



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09192024_07:06

2024-2025 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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2024-2025 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 2024-2025 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Natalie Ewald 9/19/24



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2024-2025 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 910 students Preschool through 5th grade. These students live in Villa Hills, Crescent Springs, Park Hills, Erlanger, Ft. Mitchell, Lakeside Park, and Bromley. RRE serves a diverse group of students and families across microeconomics, racial, and ethnic backgrounds. The percentage of students qualifying for free and reduced lunch at River Ridge continues to hover near or above 50% each year. This year, the current status is at 53%, which qualifies RRE as a Title One school. For the 7th year in a row, all students are provided a free breakfast and Lunch as a CEP school because of this large number of students who qualify for free and reduced lunch. Our Family Resource Center provides clothing, outerwear, canned goods/nonperishable food, emergency groceries, and more to our families in need. We also provide free dental checkups and vision screenings to students. Our Parent Teacher Organization organizes and facilitate school wide fundraisers and events to provide technology, student incentives, and teacher incentives to provide opportunities for students and teachers to engage in a rich learning environment in which they feel valued and safe. We service around 215 students who have been identified as special education and 170 students who have been identified as English Learners. These two subgroups make up 43% of our student population. We have 38 students in 4th and 5th grade 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 families look to RRE as a community resource that offers access to services they would not have otherwise. In addition to the service listed above, we are a 1:1 technology school in grades K-5, provide equitable access to high quality resources, and grade level curriculum. 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. River Ridge developed a school action plan with specific action steps for improvement. River Ridge has teachers as leaders in the areas of MTSS team leads, Grade Level leads, Special Education Team Leads, Literacy Team leads, and Numeracy team leads who help lead the schools action plan through strategies that will lead to teacher improvement and students success. These teacher leads are building capacity with other teachers in our building by analyzing formative assessment data and common assessment data,

Brigance data, SEB data, MAP Growth and Fluency Data, as well as MTSS data. Our School Based Decision Making team is led by parents and teachers who regularly evaluate the assessment data and instructional practices provided to our students to make informed decisions that lead to improved student progress. 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. The school parent newsletter as well as the teacher newsletter, provided every two weeks, also provides meaningful opportunities for parents to engage their children in the curriculum being taught at each grade level. We also have a great relationship with members of our community such as Emergency Services, Northkey, Family Community Care, Cabinet for family services, Remke, Alphabest, Action Ministries, 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.

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, our mission leads us to "Connect, Grow, and Achieve with Every Child Every Day". 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 the building and we celebrate success with behaviors and academics in a variety of ways. This year we are focusing on holding all stakeholders (parents, students, teachers, staff, and other community members) accountable to these standards and expectations. We have a comprehensive instructional program with a variety of student instruction 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/behavior interventions. Teachers and students have access to a variety of program in Tier 1, Tier 2, and Tier 3 instruction. Through Tier 2 and Tier 3 blocks of instruction, we facilitate intervention groups using programs to address the needs and skill deficits of struggling students in reading, math, and writing. 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 extracurricular 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, we have made significant efforts to increase technological resources in a sustained effort to include technology to enhance instruction the 21st Century.

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 the 2021-2022 School year River Ridge was designated as a Green School based on the performance levels in Proficiency in the areas of reading and math; science, social studies and writing; English Learner progress, and quality and climate of school survey. In the area of overall score, Reading and Math indicator, and Quality of school Climate and safety Indicator ratings were all green. The area of science, social studies, and writing was very high blue. Our English Learner Progress indicated was a medium and fell in the yellow area. In the area of Math our overall proficiency increased 11% from the 20-21 school year. Our reading scores in the 21-22 school year increased by 11% from the previous year.

In 2022-2023 school year, we were once again designated an overall green level school. Our overall indicators remained the same for most areas, but scores went up in the area of reading and math (from 74.2 to 82.4) and in Overall Score (from 74.4 to 79.2). The overall English Learner Progress Rating score went from a 57.1 to a 75.1, putting us in the blue category. Our overall proficiency in reading showed a 4% increase and our math proficiency increased by 1%. Our science scores and combined writing scores remained the same from the 21-22 school year, but social studies proficiency decreased by 6%.

Preliminary data for the 2023-2024 KSA assessment shows we did not show improvement or regression in math and stayed steady at 60% proficiency for our overall student population. Our reading proficiency decreased by 8%, but we implemented a new ELA Curriculum in grades K-5, Amplify, and would expect to see some dip in scores as we learn the new program. In 5th Grade SS, our scores slightly increased to 54% proficiency, a 1% increase from the 2023 KSA scores. We did make gains with our GAP group-students with disabilities in both reading and math. In math, we increased 2 percentage points to 24% proficiency, and in reading we increased 3 percentage points to 25% proficiency. In the area of science our students with special education made a 7 point increase to 34% proficiency. Our overall proficiency level rating dropped to yellow with a score of 69.8, which is a 10% decrease from the 22-23 school year.

In the last three years we have taken steps to improve Tier 1 instruction in all content areas. In the area of math we adopted a math curriculum that is being implemented in grades K-5. We have also adopted a new ELA Reading program in the 22-23 school year and have focused our learning walks on implementing this program with fidelity. The program is based on the science of reading. Our teachers worked hard this past summer to take what they have learned from their first year of full implementation and plan for instruction this school year. They attended PD sessions with other district staff to review the common assessments used in ELA,

learn more about the science of reading, and how to write and give common formative assessments, and implementing high cognitive tasks in their weekly lessons. Our teachers, in conjunction with the administrative team, have created a unit planning guide for this school year that provides teachers with meaningful questions as they plan each instructional unit in ELA, math, science, and SS to ensure they are internalizing through this process. They have also created a weekly lesson planning guide that follows the same process as the unit guide but is more specific to weekly plans. Our third grade team is departmentalized this year so that they can focus on one or two content areas for planning and teaching. Our K-2 teachers are meeting with administration weekly to complete and discuss the unit planning guides, weekly planning guides, along with the common formative data. This data is collected on a weekly basis and documentation of which students did not reach proficiency and a plan of action for the next week is all embedded into their weekly lesson plans. These plans are reviewed by the administration team each week and on days they are in these classrooms. The team then meets on Thursdays as a team to share the weekly lesson planning guides and discuss what teachers should expect as they start to plan for their own classrooms.

Another area that we are working to improve is in the area of social emotional and behavioral data. In the 22-23 school year, the number of behavior referrals was 277. In 22-23 we started to track the number of students and how often they are disrupting the learning environment and are required to be removed from class. The number of these disruptions in 22-23 was 783, with over 30 kids being represented in this number. In the 23-24 school year, the total number of behavior referrals was 296 with 106 students being represented in these numbers. The number of walkie calls in 23-24 was 1078 from 89 different students. This summer our teachers and staff participated in a Poverty Simulator to provide them with a different perspective of our students and their families lives. We have to change the way we are working with students and families if we want to decrease the number of behavior disruptions. We also did a Tier 1 behavior strategy 3 hour session for all teachers to use in the classroom led by NKCES. Each month, 1 team meeting is to discuss SEB data with administration, update behavior plans for students, and discuss any behaviors that teachers may need support with. We will also have NKCES coming back this year in 2 different PLC's to follow up with teachers and provide more strategies they can use with students who didn't respond to the strategies from the first session.

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 being intentional and accountable to each other, ourselves, and our students by following the district instructional priorities and keeping our focus on the three areas we have for growth this year; increasing reading proficiency, math proficiency, and growing in the area of students social emotional and behavioral health.

Additional Information

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

At River Ridge, we take great pride in making school a meaningful and memorable place for students, their families, and our staff. Our instructional practices allow for consistency among all grade levels and with all students. Last year, our parent and community survey showed that parents wanted to be more involved in the school, so we have created more ways for parents to volunteer during the school day, and have planned more community events after school hours. We know that the key to success is to work with our families so they can feel comfortable with our staff and school environment. With such a diverse population of students, it is imperative that we continue to find ways to connect with them. Our family resource center helps by working with our families to reduce barriers to learning in many ways. Our staff is dedicated to the education and well-being of the over 900 students we serve by coming together as a learning community.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase One: School Safety Report_09192024_07:07

2024-2025 Phase One: School Safety Report

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2024-2025 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

May 13, 2024

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

Yes

August 8, 2024 9:15 am

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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2024-2025 Phase Two: The Needs Assessment for Schools_10162024_08:29

2024-2025 Phase Two: The Needs Assessment for Schools

River Ridge Elementary School
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2024-2025 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 they will address 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 as you conducted 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 were documented.

The administrative team has reviewed and analyzed the KSA data for the 23-24 school year and shared this data with all special education, regular education, special area, and intervention teachers during a staff meeting on Oct. 17, 2024 as evidenced by the KSA google data sheet and the staff meeting agenda. During the data discussion, we identified trends from the 22-23 school year KSA data to this year. We then reviewed the current school action plan and discussed how this data correlates to our 23-24 MAP, MAP Fluency, Common Assessment data and continues 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. In a PLC documented in the agenda on Oct. 16 individual student scores were shared with 3, 4, and 5th grade teachers. We looked at this data as a grade level by content areas, as well as by individual students. Teachers will be reviewing this data to include in lesson plans the week of 10/28 to identify students who are apprentice and have scores that were close to the cut off. They will identify how all students will have differentiated instruction through Tier 1 Needs based instruction to increase their

proficiency in each content. In MTSS meetings, held and documented in agendas for the week of 10/21/24, teachers analyzed triangulated MAP data, KSA data, as well as common assessment data on the RR Data Dashboard to identify students who need T2 or T3 interventions or needs based instruction. The SBDM council will review this data on 11/4/24 along with celebrations and areas of growth with be shared with stakeholders through the parent newsletter. This will also identify ways parents can help their students reach mastery in each content level, this will continue through the year in each parent newsletter. With our general education and special education teachers, we also reviewed each common assessment data analysis from last year to identify units we did not have 80% proficiency to identify ways to improve the instruction on those standards. This will be included in each unit planning guide for teams that is uploaded to a google document and reviewed by all team members and administrators. We then added the KSA and 24-25 Fall MAP Growth and Fall Math Fluency scores to our Data dashboard, which houses individual student data, to triangulate data to identify if there are students who need to be provided needs based instruction or MTSS. 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 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, reading, science and social studies in addition to the MAP Fluency test that students in grades K-5 will take in December. Each grade level team will use analyze their weekly common formative assessments and common assessment data to determine proficiency in all students and 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. This data is uploaded into their lesson plans weekly and there are identified areas in their lesson plans addressing differentiation for those students who are below proficiency. 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. They are bringing their upcoming weekly lesson plans to discuss at the PLC to ensure rigorous instruction that meets the standard, along with a student product that includes a high cognitive task is included. We also discuss Tier 1 instruction in the area of math, ELA, science and social studies. We continue to reflect on implementation to fidelity of the CKLA/Amplify curriculum. Teachers, along with administrators, review and discuss student progress data for MTSS in PLCs every 8 weeks for reading, math, writing, speech, fine motor, gross motor, 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?

In the 23-24 school year, we increased our proficiency score in math by 1% and in social studies we increased by 2%. In reading, science, and combined writing our overall proficiency dropped. 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 22-23 KSA data. We are continuing to use the math intervention program that aligns to the T1 math curriculum and had 88% of students in T2 and T3 interventions for math reasoning, but 44% in math calculation. We are in the process of vetting math instructional resources for interventions in math calculation to ensure students are being provided the appropriate interventions to make good progress on their goals in MTSS. The consistency of math vocabulary across grade levels allowed our students with disabilities to increase from 22% proficiency to 24%, for free and reduced students from 48% to 54% and our EL students went from 46%-49%. We also implemented a structure for teachers to use guiding questions when planning each lesson to ensure they are aligning to the standards. This school year we have implemented a unit planning guide and weekly planning guide for teachers to internalize questions and key points to consider when planning for math, reading, science, and social studies instruction. This was done in all content areas. While we did not meet the goals set by our yearly objectives in math, we did make positive gains in this area indicating that our strategies and activities have made a positive impact. In the area of reading, we did not show growth and stayed stagnant at 59% proficiency. We are currently in the process of vetting a new math resource to use in the 24-25 school year to ensure that we are using a high quality resource in this content area. In the area of reading, our proficiency dropped to 52%. However, we implemented a new High Quality Instructional Resource for ELA in the areas of Skills (K-2) and Knowledge (K-5) that aligns with the science of reading. We increased our overall fidelity of the use of this program from the fall to the spring and teachers are more confident in the use of this program this year. 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 have implemented this 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. Using our data from last year, we created a PLC plan for the school year, as well as common formative assessment plan with our teachers to ensure students are being assessed weekly and this data is driving instruction. They are including this in their weekly lesson plans. We expect to see great gains as we continue to implement this program to fidelity in conjunction with having more in depth data using map fluency to identify areas of need for each individual student. We are continuing to focus on collaboration in the general education classroom in both ELA and math this year to include effective co-teaching strategies. Our special education teachers and general education teachers planned for ELA as a team and co-taught these classes and our increase for students with disabilities in Reading went up 2%. We are also including our Preschool teachers in weekly planning of the Frog Street Curriculum and how it aligns to Amplify. Preschool teachers are observing in kindergarten classes to ensure they are able to understand the science of reading and implementation of Amplify in the K-5 classes. We are confident that we can build our readiness in students in our preschool classes for Kindergarten with the intentionality in planning and collaboration. Our special area teachers are in the process of aligning

their standards to the knowledge content taught in amplify whenever possible. Our students with special education and EL need repeated exposure to the vocabulary and this collaboration and alignment will help increase background knowledge for students. We are currently in the process of creating a curriculum map for each of our special area teachers that mimics the content areas to ensure all students are provided rigorous instruction in all areas that can make connections to the core content. We will continue to build on the strategies and systems of support we have put in place to analyze data, make instructional decisions, and identify individual students who are not reaching mastery to build on our successes this year.

The academic data was used in conjunction with our walkie call data (when students are removed from class), behavior referral data, teacher walk data, and other student behavior data and calculated loss of instruction due to these disruptions. This data shows that the loss of instruction is having a negative impact on our classes and individual students and therefore we have implemented a goal to decrease the overall instructional disruptions to the school day. This summer we had a day focused on our behavior data in which teacher engaged in a Poverty Simulator in which they were immersed in what the day in the life of a child, parent, grandparent, etc. experience in poverty. This allowed our teachers to take a different perspective on our students lives . We then provided training to all teachers on T1 strategies they can use in the classroom to manage student behaviors. We implemented a new behavior management system school wide that focuses on a more positive proactive approach to behaviors. Our administrators also created a structure for when a student is removed from the class so that they can provide consistency and restorative practices in a safe environment to students. Our teachers were trained on this process and how they can provide support to the student when they return to class. While our overall data does not demonstrate growth in all areas, other data we have does demonstrate that we increased 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 needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - From 2022 - 2024, our reading proficiency KSA data decreased from 55% to 59%, but dropped to 52% this year. This continues to be an area of significant improvement for the 24-25 school year.
 - From 2022-2024, our math proficiency KSA data increased from 59% to 60% and increased to 61% this year. This is not enough of a increase to be able to

reach our goal. This continues to be an area of significant improvement for the 24-25 school year.

- From 2022-2024, our science proficiency KSA data has remained stagnant, 54%, 54% to 53% this year. This continues to be an area of significant improvement for the 24-25 school year.
- From 2022-2024, our social studies proficiency KSA data has also been inconsistent going from 59% to 53% to 55%. This continues to be an area of significant improvement for the 24-25 school year.
- From 2022-2024, our combined writing proficiency KSA scores have dropped drastically from 61% in 22 and 23, dropping to 51% this year. This continues to be an area of significant improvement for the 24-25 school year.
- While our students with disabilities have made gains in reading proficiency on KSA from 2022 (21%) to this year (26%), this continues to be a significant gap from all student scores and an area of improvement for the 24-25 school year.
- While our students with disabilities made gains in math proficiency on KSA this year from 2022 (12%) to this year (24%), this continues to be a significant gap from all student scores.
- The number of Discipline Referrals in 2022-2023 was 277, the number of discipline referrals in 2023-2024 was 296 and so far in 2024-2025 (Aug. to Middle of Oct) is 68. The number of classroom disruptions' due to these behaviors is having a negative impact on the academic progress of all students. This is another significant area of growth for us.
- Students who are being disruptive in the class and have risen to a level of impeding the education of others and need to be removed is also being tracked. The number of calls to remove a student in 22-23 was 783, in 23-24 945, so far this year there are 316. This is also having a negative impact on the academic progress of all students.
- -According the Quality and School Climate survey results in 2023, 98% of students felt that River Ridge is a caring place, in 2024 this dropped to 96%. In 2023, 90% of students feel that their teachers make them feel welcome in their class, in 2024 this went up to 94% which is close to the 95% that students scored this area in 2022. In 2023, 90% of students feel that school staff handles safety concerns quickly and this year that rose to 93%. In 2023, 47% of students report that students being mean or hurtful is a problem for the school and in 2024 that number decreased to 31%. This is another significant area of growth for us.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - The Teacher Impact survey, given in 2023 indicated that 60% of teachers scored managing student behavior favorable. The question "How often does student misconduct disrupt the learning environment at your school" was 11% favorable. The other questions in that section were much higher ranging from 64%-74% favorable.
 - On the same survey, the professional development section had a 58% favorable outcome. Teachers scored the lowest area as 'How often do professional development opportunities help you explore new ideas?'
 - On the same survey, the area of emotional well being was scored 42% favorable. Areas that were identified as lowest (least favorable) were "How concerned are you about the emotional well being of your colleagues" at 9% favorable, and "How concerned are you about your own emotional well-being as a result of your work" which was 36% favorable.
 - So far this year there are 316 walkie calls (call to remove a student for increased disruptions to the class) and 68 behavior referrals that are impacting classroom instruction.
 - According to the Quality and School Climate survey results in 2024, 96% of students felt that River Ridge is a caring place, above the district average of 91%. 94% of students feel that their teachers make them feel welcome in their class. 95% of students feel that adults from their school care about them. 93% of students feel that school staff handles safety concerns quickly. 31% of students report that students being mean or hurtful is a problem for the school. When asked if all students are treated the same if they break school rules, only 52% of students agreed. Only 84% of students agree that A teacher or some other adult from my school will care if they miss a day of school. 73% of students agree that adults from their school stay calm when dealing with bad behavior.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2024, 55% of our students scored proficient/distinguished in reading, which is below the district average of 57%.

- According to the KSA (Kentucky Summative Assessment) in the spring of 2024, 61% of our students scored proficient/distinguished in math, which is equal to the district average of 61%.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2024, 53% of our students scored proficient/distinguished in science, which is above the district average of 48%.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2024, 51% of our students scored proficient/distinguished in writing, which is slightly below the district average of 52%.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2024, 55% of our students scored proficient/distinguished in social studies, which is above the district average of 51%.
11. According to the 23-24 KSA data, the percentage of students with disabilities :
 12. According to the 23-24 KSA data, the percentage of students with disabilities :
 - The Fall 2024 Brigance (Kindergarten Readiness) data showed that 60% of our students were ready with interventions and 40% were Kindergarten Ready.
 - According to the ACCESS test given in the spring of 2024, 16% of our English learner student population reached attainment. 85% of our ELL students showed growth.
 - According to the 2024 KSA test in reading, 29% of English Language Learners are scoring P/D.
 - According to the 2024 KSA test in combined writing, 14% of students are P/D.
 17. According to the 23-24 CBAS Transition Ready data, 54.41% of 4th grade stu
 18. According to the 23-24 CBAS Transition Ready data, 62.99% of 5th grade stuc

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summ gap learners.

1. Increasing Reading proficiency is the first priority of concern. This area impacts all other areas of content if a student is not reading on grade level. The number of students who are scoring proficient and distinguished in reading grades 3-5 is 51% according to KSA data. Our MAP growth data indicates that only 43% of students

(K-5) are proficient in reading. This deficit in Tier 1 instruction for all students has a negative impact on our students with disabilities and students who have EL.

2. The second priority of concern is math. The number of students who are scoring proficient and distinguished in math in grades 3-5 on the 2024 KSA is 61%. MAP Growth data for math indicates that 47% of students (K-5) are proficient. This deficit in Tier 1 instruction for all students has a negative impact on our students with disabilities and students who have EL.

3. The third area of priority is decreasing the amount of instructional disruptions in classes so teachers can focus on academic instruction. This will also increase their over all emotional well being at work so they can feel more effective in their jobs. The climate and culture staff survey, given in 2023 indicated that 60% of teachers scored managing student behavior favorable. The question "How often does student misconduct disrupt the learning environment at your school" was 11% favorable. The other questions in that section were much higher ranging from 64%-74% favorable. The area of emotional well being was scored 42% favorable. Areas that were identified as lowest (least favorable) were "How concerned are you about the emotional well being of your colleagues" at 9% favorable, and "How concerned are you about your own emotional well-being as a result of your work" which was 36% favorable.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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 2024 KSA proficiency scores in math increased by 1% to 61% proficiency. All of our gap groups (Special Education, ELL, and F/R) increased proficiency in the area of math on the 2024 KSA. Our students with disabilities increased P/D by 2%, our F/R lunch P/D increased by 6% and our ELL students P/D increased by 3%. Our common assessment scores in grades 3-5 show that we are performing slightly below (60% of students) our 61% of P/D on the KSA. Our MAP Growth scores show that our overall proficiency in grades 3-5 is 58.3%, which is below our overall student score on KSA in math. The alignment of all grade levels using one instructional resource has led to increased proficiency of all students. This same system of implementation of the reading high quality instructional resource is being used and implemented to address our low performance in reading. Teachers using the same vertical alignment in vocabulary and strategies in grades 3-5 will continue to improve our reading scores with the use of the instructional resource that follows the science of reading. The master schedule includes more time for teachers in grades K-2 to teach students to read (phonemic awareness and phonics/decoding skills) as well as listening comprehension. In grades 3-5 the focus is on reading to comprehend. We have already seen a vast improvement in teachers knowledge in teaching these

skills, and more students are transition ready at the younger grades to improve their decoding/reading skills. We are confident this process will continue to show improved growth in the area of reading. We are currently in the process of reviewing other high quality math instructional resources to purchase for the 24-25 school year to improve our proficiency in math.

Our overall KSA proficiency scores in social studies also increased from 53% of students P/D in 2023 to 55% in 2024. Our ELL students increased their overall proficiency to 20% on the 24 KSA. The students who qualify for free and reduced lunch increased to 50% P/D on the 2024 KSA. Social Studies teachers have been using common assessment analysis tools to analyze the data for each standard and use this data to adjust instruction for all students. This same system is being used for all other subject areas to improve scores in science, math, and reading.

On the 24 KSA our students with disabilities improved their P/D proficiency scores in reading, math and science this year. In math, our students scored 24% proficient and in science our students scored 36% proficient and were ranked #1 in the KCSD. The intentional focus on co-teaching, including general education teachers and special education teachers planning for ELA instruction and using effective co-teaching strategies that will continue to be an area of focus.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

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



24 RR School Key Elements

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

two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

In our needs assessment, the areas of KCWP 1: Design and Deploy standards and KCWP 2: Design and Deliver Instruction are areas identified as significant improvement for us. Therefore, we will focus on implementing the ELA and Math High quality instructional resource programs to provide effective and rigorous instruction that is aligned for each grade level. Each week, teachers and administrators will meet each week to review lesson plans that were created by teachers using the backward design model to ensure that the KAS and KCSD curriculum map are being followed to fidelity. This will include analyzing the common formative assessment data and reviewing the assessments to determine if they meet the rigor of the standards. Planning includes a unit planning guide that guides them through the backward design process and identifying prior knowledge needed, misconceptions student may have, gaps in their current learning, as well as aligning to the common assessment. Teachers are meeting with their teams once a week to align with each other on the lesson plans for the upcoming week, ensure common assessment protocols are being followed and to analyze data to identify trends that will drive instruction. We will continue to analyze data to identify overall proficiency in all students, ELL students, students with disabilities, and T2/T3 MTSS students. Teachers are using a data dashboard to enter their individual class data and that is filtered into a grade level data sheet. Individual student scores are also included on the data dashboard to identify longitudinal trend data and needs students have. Administrators are reviewing this data weekly, providing feedback to teachers, using this data to guide discussions in the planning PLC's the next week, and to identify trends in teacher data that may require informal support for them to make progress instructionally.

In order to meet the goals for instruction, we will focus on the KCWP 6: Establishing Learning Culture and Environment. In order for students to have access to a rich learning environment, we must decrease the number of instruction disruptions to the school day. Therefore, our second focus is on improving students overall behaviors to decrease the number of instructional disruptions to the learning environment. A decrease in instructional disruptions will allow teachers to focus on the T1 instruction to increase proficiency for all students. The master schedule includes a morning meeting focused on recalibrating the class from the day before socially, emotionally, and behaviorally. It includes a calming strategy for students to practice prior to moving into the instructional day. Teachers are being provided embedded PD in PLC's on T1 and T2 behavioral strategies they can use to decrease student behaviors that disrupt the learning environment. The teachers (regular education and special education) are meeting monthly with the counselors and administrative team to review all behavior data (discipline referrals, walkie call data, schoolwide behavior management data, and individual student data) to provide

interventions and behavioral strategies to students and teachers. This year our administrative team has created a reset room where students who need to be removed from the classroom have a safe space to calm down, reflect, and restore relationships through an apology or other restorative assignment that allows them to get back to class quicker and learn to manage their behaviors. This process includes a hierarchy of accountability for teachers, students, and parents to provide collaboration between home and school to improve students social emotional and behavioral deficits. The school has also implemented a monthly character trait that is announced every morning on the news, with an explanation of how students can learn to use this trait, is reinforced throughout the school day through positive points and leader of the pack awards. This character trait is the basis for students being chosen to go to the 'book vending machine' at the end of the month. We have also implemented a school wide expectation for teachers to include at every transition in the classroom called MVPT. In this model teachers identify what the Movement is during each activity, what the Voice level is, what Participation looks like and how much Time they have to complete the task.

Both of these goals are being analyzed through student data, teacher instructional walk data in T1, T2, and T3 instruction, MTSS data and notes from monthly behavior meetings. We will focus instructional walks on the type of product provided to students (high cognitive vs. knowledge) and if it is providing every student with an opportunity to interact. We also will focus on how teachers are adjusting instruction in real time to differentiate instruction for all students during these instructional walks. This data will be used in conjunction with student assessment data to ensure that they align.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24 RR School 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
<p>KCWP 1: Design and Deploy Standards 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?</p>	Yes	<p>Our school has a process in place for teachers to meet two times a week in PLC's to analyze data in all content areas using formative and common assessments. The teachers are using a data assessment analysis tool and entering this into their grade level data dashboard. This data is then included in their lesson plans and how they are specifically planning for differentiation of instruction for individual students. This data 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 year a calendar has been created by the teachers and administrative team to ensure common formative assessments are being given biweekly and in line with the upcoming common assessments to ensure adaptations to instruction to lead to increased mastery in the standards. This includes reteaching the standards not mastered as well as creating rigorous needs-based instruction to all students. We have also implemented a unit planning guide for all content areas that guides teachers through the backward design process. This document has teachers deconstruct the standards to ensure all parts are rigorously taught, determine prior knowledge students need to meet the standard and when they may have been taught previously, identify possible misconceptions students may have and how they will address them, understand the common assessment questions and format to ensure they are aligning common formative assessments and tasks and products, identify key reading skills (in all content</p>

Key Elements of the Teaching and Learning Environment – School

		<p>areas), identify T1, T2, and T3 vocabulary, consider current students data, consider data analysis of the same standards from last year to address areas of growth, and what gaps may exist between our high quality instructional resources and the KAS standards.</p>
<p>KCWP 2: Design and Deliver Instruction 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?</p>	Yes	<p>We are in the second year of implementing a new Tier 1 high quality instructional resource for ELA. Teachers continue to intentionally plan during PLC's and on their own to ensure that fidelity of the program is met as well as the KAS standards are effectively addressed. We are also in the second year of implementing a new SEB Tier 1 curriculum that provides students with instruction in social emotional skills that are vertically aligned. A 15 minute morning meeting has been added to the master schedule for students to start their day with building relationships, problem solving problems that have occurred, analyzing their own growth in social emotional/behavioral needs, and starting the day with a calming strategy.</p> <p>Administrators are monitoring the effectiveness of this instruction through monthly instructional walks. We are more intentional in these walks on the data from common formative assessment to determine which content areas need to be focused on. In the all content areas, we are intentionally using these walks to focus on the Cycle of quality of Instruction in Elements 2 and 4. In the area of product, we are tracking the type of product (knowledge vs. high cognitive) being provided to students and if they are truly able to interact with the product individually. This data is analyzed 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</p>

Key Elements of the Teaching and Learning Environment – School

		<p>teachers opportunities to observe each other to improve planning and instruction in this area.</p> <p>Last year we focused more on providing feedback in the area of adapting instruction on a regular basis. We have done a better job of this, but continue to focus on this in our monthly walks. We are reviewing the lesson plans to ensure that the adaptation of instruction is documented, along with weekly formative assessment data. 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>
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	Yes	<p>Our school uses weekly formative assessment data in all content areas to analyze student mastery towards the standards taught that week in order to make instructional changes for the next week's lesson. This year teachers are using bi-weekly common formative assessment data to plan for instruction as a grade level and as an individual teacher. We also analyze common assessment data after each assessment window has closed to make instructional changes to the next unit. We utilize MAP and MAP fluency data to determine individual student needs in order to make growth for all students in reading. We use MAP and a screener from our math intervention program to determine student needs as a diagnostic.</p> <p>This year we have created a data dashboard that not only shows trends over time by grade level in reading and math, but also for individual students using MAP Growth, KSA, MAP fluency, Access, Sped. Goals and objectives, and MTSS status.</p>
<p>KCWP 4: Review, Analyze and Apply Data</p>	No	<p>Our school has a process in place for teachers to meet two times a week in PLC's to analyze data in</p>

<p>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?</p>		<p>all content areas using formative and common assessments. The teachers are using a data assessment analysis tool and entering this into their grade level data dashboard. This data is then included in their lesson plans and how they are specifically planning for differentiation of instruction for individual students. This data 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.</p>
<p>KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	<p>No</p>	<p>With the increased scores for students with disabilities in most areas on the KSA, we are continuing to refine and implement a co-teaching framework for all students with disabilities in the area of ELA. This year we will have teachers work together to implement this in math as well. We have trained all teachers in effective research-based co-teaching practices that yield the highest results. 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.</p> <p>Our LBD teachers are meeting in PLC's monthly to review data on students' goals and objectives and to share strategies to improve them. We are implementing high quality instructional resources in the resource classroom to improve overall growth in reading and math on students' objectives.</p> <p>The administrative team and special education team leads are purposefully and intentionally reviewing the special education progress on goals and objectives at the end of each midterm and trimester. Students who are not making progress on goals and objectives are discussed in the next LBD meeting and will have ARC's schedule to</p>

Key Elements of the Teaching and Learning Environment – School

		<p>ensure they are able to meet their goals and objectives through differentiated strategies.</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>KCWP 6: Establishing Learning Culture and Environment</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>This year, to decrease the number of instructional disruptions to the school day, so teachers and students can focus on improving mastery towards standards, we have created a reset room. This is a classroom that provides students with a calm down area free of distractions, a process for students to identify the behavior of concern, how it impacted their learning and that of others, and how they can change the behavior. They are to complete a think sheet and restorative assignment prior to returning to class. When returning to class a restorative conference is held, with the teacher and anyone else that may have been damaged by the disruption to ensure that relationships can be restored and learning can continue. Teachers and staff participate in PLC's that focus on behavior data, T1, T2, and T3 instructional strategies in the area of SEB, and implement behavior plans for students to be more successful which leads to less disruptions to the learning environment.</p> <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 extracurricular activities as well as attendance and how these factors lead to successful transition readiness. In</p>

Key Elements of the Teaching and Learning Environment – School

	<p>grades K-3 we are analyzing MAP Growth and MAP Fluency 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 moving to the next grade are 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 to improve their transition readiness. 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% of our students as part of the free and reduced gap group we recognize that one barrier they have to participating in extracurricular activities is access to after school or outside of school activities due to transportation or financial issues. We are providing students access to these activities and clubs with a Timberwolf Talent Time during the school year. 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 three times a year for students in grades K-5 to participate in an extracurricular activity.</p>
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Key Elements of the Teaching and Learning Environment – School



2024-2025 Phase Two: School Assurances_10162024_08:22

2024-2025 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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2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies 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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2024-2025 Phase Three: Comprehensive School Improvement Plan_11062024_08:11

2024-2025 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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2024-2025 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

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 how well the school is accomplishing their action steps. 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 (CSIP) 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 we will continue the strategies and objectives for reading, math, and science. The percentages were adjusted to continue to reach our overall goals in these areas with the 23-24 KSA scores.

We have added a social studies, and combined writing goal to address the deficits in these areas as identified in the 23-24 KSA scores. This year we have added intentional planning with teachers and a unit planning guide in all content areas that provide questions for teachers to answer as they engage in backward design planning.

In the area of improving achievement for students with disabilities, we have continued the same strategies and objectives, with higher percentages because we made progress towards the math objective and met the reading objective.

This year we have included strategies for teachers and students, as well as training for teachers to decrease the disruptions to learning in each classroom in all content area goals and objectives. These are applicable in all environments of the school to ensure rigorous instruction is the priority for students and staff.

Attachment Summary

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

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

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.

-The 2024 KSA data shows that the greatest area of weakness is in the area of reading. The overall proficiency of all students dropped from 59% to 52%. This remains below our goal of 75%. This closely aligns to our overall 2024 Spring MAP reading proficiency scores in which K-5 overall proficiency was 49%. Grades 3-5 Proficiency on the Spring reading MAP was 57% projected proficiency, which is below our actual KSA proficiency score.

-The 2024 KSA data shows that another area of weakness is in overall math proficiency. While we did make slight progress on this goal, at 61% proficiency, we did not reach our objective and do not anticipate meeting the overall goal of 79% in 2027. The Math MAP data for the Spring of 2024, indicated an overall proficiency of students in grades K-5 to be 46%. In grades 3-5 the overall projected proficiency was 54%. We exceeded the Math MAP proficiency projections.

-In order for students to have access to a rich learning environment, we must decrease the number of instructional disruptions to the school day. According to the Impact survey teachers took in 2023 teachers answered "how often does student misconduct disrupt the learning environment at your school?" 11% favorable. In the 23-24 School year the number of instructional disruptions to the school day (as documented by walkie call data to remove a disruptive student) was 945, which was an increase from 783 in 22-23. So far this year, we have had 562. In 23-24 the number of behavior referrals was 296. So far this year, there are 99 behavior referrals.

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.

KCWP 1: Design and Deploy Standards

Our school has a process in place for teachers to meet two times a week in PLC's to analyze data in all content areas using formative and common assessments. The teachers are using a data assessment analysis tool and entering this into their grade level data dashboard. This data is then included in their lesson plans and how they are specifically planning for differentiation of instruction for individual students. This data 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 year a calendar has been created by the teachers and administrative team to ensure common formative assessments are being given biweekly and in line with the upcoming common assessments to ensure adaptations to instruction to lead to increased mastery in the standards. This includes reteaching the standards not mastered as well as creating rigorous needs-based instruction to all students. We have also implemented a unit planning guide for all content areas that guides teachers through the backward design process. This document has teachers deconstruct the standards to ensure all parts are rigorously taught, determine prior knowledge students need to meet the standard and when they may have been taught previously, identify possible misconceptions students may have and how they will address them, understand the common assessment questions and format to ensure they are aligning common formative assessments and tasks and products, identify key reading skills (in all content areas), identify T1, T2, and T3 vocabulary, consider current students data, consider data analysis of the same standards from last year to address areas of growth, and what gaps may exist between our high quality instructional resources and the KAS standards.

KCWP 2: Design and Deliver Instruction

We are in the second year of implementing a new Tier 1 high quality instructional resource for ELA. Teachers continue to intentionally plan during PLC's and on their own to ensure that fidelity of the program is met as well as the KAS standards are effectively addressed. We are also in the second year of implementing a new SEB Tier 1 curriculum that provides students with instruction in social emotional skills that are vertically aligned. A 15 minute morning meeting has been added to the master schedule for students to start their day with building relationships, problem solving problems that have occurred, analyzing their own growth in social emotional/behavioral needs, and starting the day with a calming strategy.

Administrators are monitoring the effectiveness of this instruction through monthly instructional walks. We are more intentional in these walks on the data from common formative assessment to determine which content areas need to be focused on. In the all content areas, we are intentionally using these walks to focus on the Cycle of quality of Instruction in Elements 2 and 4. In the area of product, we are tracking the type of product (knowledge vs. high cognitive) being provided to students and if they are truly able to interact with the product individually. This data is analyzed 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.

Last year we focused more on providing feedback in the area of adapting instruction on a regular basis. We have done a better job of this, but continue to focus on this in our monthly walks. We are reviewing the lesson plans to ensure that the adaptation of instruction is documented, along with weekly formative assessment data. 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.

KCWP 6: Establishing Learning Culture and Environment.

This year, to decrease the number of instructional disruptions to the school day, so teachers and students can focus on improving mastery towards standards, we have created a reset room. This is a classroom that provides students with a calm down area free of distractions, a process for students to identify the behavior of concern, how it impacted their learning and that of others, and how they can change the behavior. They are to complete a think sheet and restorative assignment prior to returning to class. When returning to class a restorative conference is held, with the teacher and anyone else that may have been damaged by the disruption to ensure that relationships can be restored and learning can continue. Teachers and staff participate in PLC's that focus on behavior data, T1, T2, and T3 instructional strategies in the area of SEB, and implement behavior plans for students to be more successful which leads to less disruptions to the learning environment.

Through the co-teaching framework, we have intentionally created a master schedule that provides inclusive learning for all students.

We have also implemented a structure around analyzing students' grades, mastery towards ELA and Math, student participation in extracurricular activities as well as attendance and how these factors lead to successful transition readiness. In grades K-3 we are analyzing MAP Growth and MAP Fluency 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 moving to the next grade are ready to learn the grade level standards.

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 to improve

their transition readiness. 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.

With 56% of our students as part of the free and reduced gap group we recognize that one barrier they have to participating in extracurricular activities is access to after school or outside of school activities due to transportation or financial issues. We are providing students access to these activities and clubs with a Timberwolf Talent Time during the school year. 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 three times a year for students in grades K-5 to participate in an extracurricular activity.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	74.7	-3.6
State Assessment Results in science, social studies and writing	73.1	-3
English Learner Progress	58.4	-7.7
Quality of School Climate and Safety	75.5	-1.7

1: State Assessment Results in Reading and Mathematics

Goal 1a: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in Reading from 52% in 2024 to 75% in 2029 as measured by the school report card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase our percentage of students scoring proficient and distinguished in reading from 52% in 2024 to 57% in 2025 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 6: <u>Establishing Learning Culture and Environment</u></p>	<p>- Implementation of K-5 reading curriculum, CKLA, to align reading instruction to KAS standards across 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 assessments and common formative assessments biweekly desegregating students by overall proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use this data to adjust instruction.</p> <p>-Teachers are using backward design model of planning by completing a unit planning guide prior to weekly planning in ELA. Each unit planning guide asks teachers to deconstruct the standard, identify prior knowledge students will need to meet the standards for their grade level, analyze the summative assessment to be given, identify misconceptions student may have, and identify T1, T2, and T3 vocabulary. They then work together to plan for common formative assessments to be given throughout the unit.</p> <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>-During T1 needs based instruction, teachers will use eSpark and IXL to provide students with specific instruction and practice on skills identified as areas of weaknesses from their MAP growth test. Teachers are only using these specific programs so they can analyze</p>	<p>-Use of MAP and Map Fluency Data to determine growth over the course of the school year.</p> <p>-Common Assessments and bi weekly common formative 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>Utilize data from Learning Walk tool to monitor elements of the Quality Cycle of Instruction to determine reinforcement or recommendation for each element. We will continue to track the type of product teachers are providing to ensure students are provided both knowledge and high cognitive tasks. 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 two times a year to ensure the program is being implemented with fidelity across classrooms. Informal supports to individual teachers or teams who</p>	<p>\$45,0000</p> <p>Title 1 and SBDM (CKLA Materials, IXL and Espark materials, Needs based instruction materials, planning days for teachers and vertical alignment PD (paid for those not needing PD).</p>

Goal 1a: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Reading** from 52% in 2024 to 75% in 2029 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>the data on a biweekly basis and adjust instruction in the program, as well as pull into small groups to reteach skills needed.</p> <ul style="list-style-type: none"> - 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. -Evaluate the health of reading interventions after each round to ensure that the programs used are effective. -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. -Teachers and administrators are working together in planning days and vertical alignment PD to ensure that lesson plans are intentional and meet the standards and are aligned across grade levels -Teachers will focus on providing individual student product for each portion of the lesson that will engage students in the lesson, decreasing behavior disruptions. -Special area teachers collaborate with general education teachers to ensure that their lessons are supporting the ELA standards in addition to their content standards. Curriculum development through design of curriculum map for all special area teachers to ensure implementation of standards aligned to reading. -Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral 	<ul style="list-style-type: none"> -KSA data to determine annual growth and achievement for all student groups -Grade Level Lesson Plans -Number of walkie calls each month and overall for 24-25. -Behavior Referrals -Teacher survey given in Feb. 2025 to determine if teachers have a more favorable outlook on student behavior disrupting their classroom instruction. 	<p>are not showing fidelity will be put in place to increase instruction in CKLA.</p> <ul style="list-style-type: none"> -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 in a spreadsheet that teachers will input data if they are not using performance matters for data. -Review of lesson plans for each grade level to ensure planning includes fidelity of program as well as intentionality in their planning aligns with the standards and the summative assessment given. -RTI data and health of interventions will be 	

Goal 1a: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Reading** from 52% in 2024 to 75% in 2029 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p> <p>-Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so students can learn to regulate emotions to participate in class.</p> <p>-Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p>	-Impact Survey Results in 2025.	<p>analyzed every 6-8 weeks.</p> <p>-KSA (state assessment) will be analyzed annually.</p>	

Goal 1b: River Ridge will increase the percentage of students scoring proficient/distinguished in Math from 61% in 2024 to 80 % in 2029 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	KCWP 1: <u>Design and Deploy Standards</u>	- Implementation of K-5 math curriculum, Bridges, to align reading instruction to KAS standards across classrooms and provide teachers and students with opportunities to deepen their understanding of	-Use of MAP data to determine growth over the course of	Assessment data in Performance Matters to analyze data in context. Formative assessment data will	\$20,000 (Math intervention programs, full planning days,

<p>from 61% in 2024 to 65% in 2025 as measured by the school report card.</p>	<p>KCWP 2: <u>Design and Deliver Instruction</u></p> <p>KCWP 6: <u>Establishing Learning Culture and Environment</u></p>	<p>basic reading, reading fluency, and reading comprehension.</p> <p>-Teachers will analyze data for all reading common and common formative assessments biweekly desegregating students by overall proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use this data to adjust instruction.</p> <p>-Teachers are using backward design model of planning by completing a unit planning guide prior to weekly planning in math. Each unit planning guide asks teachers to deconstruct the standard, identify prior knowledge students will need to meet the standards for their grade level, analyze the summative assessment to be given, identify misconceptions student may have, and identify T1, T2, and T3 vocabulary. They then work together to plan for common formative assessments to be given throughout the unit.</p> <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>-During T1 needs based instruction, teachers will use eSpark and IXL to provide students with specific instruction and practice on skills identified as areas of weaknesses from their MAP growth test. Teachers are only using these programs so they can analyze the data on a biweekly basis and adjust instruction in the program, as well as pull into small groups to reteach skills needed.</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</p>	<p>the school year.</p> <p>-Common Assessments and formative common biweekly 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>-Number of walkie calls each month and overall for 24-25.</p>	<p>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> <p>-Monthly walkie call and behavior referral data analyzed monthly,</p>	<p>vertical planning days)</p>
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		<p>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>-Evaluate the health of math interventions after each round to ensure that the programs are effective. Teachers and administration will begin analyzing math interventions that may better align with student performance and standards.</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 common and formative assessments.</p> <p>-Teachers and administrators are working together during full planning days and vertical alignment PDs monthly to ensure that lesson plans are intentional and meet the standards and are aligned across grade levels.</p> <p>-Special area teachers collaborate with general education teachers to ensure that their lessons are supporting the math standards in addition to their content standards. Curriculum development through design of curriculum map for all special area teachers to ensure implementation of standards aligned to math.</p> <p>-Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p>	<p>-Behavior Referrals</p> <p>-Teacher survey given in Feb. 2025 to determine if teachers have a more favorable outlook on student behavior disrupting their classroom instruction.</p> <p>-Impact Survey Results in 2025.</p>		
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		<p>-Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so students can learn to regulate emotions to participate in class.</p> <p>-Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p>			
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State Assessment Results in Science, Social Studies and Writing

Goal 2a: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in Science from 53% in 2024 to 76% in 2029 as measured by the school report card.					
Objective	Strategy		Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in science from 53% in 2024 to 58% in 2025 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 6: <u>Establishing Learning Culture and Environment</u></p>	<p>-Teachers are using backward design model of planning by completing a unit planning guide prior to weekly planning in science. Each unit planning guide asks teachers to deconstruct the standard, identify prior knowledge students will need to meet the standards for their grade level, analyze the summative assessment to be given, identify misconceptions student may have, and identify T1, T2, and T3 vocabulary. They then work together to plan for common formative assessments to be given throughout the unit.</p> <p>-Teachers will analyze data for all science common assessments and common formative assessments biweekly desegregating students by overall proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use this data to adjust instruction.</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 common and formative assessments.</p>	<p>-Weekly Formative and Performance Assessments</p> <p>-District Common Assessments</p> <p>-KSA</p> <p>-Grade Level Lesson plans</p>	<p>-Learning Walk feedback from Admin Team and District Consultants in PLTW Classroom and regular classroom teachers during Science Instruction</p> <p>-Monthly Analysis of Science formative and common assessments using Performance Matters (LMS) during grade level PLC's.</p> <p>-Learning walks to monitor implementation of science instruction at all grade levels and ensure alignment with grade level lesson plans.</p>	\$2500 (Project Lead the Way Grant, High Quality Instructional resources)

Goal 2a: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Science** from 53% in 2024 to 76% in 2029 as measured by the school report card.

Objective	Strategy	Measure of Success	Progress Monitoring	Funding
	<p>-Teachers and administrators are working together during full planning days and monthly vertical alignment PDs to ensure that lesson plans are intentional and meet the standards and are aligned across grade levels.</p> <p>-Project lead the Way teacher collaborates with general education teachers to ensure alignment to the science standards. Curriculum development through design of curriculum map for PLTW class, along with other special area teachers to ensure implementation of standards aligned to science and reading.</p> <p>-Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p> <p>-Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so students can learn to regulate emotions to participate in class.</p>			

Goal 2a: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Science** from 53% in 2024 to 76% in 2029 as measured by the school report card.

Objective	Strategy		Measure of Success	Progress Monitoring	Funding
		-Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.			

Goal 2b: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Social Studies** from 55% in 2024 to 77% in 2029 as measured by the school report card.

Objective	Strategy		Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in Social Studies from 55% in 2024 to 59% in 2025 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 6: <u>Establishing Learning Culture and Environment</u></p>	<p>- Teachers are using backward design model of planning by completing a unit planning guide prior to weekly planning in social studies. Each unit planning guide requires teachers to deconstruct the standard, identify prior knowledge students will need to meet the standards for their grade level, analyze the summative assessment to be given, identify misconceptions student may have, and identify T1, T2, and T3 vocabulary.</p> <p>-Implementation of TCM Social Studies High Quality Instructional Materials in each grade level to provide continuity to all students in every grade level.</p> <p>-Teachers will analyze data for all social studies common assessment and common formative assessments biweekly desegregating students by overall proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use this data to adjust instruction.</p> <p>- Implementation of the Cycle of Quality Instruction and monthly PPR walks to provide clear and specific</p>	<p>-Weekly Formative and Performance Assessments</p> <p>-District Common Assessments</p> <p>-KSA</p> <p>-Grade Level Lesson plans</p>	<p>-Learning Walk feedback from Admin Team and District Consultants in regular classroom teachers during Social Studies Instruction</p> <p>-Monthly Analysis of Social Studies formative and common assessments using Performance Matters (LMS) during grade level PLC's.</p> <p>-Learning walks to monitor implementation of social studies instruction at all grade levels and ensure alignment</p>	\$2500 (TCM Social Studies, Mystery Science, other high-quality instructional resources)

Goal 2b: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Social Studies** from 55% in 2024 to 77% in 2029 as measured by the school report card.

Objective	Strategy		Measure of Success	Progress Monitoring	Funding
		<p>feedback on classroom instruction in order to consistently grow and improve our Tier 1 core instruction. Areas of 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 common and formative assessments.</p> <p>-Teachers and administrators are working together during full planning days and monthly vertical alignment PDs to ensure that lesson plans are intentional and meet the standards and are aligned across grade levels.</p> <p>-Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p> <p>-Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so</p>		with grade level lesson plans.	

Goal 2b: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Social Studies** from 55% in 2024 to 77% in 2029 as measured by the school report card.

Objective		Strategy		Measure of Success	Progress Monitoring	Funding
		students can learn to regulate emotions to participate in class.				
		-Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.				

Goal 2c: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Combined Writing** from 51% in 2024 to 75% in 2029 as measured by the school report card.

Objective	Strategy		Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in combined writing from 51% in 2024 to 56% in 2025 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 6: <u>Establishing Learning Culture and Environment</u></p>	<p>- Teachers are using backward design model of planning by completing a unit planning guide for ELA that includes writing. Each unit planning guide asks teachers to deconstruct the standard, identify prior knowledge students will need to meet the standards for their grade level, analyze the summative assessment to be given, identify misconceptions student may have, and identify T1, T2, and T3 vocabulary.</p> <p>-Use of Amplify CKLA high quality instructional resource to provide students with instruction in writing that aligns with the Reading standards.</p> <p>-Teachers will analyze data for all reading common and common formative assessments biweekly desegregating students by overall proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use this data to adjust instruction.</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 common and formative assessments.</p>	<p>-Biweekly formative writing samples</p> <p>-KSA</p> <p>-Grade Level Lesson plans</p>	<p>-Learning Walk feedback from Admin Team and District Consultants in all ELA (reading and writing) classes.</p> <p>-Monthly Analysis of Writing formative assessments in grade level team meetings.</p> <p>-Learning walks to monitor implementation of writing instruction at all grade levels and ensure alignment with grade level lesson plans.</p>	\$0

Goal 2c: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Combined Writing** from 51% in 2024 to 75% in 2029 as measured by the school report card.

Objective	Strategy	Measure of Success	Progress Monitoring	Funding
		<p>-Evaluate the health of written expression interventions after each round to ensure that the programs are effective. Teachers and administration will begin analyzing written expression interventions that may better align with student performance and standards.</p> <p>-Teachers and administrators are working together during full planning days and vertical alignment PDs monthly to ensure that lesson plans are intentional and meet the standards and are aligned across grade levels.</p> <p>-Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p> <p>-Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so students can learn to regulate emotions to participate in class.</p> <p>-Special area teachers collaborate with general education teachers to ensure that their lessons are</p>		

Goal 2c: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Combined Writing** from 51% in 2024 to 75% in 2029 as measured by the school report card.

Objective	Strategy		Measure of Success	Progress Monitoring	Funding
		<p>supporting the ELA standards in addition to their content standards. Curriculum development through design of curriculum map for all special area teachers to ensure implementation of standards aligned to reading and writing.</p> <p>-Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p>			

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 26% in 2024 to 29% in 2025 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 6: <u>Establishing Learning Culture and Environment</u></p>	<p>- Implementation of K-5 reading curriculum, CKLA, to align reading instruction to KAS standards across 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 assessments and common formative assessments biweekly desegregating students by overall</p>	-RTI Progress Monitoring Data for frequent, ongoing monitoring of student progress with interventions.	<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>	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use this data to adjust instruction.</p> <p>-Teachers are using backward design model of planning by completing a unit planning guide prior to weekly planning in ELA. Each unit planning guide asks teachers to deconstruct the standard, identify prior knowledge students will need to meet the standards for their grade level, analyze the summative assessment to be given, identify misconceptions student may have, and identify T1, T2, and T3 vocabulary.</p> <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>-During T1 needs based instruction, teachers will use eSpark and IXL to provide students with specific instruction and practice on skills identified as areas of weaknesses from their MAP growth test. Teachers are only using these programs so they can analyze the data on a biweekly basis and adjust instruction in the program, as well as pull into small groups to reteach skills needed.</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>-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 evaluate the effectiveness of the co-teaching model.</p>	-Progress towards goals and objectives will be monitored every 4 weeks.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>-Evaluate the health of reading interventions after each round to ensure that the programs are effective.</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>-BiMonthly PLCs to closely monitor and discuss progress towards IEP goals and toward grade level standards to ensure equitable access to the curriculum for all students.</p> <p>-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>-Continue using co-teaching fidelity markers during instructional walks and 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> <p>-Teachers and administrators are working together in planning days and vertical alignment PD to ensure that lesson plans are intentional and meet the standards and are aligned across grade levels.</p> <p>-Teachers will focus on providing individual student product for each portion of their lesson that will</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>engage students in the lesson, decreasing behavior disruptions.</p> <p>-Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p> <p>-Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so students can learn to regulate emotions to participate in class.</p> <p>-Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p>			
Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 24% in 2024 to 27% in 2025 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 6: <u>Establishing Learning Culture and Environment</u></p>	<p>- Implementation of K-5 math curriculum, Bridges, to align reading instruction to KAS standards across 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 common formative assessments biweekly desegregating students by overall proficiency, special education student proficiency, ELD student</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use this data to adjust instruction.</p> <p>-Teachers are using backward design model of planning by completing a unit planning guide prior to weekly planning in math. Each unit planning guide asks teachers to deconstruct the standard, identify prior knowledge students will need to meet the standards for their grade level, analyze the summative assessment to be given, identify misconceptions student may have, and identify T1, T2, and T3 vocabulary.</p> <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>-During T1 needs based instruction, teachers will use eSpark and IXL to provide students with specific instruction and practice on skills identified as areas of weaknesses from their MAP growth test. Teachers are only using these programs so they can analyze the data on a biweekly basis and adjust instruction in the program, as well as pull into small groups to reteach skills needed.</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>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>-Evaluate the health of math interventions after each round to ensure that the programs are effective. Teachers and administration will begin analyzing math interventions that my better align with student performance and standards.</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 common and formative assessments.</p> <p>-Teachers and administrators are working together during full planning days and vertical alignment PDs monthly to ensure that lesson plans are intentional and meet the standards and are aligned across grade levels.</p> <p>-Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p> <p>-Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so students can learn to regulate emotions to participate in class.</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>-Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p> <p>-Bimonthly PLCs to closely monitor and discuss progress towards IEP goals and toward grade level standards to ensure equitable access to the curriculum for all students.</p> <p>-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>-Continue using co-teaching fidelity markers during instructional walks and 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 4: River Ridge Elementary will increase our overall English Learner Progress Indicator Status score from 58.4 in 2024 to 79 in 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the overall English Learners progress indicator status score from 58.4 in 2024 to 62.26 in 2025.	<p>KCWP 1: <u>Design and Deploy Standards</u></p> <p>KCWP 2: <u>Design and Deliver Instruction</u></p> <p>KCWP 6: <u>Establishing Learning Culture and Environment</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 to meet the needs of ELD students.</p> <p>-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.</p> <p>-Teachers will analyze data for all reading, math, science, and social studies 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 determine standards deficits and provide immediate re-teaching of standards to the whole group or individual students.</p> <p>-Provide ongoing embedded PD using instructional walk data, school wide trends, district initiative, and ELD data in weekly PLC's to further develop understanding of how to meet the needs of our ELD students.</p> <p>-Utilize EL Scaffolding Toolkit to assist teachers in providing scaffolded instruction specific to supporting students at each English Proficiency Level.</p>	Weekly formative assessments, Common Assessments, ACCESS	<p>-EL Progress monitoring 3X per year</p> <p>-Analysis of weekly formative and common assessments using Data Analysis tool and Performance Matters.</p>	\$0

Goal 4: River Ridge Elementary will increase our overall English Learner Progress Indicator Status score from 58.4 in 2024 to 79 in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		-Ensure ongoing collaboration with FRC Coordinator to support families of students in sub groups with home/school connections and individual student success at school.			

5: Quality of School Climate and Safety

Goal 5: River Ridge Elementary will decrease the percentage of students believing that students being mean or hurtful is a problem for the school 31% in 2024 to 15% in 2029 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 is a problem for the school from 31% in 2024 to 25% in 2025 as measured by the Quality School Climate Safety Survey.	KCWP 6: <u>Establish Learning Culture and Environment</u>	<p>-Stakeholders will collaborate to reduce physical and mental health barriers to learning for all students to ensure optimal growth and development through implementation of Second Steps (SEL Curriculum) at all grade levels.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so students can learn to regulate emotions to participate in class.</p> <p>-Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p> <p>-Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social</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 and walkie call data reviewed weekly at Admin Team meetings</p>	\$0

Goal 5: River Ridge Elementary will decrease the percentage of students believing that students being mean or hurtful is a problem for the school 31% in 2024 to 15% in 2029 as measured by the Quality School Climate Safety survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-Master Schedule includes 15 minutes for all students and teachers to engage in morning meeting that includes restorative circles, problem solving, and calming strategies to start the day.</p> <p>-Increased positive reinforcement for students who are showing caring and kind behaviors school wide (leader of the pack, cleanest classroom, cleanest lunch table, random acts of kindness, compliments).</p> <p>-Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.</p> <p>-Ensure ongoing collaboration with FRC Coordinator to support families of students in sub groups with home/school connections and individual student success at school.</p>			

8: Other (Optional)

Goal 8: River Ridge Elementary will increase the percentage of teachers reporting favorably to the question “How often does student misconduct disrupt the learning environment at your school.” From 11% in 2024 to 55% in 2028 as measured by the Kentucky Impact Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of teachers reporting favorably to the question “How often does student misconduct disrupt the learning environment at your school” from 11% in 2024 to 33% in 2026.	KCWP 6: <u>Establish Learning Culture and Environment</u>	<p>-Stakeholders will collaborate to reduce physical and mental health barriers to learning for all students to ensure optimal growth and development through implementation of Second Steps (SEL Curriculum) at all grade levels.</p> <p>-A structure for students to follow prior to returning to class that aligns with the restorative practices continuum when removed from the class so students can learn to regulate emotions to participate in class.</p> <p>-Monthly PLC’s with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.</p> <p>-Ongoing professional development for teachers during PLC’s during the school year to focus on T1, T2, and T3 social</p>	Kentucky Impact Survey Results, 2026	Interim survey on status of student misconduct disruptions to the learning environment in April 2025.	\$0

Goal 8: River Ridge Elementary will increase the percentage of teachers reporting favorably to the question “How often does student misconduct disrupt the learning environment at your school.” From 11% in 2024 to 55% in 2028 as measured by the Kentucky Impact Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>emotional and behavioral strategies to decrease the instruction disruptions to the school day.</p> <p>-Master Schedule includes 15 minutes for all students and teachers to engage in morning meeting that includes restorative circles, problem solving, and calming strategies to start the day.</p> <p>-Increased positive reinforcement for students who are showing caring and kind behaviors school wide (leader of the pack, cleanest classroom, cleanest lunch table, random acts of kindness, compliments).</p> <p>-Send Teacher survey in April 2025 to determine if we are making progress towards goals using similar questions in this area from the KY Impact Survey. If not making progress, work with grade level teams to determine needs for their grade level as well as overall school needs to determine PD and next steps needed for teachers and students.</p>			

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

N/A

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

N/A

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

N/A

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
N/A.	Hattie, J . (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p> <p>N/A</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
N/A		<input checked="" type="checkbox"/>
		<input type="checkbox"/>
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