



## 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools\_09172023\_11:58

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

**River Ridge Elementary School**

**Natalie Ewald**

2772 Amsterdam Rd

Villa Hills, Kentucky, 41017

United States of America

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## 2023-2024 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 2023-24 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.  
Natalie Ewald, September 17, 2023





## 2023-2024 Phase One: Executive Summary for Schools\_09072023\_12:33

2023-2024 Phase One: Executive Summary for Schools

**River Ridge Elementary School**  
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## 2023-2024 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 950 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 56%, which qualifies us as a Title One School. For the 6th 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 170 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

At River Ridge we encourage all parents, families, staff, and students to take a vested interest in our school improvement process. We also have a great relationship with members of our community such as Remke, emergency services, Northkey, cabinet for family services, Action Ministries, Alphabest, the district and other community organizations who provide services, food, clothing, mental health services, and other essentials our students need to be able to focus on instruction. All of these agencies help us work together to remove barriers to our students'

learning that will allow them to show improvement in the classroom. Through our family engagement/Title 1 nights we work with parents to provide skills and strategies they need to assist their child in learning that aligns with our curriculum. Our School Based Decision Making team is led by teachers and parents who regularly evaluate the assessment data and instructional practices provided to our students to make informed decisions that lead to improved students' progress. River Ridge also has teachers as leaders through MTSS Team leads, Grade level/ Student Support Team leads, Special Education Team Leads, and Literacy Team Leads that help lead the strategies and action steps on the River Ridge Action Plan. These teacher leaders lead and build capacity with other teachers in analyzing common and formative assessment data, SEB data, MAP data, Reading Inventory data, as well as MTSS data.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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, and social emotional and behavioral 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, Cheer, Student Council, 5th Grade Jobs, EWISE, 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 2019, 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. 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. In the 2022 school year we maintained our number of students who are proficient and distinguished in math. One area of math we showed significant progress is with our students who are identified as EL. In reading we increased the number of students who were proficient and distinguished overall. In science and social studies we decreased the number of students who were proficient and distinguished by less than five in both areas.

In 2022, River Ridge was designated a green level. Preliminary data analysis indicates that we did not increase our proficiency of students in any area with the exception of combined writing. We did not decrease in any area, but remained the same proficiency as in the 2022 school year. Overall achievement levels in math were at the same level as the district at 59% of students who were proficient. In the area of reading, River Ridge scored slightly higher than the district average with 59% of students scoring proficient or distinguished. In the area of science River Ridge students scored higher than the district average with 54% of students scoring proficient or distinguished. Our combined writing score was also higher than the district average with 60% of students scoring proficient or distinguished. In the area of social studies 53% of students at River Ridge were proficient or distinguished, again higher than the district average. River Ridge has a high population of students with disabilities and English Language Learners. Our students with disabilities continue to be our weakest scoring gap group, with students in reading scoring proficient and distinguished at 16% and in math 17% of students were proficient and distinguished. Both of these areas were lower than the district average. In science our students with disabilities outscored the district average with 22% of students scoring proficient and distinguished. Students with disabilities scored 10%



higher than the district average in the area of combined writing with 21% of River Ridge students scoring proficient or distinguished. In social studies our students with disabilities scored higher than the district average with 14% scoring proficient or distinguished. Our students who are English Language Learners did score higher than our students with disabilities and higher than the district average in most areas. In reading, they were at 39% proficient or distinguished and in math they were 49% proficient and distinguished. Based on all of this data River Ridge has focused improving achievement scores for all students in reading and math, with the goal of 80% of students scoring proficient or distinguished. In the area of special education, our goal is for 70% of students to be proficient or distinguished in reading and math. In order to make this growth, River Ridge has taken steps to improve overall Tier 1 instruction in reading by adopting and implementing to fidelity Amplify CKLA reading. This program is based on the science of reading. Our teachers have attended summer PD to learn the program, utilized a new data analysis tool that breaks down the scores of our overall students, Special Education students, ELL students, and student who are in Tier 2 or Tier 3 in that area. This allows our teachers to make adjustments to instruction, provide needs-based instruction to students who have not yet met the standard, and plan for instruction on a weekly basis. We have also created a structure for weekly PLC's in which we are using a backward design to plan ELA and math to ensure that we are teaching to the standard and providing students opportunities to experience knowledge to higher cognitive demand tasks. We have also chosen to implement a co-teaching model in the ELA class at every grade level in which a general education teacher and special education teacher are planning for instruction, present and engaged with all students for the entirety of the lesson, and analyzing data to adjust instruction in real time. This also creates a rich learning environment in which both teachers can provide behavior modification strategies for our students with behavioral concerns. On a teacher survey given in September of 2023, teachers scored the effectiveness of co-teaching so far this school year. They gave an overall score of 4.6 out of 5 that co-teaching is an initiative that should continue. Their score of 4/5 showed that they believe that students' behavior better in a co-taught class than they did in a non-co-taught class. They score a 4.6/5 that teachers who co-teach experience professional growth and improve their teaching skills. The area that scored the lowest on the survey was 'special education students in a co-taught class learn better than they did in a non-co-taught class with a score of 3.6/5. With the continued professional development through PLC's and a co-teaching cohort, along with monthly paid planning time to focus on co-teaching we know that teachers will believe in the co-teaching model and see the benefit not only for students but for their overall growth as teaching professionals. River Ridge also does monthly walks in each classroom to target skills (phonics instruction) for Kindergarten through 2nd grade and Knowledge (comprehension) in grades 3-5 along with math, science, social studies, and MTSS/RTI classes. Administrators provide feedback based on the cycle of quality instruction seen in each class. The data from the 2022 school year shows that overall the tasks teachers were providing were appropriate to the standards. Students were being provided opportunities to interact with the task by an individual product. We found that in only 60% of classes we saw evidence of teachers adjusting instruction based on formative assessments. We will focus our PLC's and walks this school year on what type of task is being provided (knowledge vs. high cognitive demands) as well as how teachers are adjusting instruction to ensure all students are being provided needs-based instruction to meet the

academic standards. Our MTSS academic core teams have a goal of creating a written expression entry and exit criteria for students who are not meeting the standard for writing as well as creating a more structured approach to providing needs based instruction to students who do not require T2 or T3 interventions. This will help our students who are above the 60th percentile make growth in reading and math. These teams are also evaluating the effectiveness of interventions after each progress check to ensure we are providing the best interventions for each area of concern. Our PBIS and SEB core teams are focused on creating a new behavior management system to replace an outdated clip chart that will focus more on restorative practices and positive reinforcement to teach replacement behaviors to students. They are also working to create social emotional and behavior entry and exit criteria and more effective ways to monitor students growth in the area of SEB. They will also be analyzing the overall effectiveness of our SEB interventions provided by our counselors and KTP worker to ensure students are able to make expected growth in their interventions that carry over to the classroom. We have adopted a new social emotional Tier 1 program, Second Steps this school year. It is being taught once a week in every classroom to all students. Our T2, T3, and special education teachers are also using Second Steps interventions so that the students can use the same terminology and skills in all areas of the school to increase overall behavior in the classroom which will lead to a decrease in loss of instructional time due to behavioral concerns.

The mission and vision at River Ridge is for every teacher to connect with every student every day to help them grow and achieve academically and behaviorally. We are committed to fulfilling this mission by following the district instructional priorities, holding each other accountable to our goals, and keeping our focus on the two rocks that we have for growth this year of increasing students' achievement in reading and math as well as growing in the area of social emotional wellbeing.

### 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. This year we are implementing Amplify ELA curriculum across all grades to increase our reading scores. 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

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diverse array of needs, successfully comes together as a learning community dedicated to the education and well-being of the 950 students we serve.



## Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report\_09262023\_07:06

2023-2024 Phase One: School Safety Report

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## 2023-2024 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-July 18, 2023

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 10, 2023

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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## 2023-2024 Phase Two: The Needs Assessment for Schools\_10062023\_18:57

2023-2024 Phase Two: The Needs Assessment for Schools

**River Ridge Elementary School**

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## **2023-24 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 has reviewed and analyzed the preliminary KSA data for the 22-23 school year and shared this data with all special education, regular education, special area, special education, and intervention teachers. This data was discussed to identify trends from the 21-22 school year KSA data to this year. We then reviewed the current school action plan to determine if this data continued to support our goals. This data provided us with valuable trends that indicate our needs on the Action Plan are in line with that data. We also use MAP data and RI data to triangulate student data points in grades K-3 for literacy needs. In grades 4 and 5 we also triangulated this data to the KSA student data to determine next steps for instruction as well as any trends in standards that teachers will need to focus more heavily on this school year. In the area of Math we have followed this same process with MAP and KSA data. This data was also shared with our SBDM council in order for our community stakeholders to know what goals and objectives we have for this school year and how the data shows this need. Our next steps are to continue to analyze formative and common assessment in the areas of math and

reading in addition to the RI test that students in grades K-5 will take in January. Each grade level team will use the analysis tool to segregate data for our students who are in our gap groups (special education and EL) and compare to the overall performance of all students in that grade level to determine if we are closing the gap in these content areas in their weekly meetings. During weekly PLC's with administrators' teachers will discuss this analysis tool and how they have incorporated needs-based instruction and differentiation to reteach any skills students did not master. We also discuss Tier 1 instruction in the area of math and ELA. This year we are implementing a new CKLA/Amplify curriculum and PLC's have been focused on intentional planning of this program to ensure the KCSD curriculum map and KAS standards are being taught with fidelity. Teachers, along with administrators, review and discuss student progress data for MTSS in PLC's every 8 weeks for reading, math, writing, and behavior. All PLC's are documented in a google document each week for both administrator and team meetings.

### 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 did not increase our proficiency scores in the content areas with the exception of a slight increase in reading. In all areas we did not decrease but remained the same. CSIP goals were written for 5-year attainability, however, objectives were written for short term (one year) growth. Each objective was written for growth over one year based on our 21-22 KSA 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. In the area of reading, we did increase our proficiency to 59% which met the yearly objective. In the area of math we remained at 59% percent and did not make progress towards the yearly objective of 63%. In the 2021 school year we implemented a new math program that allowed us to make growth from 48% to 59%. However, during the 2022 school year we were not able to follow this program to fidelity in order to meet the KCSD curriculum timeline and our scores did not increase. This year we are more focused on how we can align our program more closely to the KCSD timeline without losing the valuable spiraled instruction this program provides. We are doing this with intentional planning and discussion around the data from each formative and common assessment and what instructional practices we will put in place to meet proficiency. We continue to see an increase in student understanding and application of math standards with the use of this program that will lead to further mastery of the standards. We implemented the intervention program that aligns to the T1 math curriculum and had 100% of students in T2 and T3 interventions make good progress on their goals in the last round of interventions. We were able to close the gap in our English Learner population by increasing their proficiency on KSA from 28% to 49%. The consistent language and strategies being taught in grades K-5 with the math T1 program has allowed them to have more success moving from one grade to the next. We trained all teachers in this program this year to allow for smaller group sizes in math interventions and are using it in most math interventions in place of other interventions did not show as much growth by student data. In the area of reading, we did not show growth and stayed stagnant at

59% proficiency. This year we have implemented a new reading curriculum and provided more time in the master schedule for reading to increase mastery. This has allowed us to more closely align ELA instruction across all grade levels. We have created a process for teachers to plan together for this program to be intentional in its use especially as it relates to our K-2 students in the area of phonics, phonemic awareness, and decoding. This will allow us to have more students reading at grade level to access all content areas. We will continue the process for science, social studies, and writing to be analyzed in weekly PLC's to adjust instruction in real time and to provide us with data to drive Tier 1 instruction. Our students with disabilities did not make progress in any tested area on the KSA in 2023. They decreased from 21% in reading to 16%. In math they decreased from 18% to 17%. In the area of science we did not meet the yearly goal of students with disabilities increasing their score from 54% but dropped to 22%. Therefore, we have implemented training and intentionally scheduled co-teaching times during ELA in which teachers are more equipped to plan and work together to focus on strategies that will increase students with disabilities scores in proficiency. While this data does not demonstrate growth in all areas, other data we have does demonstrate that we 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
  - From 2021 - 2023, our reading proficiency KSA data decreased from 46.1% to 55% and is up to 59%.
  - Our math proficiency KSA data from 2021-2023 increased from 48.9% to 59% and increased to 61% in 2023, so this remains an area for improvement.
  - The MAP math proficiency scores from 21-23 of students with disabilities was 18.9% and slightly decreased to 18.78% in 2022.
  - In the area of reading, the MAP proficiency scores for the Fall of 2023 are 50% proficiency. The percent of students not proficient are as follows:
    - Kindergarten- 58%
    - 1st Grade-49%
    - 2nd Grade-59%
    - 3rd Grade-45%

## 4th Grade-48%

## 5th Grade-42%

- On the KSA students identified as English Language Learners decreased proficiency from 2021-2022 by 3% in math. The number of students proficient in math identified as ELL is 48% and remains a priority area.
- In the area of reading and math our students with special education continue to be an area of growth. In 2021 in math 18.9% were at proficiency. This dropped to 18% in 2022 and in 2023 is 22% proficiency. In reading students are at 22% proficiency in 2023. Their scores from the last two years in reading were 17% in 2021 and 21% in 2022 (21%). This remains an area of growth.
- In the area of science, our proficiency scores remained 54% from 2022-2023.
- According to the Quality of School Climate Survey in 2022, 63% of students feel that students saying mean or hurtful things is a problem at RRE. In 2023, this remains an area of growth with 47% of students saying this is still a problem.
- According to the Quality of School climate survey in 2022, students reported that adults from my school stay calm when dealing with bad behavior 77%. In 2023, this dropped to 75%.
- According to the Quality of School climate survey in 2022, students reported that Students from this school respect each other's differences (gender, culture, race, religion, ability) 87% of the time. This drastically decreased to 66% in 2023.

### 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 2022-23 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 2023, 59% of our students scored proficient/distinguished in reading, which is equal to the district average of 59%.



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-On the Spring 2023 KSA, 60% of our students scored proficient/distinguished in math, slightly above the district average of 59%.

-On the Spring 2023 KSA, 54% of our students scored proficient/distinguished in Science, above the district average of 48%.

-On the Spring 2023 KSA, 53% of our students scored proficient/distinguished in Social Studies, slightly above the state average of 52%.

-On the Spring 2023 KSA, 61% of our students scored proficient/distinguished in (combined) Writing, slightly above the district average of 60%.

-On the Fall 2023 Brigance (Kindergarten Readiness), 52% of our students were considered 'ready with interventions' and only 48% were considered to be 'ready'. - On the Fall 2022 Brigance (Kindergarten Readiness), 51% of our students were considered 'ready with interventions' and only 49% were considered to be 'ready'.

-Current data on district Common Assessments for Math show that 75.72% of all students are scoring proficient with 52.62% of students with disabilities and 52.67% of our English learners scoring proficient.

-According to the ACCESS test given in the spring of 2023, 15% of our English learner student population reached attainment. 89% of our ELL students showed growth, 10% higher than in 2022. In 2022, 13.5% of our English learner student population reached attainment, which was above the state average of 7.9%.

-Our fall MAP reading data shows that in grades K-5, only 50% of students are reading with proficiency. This is a decrease from 56% in the spring.

-Our Fall MAP math data shows that in grades K-5, 49% of students are proficient, which is a decrease from 53%.

-The reading inventory data shows that only 45% of 3rd graders are reading proficiently, and of the students who were below the 60<sup>th</sup> percentile in 4th and 5th grades, only 5% and 11% were proficient respectively. In Kindergarten, the Foundational Reading scores show that 100% of students are reading on grade level. In 1st grade, the Foundational reading scores show that 20% of students are on grade level. In 2nd grade the number of students who are reading at grade level is 29%. The assessment, when broken down into accuracy vs. fluency does show more students who are reading closer to grade level than the fluency score above shows. When triangulating the FR data to the MAP data, there is a huge discrepancy and this data point will be used in conjunction with others to determine the number of students who are reading at or below grade level.

-The current Discipline referral data from August to October 2023 shows 37 referrals. At this same date in 2022 the number of discipline referrals was 86.

-The overall attendance percentage for the 22-23 school year was 95.3%, this was the highest average in the Kenton County School District.

-The number of students in 5th grade who were considered transition ready based on the KCSD Guidelines for the 22-23 school year was 53%. The number of students in 4th grade was 75%.

-According the Quality and School Climate survey results in 2023, 98% of students felt that River Ridge is a caring place, slightly above the district average of 95%. 90% of students feel that their teachers make them feel welcome in their class. which is a decrease from 2022 in which 95% felt this way. 90% of students feel that school staff handles safety concerns quickly. 47% of students report that students being mean or hurtful is a problem for the school.

### 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 2023 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 on the KSA for all students in reading slightly increased from 55% to 59% . Students with disabilities had a huge discrepancy from the overall students scores showing 22% proficiency on the 2023 KSA. This shows a gap of 33% for our students with special education compared to all students. Our EL students in 2023 were at 33% proficiency. This is present the same gap as our special education students, and remains a priority for growth.

-In math, we made a slight increase in proficiency on the KSA from 2022-2023. Overall our rate of proficiency with all students is 60%, but we did not meet our goal from last year of 63%. Students with disabilities scored proficient at 22% on the 2023 KSA, which is a slight increase from the 2022 school year. This is a huge discrepancy (38%) to our overall proficiency data in math. We did increase proficiency of EL students to 46% from 28%, but continue to show a gap (15%) in overall student proficiency compared to our EL students proficiency.

-Our Fall MAP reading data for grades K-5 shows that 50% of students in grades K-5 are proficient and only 49% of students are proficient in math.

-The English Language Learner Status Indicator Score was 66.1.

-Our KSA Science proficiency scores did not increase this year, but remained at 54% in 2023.

### 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 KSA proficiency scores in all content areas remained the same, with the exception of a slight increase in reading and math. In reading, proficiency is at 59%, math 61%, science 54%, social studies 53% and combined writing 61%. On the MAP assessment our overall proficiency went from 51% in the fall of 22 to 56% in the spring of 22, but has dropped to 50% in the Fall 2023. We have created a systemic structure for PLC's weekly to focus on planning and analyzing data in the area of reading with the implementation of a new reading program.

Our overall proficiency in math slightly increased (61%) from the 2022-2023 school year, and is 13% increase from 2021-2022. Our overall EL proficiency increased in math to 46%. We have placed an intentional focus on collaboration and improved strategies to increase this proficiency that will be used to increase our gap student groups (special education and EL).

We increased our KSA math scores in the 2022 school year by placing intentional focus on implementing a math program that builds foundational math concepts and understanding and provided clear vertical alignment in vocabulary and strategies. This has continued to increase our EL proficiency in math as stated above. We will continue to use this focus in ELA and Math this year with the implementation of a reading and math program.

We have also implemented a new Reading program that provides increased instructional time to our master schedule for ELA as well as intentional planning for skills (decoding and phonemic awareness) and knowledge (listening comprehension for grades K-2 and reading comprehension for grades 3-5). This will allow our school to be more vertically aligned in content vocabulary, instructional strategies for reading, and provide our new teachers with a guide for teaching 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

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## KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

### **ATTACHMENTS**

#### **Attachment Name**



RR Key Elements

8. 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 District Improvement Plan (CSIP) diagnostic and template.

The focus for this school year will be on implementing an ELA and Math program to provide effective and rigorous instruction that is aligned for each grade level. Each week, teachers and administrators will meet to create lesson plans using a backward design model to ensure that the KAS and KCSD curriculum map are being followed to fidelity. Planning includes overview of the unit, as well as discussion around what the key ideas are for the unit to guide instruction in each individual lesson. These weekly meetings, as well weekly grade level PLC's provide teachers with time to analyze the common and formative assessment data in both reading and math. This data analyzes the overall number of students who are proficient, number of special education students who are proficient, number of EL students who are proficient, as well as number of T2 and T3 students who are proficient. Guiding questions on the data analysis tool include naming students who were not proficient, questions that students struggled with, strategies that were successful as well as those not successful to guide reteaching and needs based instruction, as well as specific strategies or next steps with specific students. This data is then housed in a data dashboard in which administration looks at weekly to determine trends in specific grades, contents, or teachers to provide support in those areas to improve instruction.

The second focus this year will be on improving students with disabilities scores in reading and math. We have intentionally made a master schedule that allows one special education teacher to work with each grade level. We have identified ELA as

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our co-teaching cohort that will implement co-teaching through the entirety of the ELA block. This provides one regular education teacher as well as a special education teacher in the ELA block. This co-teaching cohort meets weekly to plan ELA instruction, monthly after school to work together for vertical alignment of co-teaching across the school, as well as celebrate successes and problem solve barriers to implementing co-teaching effectively. We have already trained all teachers on the fundamentals and instructional practices that have been proven to yield the highest results in a co-teaching classroom.

Both of these goals will be analyzed through student data, teacher instructional walk data, as well as MTSS data. We will focus these monthly walks intentionally on reading and math instruction both in T1 and T2/T3. We will focus on determine the type of task that teachers are providing (knowledge vs. high cognitive demand) and track this data to share with teachers and compare with our student assessment data. We will also provide teachers with focused and intentional feedback around the element of adjusting instruction.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 RR Key Elements		• 7



## Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<b>KCWP 1: Design and Deploy Standards</b> Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	Our school has a process in place that provides two PLC's a week for teachers to analyze data in all content areas using formative and common assessments. This analysis tool includes segregating the data of our students with special education, EL, and are being provided T2 and T3 MTSS in reading and math. This process allows us to assess student mastery towards standards and implement new strategies to meet students where they are. On this same assessment tool teachers are naming individual students who did not master the standards of the assessment and making a plan to reteach or provide needs based instruction to provide students access to the standard until mastery has been reached. The discussion is also centered around how we can more closely align to the KAS and KCSD curriculum timeline.
<b>KCWP 2: Design and Deliver Instruction</b> Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	This year we are implementing a new Tier 1 program for ELA. We have intentionally planned all weekly PLC's with teachers and administrators to focus on the elements of the program and how they align to the standards. We are using formative and common assessment to analyze how we can improve instruction in T1 reading and math at the weekly PLC's. The new program is based on the most recent reading research based on the science of reading. We have also implemented a new Tier 1 SEB program to ensure that all students are being provided a comprehensive instructional program

## Key Elements of the Teaching and Learning Environment – School

		<p>to learn necessary skills for SEB. We will continue to improve math instruction in weekly PLC's using the same process as stated above for ELA. This will continue to focus on how we can align our math program more closely to the KCSD curriculum map to increase proficiency.</p> <p>Administrators are monitoring the effectiveness of this instruction through monthly instructional walks. In the all content areas, we are intentionally using these walks to focus on the Cycle of quality of Instruction in Elements 1 and 4. In the area of task, we are tracking the type of task being provided to students. We are data and analyzing in administrative weekly meetings if the task teachers are providing focus on high cognitive demands that will lead to students having a deeper understanding of the content. We are looking at overall trends as well as individual teacher feedback to determine embedded professional development in PLC's or through informal supports for teachers. We will provide teachers opportunities to observe each other to improve planning and instruction in this area.</p> <p>After analyzing last year's walk trend data, we discovered that we were not providing feedback in the area of adapting instruction on a regular basis. The administrative team has worked together to determine what this looks like in the classroom and have been intentional in our monthly walks at finding ways teachers are adapting instruction. We are then providing feedback and strategies teachers can implement in their next lesson through our walk feedback form. We follow up with teachers on how they have implemented this in their daily instruction through conversations and future walks in their classroom.</p>
<b>KCWP 3: Design and Deliver Assessment Literacy</b> Does our school have a comprehensive, balanced assessment system that provides a variety of evidence	Yes	Our school uses weekly formative assessment data to analyze student mastery towards the standards taught that week in order to make instructional changes for the next week's lesson. We also



## Key Elements of the Teaching and Learning Environment – School

to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		analyze common assessment data after each assessment window has closed to make instructional changes to the next unit. We also utilize MAP and RI to determine individual student needs in order to make growth for all students in reading. We are also implementing the interim performance assessments within the ELA program to measure student mastery towards reading. We use MAP and a screener from our math intervention program to determine student needs as a diagnostic.
<b>KCWP 4: Review, Analyze and Apply Data</b> Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	This school year we have implemented a new data analysis tool that provides overall proficiency for all students, special education students, EL students, as well as students who are being provided T2 and T3 interventions in reading and math. We have also included key questions using the Dufour's framework to identify areas of improvement for overall instruction as well as individual student needs. We are discussing this data in weekly PLC's with administrators and teachers to ensure that this data is driving our instruction and making meaningful changes to student data. We are triangulating this data with MAP and RI data within two weeks of giving these assessments.
<b>KCWP 5: Design, Align and Deliver Support</b> Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	This year we are implementing a co-teaching framework for all students with disabilities in the area of ELA. We have trained all teachers in effective research based co-teaching practices that yield the highest results. We are meeting monthly in PLC's to analyze the overall effectiveness of this framework and problem solving any barriers teachers may be facing to implementing with fidelity. We have created a master schedule that allows for special education and regular education teachers to co-teach during the entire ELA block in grades 1-5. We are working on a plan to implement this framework more effectively in Kindergarten. Through instructional walks, we are

## Key Elements of the Teaching and Learning Environment – School

		<p>intentionally focusing on this framework and providing feedback to teachers to improve instruction in the co-teaching classroom.</p> <p>Through this framework and training, we are providing embedded professional development throughout the year to teachers to focus on high yield instructional strategies that will not only improve our students with disabilities proficiency, but also our EL and T2/T3 students.</p> <p>We are also using performance matters and schoology to analyze formative and common assessments to be able to triangulate data in PLC's.</p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p> <p>Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	yes	<p>Through the co-teaching framework, we have intentionally created a master schedule that provides inclusive learning for all students.</p> <p>We have also implemented a structure around analyzing students grades, mastery towards ELA and Math, student participation in extra curricular activities as well as attendance and how these factors lead to successful transition readiness. In grades K-3 we are analyzing MAP and RI data as well as formative and common assessments to determine which students are not ready to transition to the next grade. We are using this data to provide needs based instruction as well as MTSS interventions to ensure students are moving to the next grade ready to learn the grade level standards.</p> <p>In grades 4 and 5 we are using PLC's to not only discuss formative and common assessment data, but also to analyze midterm and report card grades. We are pulling this data from Infinite Campus and making plans for individual students who have D's or F's in any content area. We are using adult advocates to meet with these students monthly in order to build relationships, connect with students on a personal level, as well as work with them on strategies</p>

Key Elements of the Teaching and Learning Environment – School

		<p>that will help them show mastery on daily classwork that will lead to higher grades and success. Our RBTL team is working with families to ensure students are at school so they can access the instruction provided by teachers. Each week this team meets to discuss students who are chronically absent and provides interventions for these students. They also work with the families of these students to provide support that can help reduce the barriers students and families are facing in school attendance.</p> <p>With 56% pf our students as part of the free and reduced gap group we recognize that one barrier they have to participating in extra curricular activities is access to after school or outside of school activities due to transportation issues. We are providing students access to these activities clubs and Timberwolf Talent time throughout. This provides students access to groups and clubs that interest them so they can build relationships and crucial social emotional skills for working with others that will lead to a successful career. All teachers in our building provide an opportunity at least two times a year for students in grades K-5 to participate in an extracurricular activity.</p>
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2023-2024 Phase Two: School Assurances

**River Ridge Elementary School**

**Natalie Ewald**

2772 Amsterdam Rd  
Villa Hills, Kentucky, 41017  
United States of America

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## 2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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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## 2023-2024 Phase Three: Comprehensive School Improvement Plan\_11012023\_10:29

2023-2024 Phase Three: Comprehensive School Improvement Plan

**River Ridge Elementary School**

**Natalie Ewald**

2772 Amsterdam Rd  
Villa Hills, Kentucky, 41017  
United States of America

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## 2023-24 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.**

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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

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KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

**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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

#### 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

#### 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 template in the attachment area directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

 RR CSIP Phase 3

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.

This year our strategies and objectives will remain the same for reading and math. The percentages will increase to continue to reach our overall goal in these areas. We have added CKLA curriculum to our reading goal to improve instruction in T1 reading. In math, we have added Bridges Interventions for all grade levels to align more closely with the T1 Bridges curriculum. We have added a data analysis tool to our weekly PLC's to determine mastery of standards for all students, as well as desegregated data for ELD, Special Education, and T2/T3 math and reading students.

In science our goal and objective will remain the same as we have not reached our goal.

In the area of improving achievement for students with disabilities we have included more evidence based strategies and professional development to implement co-teaching in our classrooms across grade levels. This will provide incidental learning for our ELD and T2/T3 math students as well.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 RR CSIP Phase 3		.



## River Ridge 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 wELD 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

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Spring 2023 KSA, MAP, RI, and common assessment data shows that greatest areas of strength are overall growth in reading and math.
- Our overall rate of proficiency on the KSA for all students in reading slightly increased from 55% to 59% to meet our objective for 2023. It remains below our goal of 75% of students in 2027. In math, we made a slight increase in proficiency on the KSA from 2022-2023. Overall our rate of proficiency with all students is 60%, but we did not meet our objective from last year of 63% and are not closing the gap to reach our overall goal of 79% in 2027.
- Spring 2023 KSA, Spring/Fall MAP and RI data specifically with our gap groups of special education students and English Language Development students in math and reading is a growth area. In math, Students with disabilities scored proficient at 27% on the 2023 KSA, which is a slight increase from the 2022 school year. This is a huge discrepancy (39%) to our overall proficiency data in math. We did increase proficiency of EL students to 46% from 28%, but continue to show a gap (15%) in overall student proficiency compared to our ELD student's proficiency. In reading, Students with disabilities had a huge discrepancy from the overall student scores showing 22% proficiency on the 2023 KSA. This shows a gap of 33% for our students with special education compared to all students. Our ELD students in 2023 were at 33% proficiency. This gap for special education and ELD students remains a priority for growth.
- Our Fall MAP reading data for grades K-5 shows that 50% of students in grades K-5 are proficient and only 49% of students are proficient in math.
- The English Language Learner Status Indicator Score was 66.1.
- Our KSA Science proficiency scores did not increase this year, but remained at 54% in 2023.

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. KCWP 3: Design and Deliver Assessment Literacy: This year we are implementing a new Tier 1 program for ELA (CKLA) in grades K-5 which focuses on reading and writing. We have intentionally planned all weekly PLC's with teachers and administrators to focus on the elements of the program, planning appropriately for pacing and alignment to the standards. We are using formative and common assessment data to identify areas of instructional improvement for all students, as well as student gap groups to focus instructional practices within our weekly PLC's. The new program is built around the most recent reading research in the science of reading. We have also implemented a new Tier 1 SEB program to ensure that all students are being provided a comprehensive instructional program to learn necessary skills for SEB. We will continue to improve math instruction in weekly PLC's using the same process as stated above for ELA. This will continue to focus on how we can align our math program Bridges more closely to the KCSD curriculum map and deepen student understanding of math concepts to increase proficiency. Administrators are monitoring the effectiveness of this instruction through monthly instructional walks. In all content areas, we are intentionally using these walks to focus on the KCSD Cycle of Quality of Instruction in Elements 1 and 4. In the area of task (Element 1), we are tracking the type of task being provided to students. We are analyzing this data in administrative weekly meetings to determine if tasks focus on high cognitive demands that will lead to students having a deeper understanding of the content. We are looking at overall trends as well as individual teacher feedback to determine embedded professional development in PLC's or through informal supports for teachers. We will provide teachers opportunities to observe each other to improve planning and instruction in this area. After analyzing last year's walk trend data, we discovered that we were not providing feedback in the area of adapting instruction on a regular basis. The administrative team has worked together to determine what this looks like in the classroom and have been intentional in our monthly walks at finding ways teachers are adapting instruction. We are then providing feedback and strategies teachers can implement in their next lesson through our walk feedback form and the weekly staff memo. We follow up with teachers on how they have implemented this in their daily instruction through conversations and future walks in their classroom. We are also implementing a co-teaching framework that will improve Tier 1 instruction for all students with disabilities in the area of ELA. Incidental learning by our English language learners and Tier 2 and Tier 3 students in reading will occur through this intentionality. We have trained all teachers in effective research-based co-teaching practices that yield the highest results. We are meeting monthly with our co-teaching cohort (comprised of our ELA and special education teachers at each grade level) to analyze the overall effectiveness of this framework and problem solving any barriers teachers may be facing to implement with fidelity. We have created a master schedule that allows for special education and regular education teachers to co-teach during the entire ELA block in grades 1-5. This schedule also allows them to have a common planning to ensure effective instruction with differentiation is being provided during the co-teaching class period. We are working on a plan to implement this

framework more effectively in Kindergarten as the number of students with special education focuses on behavior goals and does not lend itself to one co-teaching class for ELA. Through instructional walks, we are intentionally focusing on the co-teaching framework and providing feedback to teachers to improve instruction in the co-teaching classroom. Through this framework and training, we are providing embedded professional development throughout the year to teachers to focus on high yield instructional strategies that will not only improve our students with disabilities proficiency, but also our EL and T2/T3 students.

2. KCWP 4: Review, Analyze and Apply Data Results: This school year we have implemented a new data analysis tool for weekly PLC's that provides overall proficiency for all students, special education students, EL students, as well as students who are being provided T2 and T3 interventions in reading and math. This tool allows us to desegregate different gap groups and evaluate their performance towards the standards. We have also included key questions using the Dufour's framework to identify areas of improvement for overall instruction as well as individual student needs. We are discussing this data in weekly PLC's with administrators and teachers to ensure that this data is driving our instruction and making meaningful changes to student data. We are triangulating this data with MAP and RI data within two weeks of giving these assessments. Instructional walks provide teachers and administrators with valuable information to determine if next steps are being put in place effectively in all classrooms. This tool is used in math, reading, science, and social studies to improve instruction and overall proficiency.
3. KCWP 2: Design and Deliver Instruction: This year we are implementing a co-teaching framework for all students with disabilities in the area of ELA. We have trained all teachers in effective research-based co-teaching practices that yield the highest results. We are meeting regularly in PLC's to analyze the overall effectiveness of this framework and problem solving any barriers teachers may be facing to implement co-teaching with fidelity. We have created a master schedule that allows for special education and regular education teachers to co-teach during the entire ELA block in grades 1-5. We are working on a plan to implement this framework more effectively in Kindergarten. Through instructional walks, we are intentionally focusing on this framework and providing feedback to teachers to improve instruction in the co-teaching classroom. Through this framework and training, we are providing embedded professional development through the year to focus on high yield instructional strategies that will not only improve proficiency for our students with disabilities, but also our ELD and T2/T3 students. We are using performance matters to analyze formative and common assessments to be able to triangulate this data in PLC's to inform instruction.

### Indicator Scores

List the overall scores of status and change for each indicator.

**1: State Assessment Results in Reading and Mathematics**

Indicator	Status	Change			
State Assessment Results in reading and mathematics	78.3	4.1			
State Assessment Results in science, social studies and writing	76.1	-0.3			
English Learner Progress	66.1	9			
Quality of School Climate and Safety	77.2	-0.9			
Postsecondary Readiness (high schools and districts only)	n/a	n/a			
Graduation Rate (high schools and districts only)	n/a	n/a			
Goal 1: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in <b>Reading</b> from 59% in 2023 to 75% 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	KCWP 1: <u>Design and Deploy Standards</u>	- Implementation of K-5 reading curriculum, CKLA, to align reading instruction to KAS standards across	-Use of MAP and RI Data to determine growth over the	-Utilize data from Learning Walk tool to monitor elements of the Quality Cycle of Instruction to determine	\$40,000 (CKLA materials, Rewards Materials, Needs

Goal 1: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Reading** from 59% in 2023 to 75% in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
distinguished in reading from 59% in 2023 to 64% in 2024 as measured by the school report card.	<p>KCWP 2: <u>Design and Deliver Instruction</u></p> <p>KCWP 4: <u>Review, Analyze, and Apply Data</u></p>	<p>classrooms and provide teachers and students with opportunities to deepen their understanding of basic reading, reading fluency, and reading comprehension.</p> <p>-Teachers will analyze data for all reading common and formative assessments weekly using a data analysis tool that desegregates students by overall proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use guiding questions based on Dufour's questions and data analysis to determine standards deficits and provide immediate re-teaching of standards to the whole group or individual students.</p> <p>-Implementation of Rewards Fluency Program in interventions to improve instruction for students reading below grade level in grades 4 and 5.</p>	<p>course of the school year.</p> <p>-Common Assessments and weekly assessments will be used to assess and monitor student mastery towards standards.</p> <p>-RTI data will be used to monitor progress with intervention supports.</p> <p>-KSA data to determine annual growth and achievement for all student groups</p> <p>-Grade Level Lesson Plans</p>	<p>reinforcement or recommendation for each element. New to the walk document this year is tracking the type of task (knowledge or high cognitive) students are being provided. Data is reviewed monthly to determine school-wide trends and to provide differentiated professional learning for teachers based on data from the learning walk tool.</p> <p>-CKLA fidelity walks completed three times a year to ensure the program is being implemented with fidelity across classrooms. Informal supports to individual teachers or teams who are not showing fidelity will be put in place to increase instruction in CKLA.</p> <p>-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 biweekly.</p>	Based Instruction materials, after school planning and vertical planning days)

Goal 1: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Reading** from 59% in 2023 to 75% in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>-Implement needs-based instruction in T1 and RTI to align with T1 instruction to provide individualized instruction to all students to increase their proficiency.</p> <p>- 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. Areas for focus will be on providing a high cognitive task and adjusting instruction for all students based on formative assessment data.</p> <p>-Weekly PLC's with administration and grade level teams to use backward design planning using the alignment to the KAS standards, KCSD Curriculum map, and assessments.</p> <p>-Vertical alignment of standards and vocabulary and strategies used</p>		<p>-Review of lesson plans for each grade level to ensure planning includes fidelity of program.</p> <p>-RTI data will be analyzed every 6-8 weeks.</p> <p>-KSA (state assessment) will be analyzed annually.</p>	

Goal 1: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Reading** from 59% in 2023 to 75% in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>in conjunction with standards to ensure continuity among grade levels.</p> <p>-Encourage <b>student involvement</b> in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p> <p>-</p>			

Goal 2: River Ridge will increase the percentage of students scoring proficient/distinguished in **Math** from 60% in 2023 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 math from 60% in 2023 to 64% in 2024 as measured by the school report card.	<p>KCWP 1: <u>Design and Deploy Standards</u></p> <p>KCWP 2: <u>Design and Deliver Instruction</u></p> <p>KCWP 4: <u>Review, Analyze, and Apply Data</u></p>	- Implementation of K-5 math curriculum, Bridges, to align math instruction to KAS standards across classrooms and provide teachers and students with opportunities to deepen their understanding of mathematical concepts.	<p>-Use of MAP and RI Data to determine growth over the course of the school year.</p> <p>-Common Assessments and weekly assessments will be used to assess and</p>	-Utilize data from Learning Walk tool to monitor elements of the Quality Cycle of Instruction to determine reinforcement or recommendation for each element. New to the walk document this year is tracking the type of task (knowledge or high cognitive) students are being provided. Data is reviewed monthly to determine school-wide trends and to	\$25,000 (Bridges Intervention materials, after school planning and vertical planning days)



Goal 2: River Ridge will increase the percentage of students scoring proficient/distinguished in **Math** from 60% in 2023 to 79% in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>-Vertical alignment of math concepts and KAS standards across grade levels.</p> <p>-Implementation of Bridges Intervention K-5 to align interventions with the T1 curriculum for students and teachers to deepen understanding of mathematical concepts.</p> <p>- 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. Areas for focus will be on providing a high cognitive task and adjusting instruction for all students based on formative assessment data.</p> <p>-Implement needs-based instruction in T1 and RTI times to align with T1 instruction to provide instruction to all students to increase their proficiency.</p>	<p>monitor student mastery towards standards.</p> <p>-RTI data will be used to monitor progress with intervention supports.</p> <p>-KSA data to determine annual growth and achievement for all student groups</p> <p>-Grade Level Lesson Plans</p>	<p>provide differentiated professional learning for teachers based on data from the learning walk tool.</p> <p>-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 biweekly.</p> <p>-Review of lesson plans for each grade level to ensure planning includes fidelity of program.</p> <p>-RTI data will be analyzed every 6-8 weeks.</p> <p>-KSA (state assessment) will be analyzed annually.</p>	

Goal 2: River Ridge will increase the percentage of students scoring proficient/distinguished in **Math** from 60% in 2023 to 79% in 2027 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>-Weekly PLC's with administration and grade level teams to use backward design planning using the alignment to the KAS standards, KCSD Curriculum map, and assessments.</p> <p>-Teachers will analyze data for all reading common and formative assessments weekly using a data analysis tool that desegregates students by overall proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use guiding questions based on Dufour's questions and data analysis to determine standards deficits and provide immediate re-teaching of standards to the whole group or individual students.</p> <p>-Utilization of Performance Matters (LMS) to track student progress on weekly and common assessments</p>			

Updated June 2023

Goal 2: River Ridge will increase the percentage of students scoring proficient/distinguished in <b>Math</b> from 60% in 2023 to 79% in 2027 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>to focus our discussion of student data at weekly PLC's in order to adjust instruction in real time for ALL students.</p> <p>-Encourage <b>student involvement</b> in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p>			

**2: State Assessment Results in Science, Social Studies and Writing**

Goal 3: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Science** from 54% in 2023 to 74% in 2027 as measured by the school report card.

Activities	Measure of Success	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in science from 54% in 2023 to 59% in 2024 as measured by the school report card.	KCWP 1: <u>Design and Deploy Standards</u>  KCWP 2: <u>Design and Deliver Instruction</u>  KCWP 4: <u>Review, Analyze and apply data</u>	-Analyze common assessment data in Performance Matters (LMS) to determine standards deficits and provide immediate re-teaching of standards.  -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.  -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.	-Weekly Formative and Performance Assessments  -District Common Assessments  -KSA  -Grade Level Lesson plans	-Learning Walk feedback from Admin Team and District Consultants in PLTW Classroom and regular classroom teachers during Science Instruction  -Monthly Analysis of Science formative and common assessments using Performance Matters (LMS) during grade level PLC's.  -Learning walks to monitor implementation of science instruction at all grade levels and ensure alignment with grade level lesson plans.	\$2300 (Project Lead the Way Grant, Mystery Science High Quality Instructional Resource)

## 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 22% in 2023 to 26% in 2023 as measured by the school report card.	KCWP 1: <u>Design and Deploy Standards</u>  KCWP 2: <u>Design and Deliver Instruction</u>  KCWP 4: <u>Review, Analyze and apply data</u>  KCWP 5: <u>Design, Align and Deliver Support Processes</u>	- Implementation of K-5 math curriculum, Bridges, to align math instruction to KAS standards across classrooms and provide teachers and students with opportunities to deepen their understanding of mathematical concepts.  -Implementation of Bridges Intervention K-5 to align interventions with the T1 curriculum for students and teachers to deepen understanding of mathematical concepts.  - 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. Areas for focus will be	-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.  -Regular meetings with special education teachers to analyze and evaluated the effectiveness of the co-teaching model.	-Utilize data from Learning Walk tool to monitor elements of the Quality Cycle of Instruction to determine co-teaching model used during instruction. Data is reviewed monthly to determine school-wide trends and to provide differentiated professional learning for teachers based on data from the learning walk tool.  -RTI data will be reviewed every 6-8 weeks.  -Formative and summative data will be reviewed weekly and monthly at PLC meetings  -Progress towards goals and objectives will be monitored every 4 weeks.	\$4500 (after school planning for co-teaching monthly)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>on providing a high cognitive task and adjusting instruction for all students based on formative assessment data.</p> <p>-Implement needs-based instruction in T1 and RTI times to align with T1 instruction to provide instruction to all students to increase their proficiency.</p> <p>-Weekly PLC's with administration and grade level teams to use backward design planning using the alignment to the KAS standards, KCSD Curriculum map, and assessments.</p> <p>-Teachers will analyze data for all reading common and formative assessments weekly using a data analysis tool that desegregates students by overall proficiency and special education and T2/T3 student proficiency. Teachers will use guiding questions based on Dufour's questions and data analysis to determine standards deficits and provide immediate re-</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>teaching of standards to the whole group or individual students.</p> <p>-Weekly PLCs to closely monitor and discuss progress towards IEP goals and toward grade level standards to ensure <b>equitable access to the curriculum for all students.</b></p> <p>-Train and implement effective co-teaching models and evidence-based strategies in all ELA classrooms to improve instruction and understanding for students with special education in reading.</p> <p>-Create co-teaching fidelity markers to use with teachers to provide continued professional development in the implementation of co-teaching.</p> <p>-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</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		close monitoring of proficiency data using data analysis tool.			
Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 22% in 2023 to 26% in 2023 as measured by the school report card.	<p>KCWP 1: <u>Design and Deploy Standards</u></p> <p>KCWP 2: <u>Design and Deliver Instruction</u></p> <p>KCWP 4: <u>Review, Analyze and apply data</u></p> <p>KCWP 5: <u>Design, Align and Deliver Support Processes</u></p>	<p>-Weekly PLC's with administration and grade level teams to use backward design planning using the alignment to the KAS standards, KCSD Curriculum map, and assessments.</p> <p>-Teachers will analyze data for all reading common and formative assessments weekly using a data analysis tool that desegregates students by overall proficiency, special education student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use guiding questions based on Dufour's questions and data analysis to determine standards deficits and provide immediate re-teaching of standards to the whole group or individual students.</p> <p>-Train and implement effective co-teaching models and evidence-based practices across grade levels to improve instruction for students with disabilities.</p>	<p>-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions.</p> <p>-Formative and Summative assessments to track growth and progress of all students with disabilities group.</p> <p>-Regular meetings with special education teachers to analyze and evaluated the effectiveness of the co-teaching model.</p>	<p>-RTI data will be reviewed every 6-8 weeks.</p> <p>-Formative and summative data will be reviewed weekly and monthly at PLC meetings</p> <p>-Progress towards goals and objectives will be monitored every 4 weeks.</p>	\$0



Updated June 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>-Create co-teaching fidelity markers to use with teachers to provide continued professional development in the implementation of co-teaching.</p> <p>-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 data analysis tool.</p>			

## 4: English Learner Progress

Goal 5: River Ridge Elementary will increase our overall English Learner Progress Indicator Status score from 66.1 in 2023 to 77 in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the overall English Learners progress indicator status score from 66.1 in 2022 to 70 in 2023.	KCWP 1: <u>Design and Deploy Standards</u>  KCWP 2: <u>Design and Deliver Instruction</u>  KCWP 4: <u>Review, Analyze and apply data</u>  KCWP 5: <u>Design, Align and Deliver Support Processes</u>	-Weekly PLC's with administration and grade level teams to use backward design planning using the alignment to the KAS standards, KCSD Curriculum map, and assessments to meet the needs of ELD students.  -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.  -Teachers will analyze data for all reading common and formative assessments weekly using a data analysis tool that desegregates students by overall proficiency, special education student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use guiding questions based on Dufour's questions and data analysis to determine	Weekly formative assessments, Common Assessments, ACCESS	-EL Progress monitoring 3X per year  -Analysis of weekly formative and common assessments using Data Analysis tool and Performance Matters.	\$0

## 5: Quality of School Climate and Safety

Goal 6: River Ridge Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem from 51% 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 51% in 2022 to 46% in 2024.	KCWP 6: <u>Establish Learning Culture and Environment</u>	<p>-Stakeholders will collaborate to reduce <b>physical and mental health barriers</b> to learning for all students to ensure optimal growth and development through implementation of Second Steps (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> <p>-Encourage <b>student involvement</b> in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p> <p>-Ensure ongoing <b>collaboration with FRC Coordinator</b> to support families of students in sub groups with home/school connections and individual student success at school.</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

**Goal 6:** River Ridge Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem from 51% in 2022 to 25% in 2027 as measured by the Quality School Climate Safety survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

## 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>-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	Kentucky Impact Survey Results 2024	\$0

