed instructional decisions.</p>
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>1. Weekly grade level teacher-led PLCs use formative and summative assessment data to identify mastery of standards and skill deficits. In addition, teachers identify next steps which include the standard or students for remediation and</p>

	<p>determine adjustment/revision of instructional strategies that will be utilized.</p> <ol style="list-style-type: none">2. Weekly MTSS meetings that focus on students identified for interventions. The MTSS team reviews and analyzes progress data and makes adjustments to specific intervention plans based on this data. The MTSS Team conducts Tier 2 progress data checks every 8-10 weeks and Tier 3 progress data checks every 6-8 weeks.3. Additional SPED PLCs, focused on reviewing and analyzing progress monitoring data. Team members intentionally adjust/revise instructional strategies based on this data.
<p>KCWP 5: Design, Align and Deliver Support</p> <p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<ol style="list-style-type: none">1. We utilize Performance Matters as our Learning Management System to track standard based mastery for all students across all contents as well as MAP diagnostic data.2. Weekly formative assessments focused on standards being taught at each grade level. Data is reviewed and analyzed in Performance Matters.3. School Special Education Dashboard to track students making progress on IEP goals. Weekly Special Education Team PLC meetings to review IEP progress data.4. District Data Dashboard to track Common Assessment Data, MAP Data, MTSS data, Attendance, Behavior and SPED Compliance Data not only for Ryland Heights Elementary but also to compare

	throughout the Kenton County School District
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	<ol style="list-style-type: none">1. School-wide pennant celebrations for classes and grade levels that reach 75% proficiency on assessments.2. Weekly SEL lessons to focus on students' social emotional well-being and identify needs3. Teach expectations and student behavior through PBIS strategies across all settings.4. All students have an adult advocate.5. Administer Student Climate Survey and Staff surveys to identify strengths of school culture and areas for improvement.6. Community Engagement and Partnerships with families and organizations.



2022-23 Phase Two: School Assurances_10242022_08:27

2022-23 Phase Two: School Assurances

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
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United States of America

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. 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

- ☐ No
- ☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. 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

COMMENTS

24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

28. 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.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

29. 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

COMMENTS

30. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional 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

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Three: Comprehensive School Improvement Plan_11282022_10:31

2022-23 Phase Three: Comprehensive School Improvement Plan

Ryland Heights Elementary School
Dan Schacherer
3845 Stewart Rd
Ryland Heights, Kentucky, 41015
United States of America

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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

N/A

ATTACHMENTS

Attachment Name



Goal Builder

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, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, 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, Baldrige, etc.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan


The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goal Builder	Ryland Heights Elementary Goal Builder	•

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1: Increase the reading proficiency score from 63% in 2022 to 83% in 2027 and the math proficiency score from 58% in 2022 to 78% in 2027 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the reading proficiency score from 63% in 2022 to 67% in 2023 as measured by KSA.	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Incorporate spiral reviews and flashbacks into instruction to ensure student comprehension from previously learned standards.	Utilize common assessment and weekly formative assessment data within Performance Matters; Utilization of MAP data and RI/PI data as a diagnostic to determine student growth and achievement	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on students which need additional supports, Monthly classroom walks to provide coaching feedback to teachers regarding effective instructional strategies in the classroom.	N/A
		Plan for and implement active student engagement strategies	PLC's Student Achievement Data, Teacher Lesson Plan	Monthly classroom learning walks and scheduled formal observations	N/A
	KCWP 4: Review Analyze and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Utilization of Performance Matters (Common Assessments and Classroom Formative Assessments), District Data Dashboard, MAP Data and RI assessment results to determine student growth	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on student progress and ongoing areas of concern	N/A
		Monitor and evaluate the validity of assessments, standards, and learning targets.	Lesson plans and observed lessons show congruency of standards throughout learning targets, instruction, formative	Review of weekly lesson plans, informal classroom walks, formal observations, weekly review of teacher created assessments and student assessment data	N/A

Goal 1: Increase the reading proficiency score from 63% in 2022 to 83% in 2027 and the math proficiency score from 58% in 2022 to 78% in 2027 as measured by school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			assessments and weekly assessments		
	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Increase in students attendance, student academic performance and increase in student participation in extracurricular activities	Monitoring of student attendance, Monitoring of percentage of students participating in at least on meaningful activity outside of the regular classroom	N/A
Objective 2 Increase the math proficiency score from 58% in 2022 to 62% in 2023 as measured by KSA.	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Incorporate spiral reviews and flashbacks into instruction to ensure student comprehension from previously learned standards.	Utilize common assessment and weekly formative assessment data within Performance Matters; Utilization of MAP data and RI/PI data as a diagnostic to determine student growth and achievement	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on students which need additional supports, Monthly classroom walks to provide coaching feedback to teachers regarding effective instructional strategies in the classroom.	N/A
		Plan for and implement active student engagement strategies	PLC's Student Achievement Data, Teacher Lesson Plan	Monthly classroom learning walks and scheduled formal observations	N/A
	KCWP 4: Review Analyze and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Utilization of Performance Matters (Common Assessments and Classroom Formative Assessments), District Data Dashboard, MAP Data and RI assessment results to determine student growth	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on student progress and ongoing areas of concern	N/A

Goal 1: Increase the reading proficiency score from 63% in 2022 to 83% in 2027 and the math proficiency score from 58% in 2022 to 78% in 2027 as measured by school report card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Monitor and evaluate the validity of assessments, standards, and learning targets.	Lesson plans and observed lessons show congruency of standards throughout learning targets, instruction, formative assessments and weekly assessments	Review of weekly lesson plans, informal classroom walks, formal observations, weekly review of teacher created assessments and student assessment data	N/A
	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Increase in students attendance, student academic performance and increase in student participation in extracurricular activities	Monitoring of student attendance, Monitoring of percentage of students participating in at least on meaningful activity outside of the regular classroom	N/A

2: State Assessment Results in science, social studies and writing

Goal 2: To increase the science proficiency from 54% in 2022 to 74% in 2027 as measured by the KSA and to increase the social studies proficiency from 42% in 2022 to 62% in 2027 as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the science KSA proficiency from 54% in 2022 to 58% in 2023 as measured by the KSA.	KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Implementation of the LAUNCH program, ongoing discussion and refinement of science alignment with collaboration between grade level teachers and LAUNCH teacher to ensure coverage and reinforcement of science standards	Classroom walks, Student progress on teacher created assessments	N/A
	KCWP 6: Establishing Learning Culture and Environment	Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school	Participation in District Science Cohort to strengthen understanding of science standards and best practices for instruction.	Professional Development Offerings, Review of student progress using science data during PLC's	N/A
	KCWP 2: Design and Deliver Instruction	Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and weekly review of teacher lesson plans	N/A
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular	Increase in effective utilization of flashbacks, re-teaching and wrong answer	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A

Goal 2: To increase the science proficiency from 54% in 2022 to 74% in 2027 as measured by the KSA and to increase the social studies proficiency from 42% in 2022 to 62% in 2027 as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		adjustments when students fail to meet mastery.	analysis to increase student understanding		
Objective 2 To increase the social studies KSA proficiency from 42% in 2022 to 46% in 2023 as measured by the KSA.	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Weekly PLC discussions regarding student progress on science assessments. Discussion regarding next steps and plan for intentionally addressing students' area(s) of weakness	N/A
		Ensure that all users of assessment data use information to benefit student learning.	Discussion of plan to address areas of weakness as seen on weekly assessments.	PLC's following social studies assessments	N/A
	KCWP 2: Design and Deliver Instruction	Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and teacher lesson plans	N/A

Goal 2: To increase the science proficiency from 54% in 2022 to 74% in 2027 as measured by the KSA and to increase the social studies proficiency from 42% in 2022 to 62% in 2027 as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.	N/A

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the reading proficiency for students with disabilities from 34% in 2022 to 37% in 2023 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement	Ongoing PD regarding co-teaching strategies, regular assessment of instructional strategies implemented in the classroom through monthly walks and formal evaluations, determine success of classroom instruction and adjustment of strategies through student achievement of weekly assessments, MAP Assessment, RI/PI data, and utilization of Multi-Tiered System of Support Data Meetings that focus on students needing additional supports	N/A
		Plan for and implement active student engagement strategies.	Regular Education and Special Education PLC's, Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observation focusing on high cognitive engagement and products from all students	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard	Assessment data indicating standards mastery for grades 3-5, MAP Data, IEP Progress Monitoring Data, Data analysis tools in grades K-2	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data during weekly special education PLC's	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Use daily formative classroom assessments and common assessments to inform teacher's instructional decisions.	Assessment data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI assessment results	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
	KCWP 4: Review, Analyze and Apply Data	Assure that attendance issues are rectified as to not pose an interference with the educational process of students	Increase in student attendance rate and decrease in percentage of students identified as chronically absent	Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A
		Assure consideration and addressment of non-academic barriers to learning.	Increase in student achievement through effectively identifying and addressing individual student needs and barriers.	Continued implementation and refinement of Social Emotional Learning Curriculum for all students, participation of students in school based therapy to address non-academic barriers, Tier 2 and Tier 3 interventions through small group and individual counseling sessions with the school counselor to address non-academic barriers that inhibit learning	N/A
Objective 2 To increase the math proficiency for students with disabilities from 26% in 2022 to 29% in 2023 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement	Ongoing PD regarding co-teaching strategies, regular assessment of instructional strategies implemented in the classroom through monthly walks and formal evaluations, determine success of classroom instruction and adjustment of strategies through student achievement of weekly assessments, MAP Assessment, RI/PI data, and	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				utilization of Multi-Tiered System of Support Data Meetings that focus on students needing additional supports	
		Plan for and implement active student engagement strategies.	Regular Education and Special Education PLC's, Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observation focusing on high cognitive engagement and products from all students	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard	Assessment data indicating standards mastery for grades 3-5, MAP Data, IEP Progress Monitoring Data, Data analysis tools in grades K-2	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data during weekly special education PLC's	N/A
		Use daily formative classroom assessments and common assessments to inform teacher's instructional decisions.	Assessment data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI assessment results	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
	KCWP 4: Review, Analyze and Apply Data	Assure that attendance issues are rectified as to not pose an interference with the educational process of students	Increase in student attendance rate and decrease in percentage of students identified as chronically absent	Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A
		Assure consideration and addressment of non-academic barriers to learning.	Increase in student achievement through effectively identifying and addressing	Continued implementation and refinement of Social Emotional Learning Curriculum for all students, participation of students in school	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			individual student needs and barriers.	based therapy to address non-academic barriers, Tier 2 and Tier 3 interventions through small group and individual counseling sessions with the school counselor to address non-academic barriers that inhibit learning	

4: English Learner Progress

Goal 4: Ryland Heights Elementary does not have any EL students for the 2022-23 school year, so we will not have a goal per advice from Kentucky Department of Education.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5: To increase the percentage of students that agree/strongly agree that students being mean or hurtful to other students online (such as websites and apps) is not a problem for their school from 42% in 2022 to 62% in 2027 according to the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
To increase the percentage of students that agree/strongly agree that students being mean or hurtful to other students online (such as websites and apps) is not a problem for their school from 42% in 2022 to 46% in 2023 according to the Quality of School Climate and Safety Survey.	KCWP 6: Establishing Learning Culture and Environment	All staff collaborates to reduce physical and mental health barriers to learning for all students to ensure optimal growth and development through implementation of SEL curriculum across all grade levels Additional online safety and appropriate behaviors instruction provided to intermediate students, along with additional seminar available to parents.	Quality of School Climate and Safety Survey	Monitored implementation of weekly SEL lessons across all grade levels Parent survey provided for feedback to gauge content and effectiveness of information provided.	N/A
	KCWP 2: Design and Deliver Instruction	Ensure that we are delivering intentional instruction on Digital Citizenship across all grade levels	Quality of School Climate and Safety Survey	Lessons and standards covered across all grade levels	N/A

6: Impact Survey

Goal 6: To increase the percentage of teachers that respond favorably to how often they receive feedback on their teaching from 48% in 2022 to 68% in 2026 according to the Impact Kentucky Working Conditions Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
To increase the percentage of teachers that respond favorably to how often they receive feedback on their teaching from 48% in 2022 to 58% in 2024 according to the Impact Kentucky Working Conditions Survey.	KCWP 4: Review, Analyze and Apply Data	Ensure that all teachers receive a minimum of one classroom walk per month with included actionable feedback focused on the KCSD Cycle of Quality Instruction.	Administrative Monthly Walk Data Sheet; compiled by individual teacher, grade level and school	Individual conversations focused on specific walkthrough feedback; grade level discussions in weekly PLCs; differentiated sessions planned from trends identified in walkthrough data in monthly faculty meetings.	N/A
		Classroom walk data shared with staff biweekly, including trends and charts detailing the results of monthly classroom walks.	Administrative Monthly Walk Data Sheet; compiled by individual teacher, grade level and school	Individual conversations focused on specific walkthrough feedback; grade level discussions in weekly PLCs; differentiated sessions planned from trends identified in walkthrough data in monthly faculty meetings.	N/A