



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09182025_10:04

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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2025-2026 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.

While diagnostics are completed annually, comprehensive improvement plans are three-to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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.
Dan Schacherer 9/18/25



2025-2026 Phase One: Executive Summary for Schools_09182025_10:05

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Kenton County School District includes eleven elementary schools and has a population of over 14,000 students. Ryland Heights Elementary is one of the southernmost elementary schools in the district. Ryland Heights Elementary serves a diverse population of students from unincorporated areas of a rural community and extends to the cities of Covington, Taylor Mill, Fairview, Independence, Visalia and Morning View. Our building was built in 1960 and was renovated in 1994 to add a gym and a media center and then another renovation in 2020 to incorporate more safety features, such as a secure vestibule and main office entrance, security cameras and a more secure key system. Ryland Heights Elementary completed an additional renovation that began in the 2021-22 school year that removed all mobile classroom units, added classrooms to the building and updated the kitchen/cafeteria space. At Ryland Heights Elementary we maintain a focus on effective instruction in academics and social emotional behavior instruction at all tiers and conducting effective professional learning communities, utilizing data to make intentional adjustments to instruction. In the 2023-24 school year, Ryland Heights Elementary implemented a new high quality instructional resource (HQIR), grounded in the science of reading, to help promote all grade levels to increase student engagement and achievement. In the 2025-26 school year, Ryland Heights will be implementing a new HQIR for math instruction that will ensure high quality resources and aligned to math standards being taught across all grade levels K-5. Additionally, Ryland Heights Elementary has continued to prioritize technology for our students and have successfully transitioned to becoming a 1:1 school, with all students having a chrome book to utilize during instruction in addition to having every classroom equipped with a smartboard. The Kenton County School District has also provided the additional supplemental position of an Instructional Technology Coach to provide continuous technology professional development for the staff to effectively utilize the available technology to positively impact instruction. In addition, Ryland Heights Elementary highly encourages our students to become involved in extra-curricular activities and provides a wide variety of opportunities such as club days during the school day throughout the year, intramural basketball, running club, STLP, chorus, Girls on the Run and energy wise. We are proud to report that 100% of Ryland Heights students were involved in an activity outside of the classroom during the 2024-25 school year. Ryland Heights Elementary also partners with the YMCA to utilize the 21st Century grant to offer free after school academics and clubs, such as art, karate and music. At Ryland Heights, each student has at least one adult advocate that ensures their social/emotional wellness and is there to provide support and guidance throughout the year.

School Stakeholders

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

Our key stakeholder groups are our students, staff, parents and the community as a whole. Beginning in the 2024-25 school year, Ryland Heights Elementary adopted the Community Based Accountability System framework utilized by the Kenton County School District. This framework will allow all stakeholders to serve on committees within the 5 school pillars to work towards excellence in all facets and ensure student success. The implementation of this initiative was very successful and we anticipate even more success and positive impact on our students and community in the 2025-26 school year. In addition to actively engaging our students on a daily basis we put great emphasis on consistent communication and engagement with our parents and guardians. We actively involve our stakeholders in the school improvement planning process through their participation in SBDM and also consultation through our PTO. One of our annual goals for our 2025-26 action plan is to continue to increase family engagement to being a school level family friendly school. Our SBDM Council meets monthly to focus on student achievement, school improvement and review policies to ensure the best structures are in place to support student success. The PTO meets monthly to plan activities to engage our families and community, as well as develop fundraising activities to support school resources and impact student success. Administration meets weekly in professional learning communities (PLCs) with teachers from all grade levels to share effective instructional strategies and resources in addition to communicating feedback from each grade level to ensure that best decisions are being made for our students. Our FRC coordinator also meets with parents, teachers and community members to discuss needs of families, students and staff and to remove barriers and encourage communication from home to school. Surveys are sent out to parents multiple times per year to help determine areas of improvement and set goals for increasing family engagement. Ryland administrators and teachers implement the school action plan strategies and action steps which include the district instructional priorities of effective academics and social emotional instruction at all tiers and effective Professional Learning Communities (PLCs). PLC meetings allow teachers to analyze academic and SEB data in real time to make intentional adjustments to instruction by naming and claiming every student so they can reach their maximum learning potential and close gaps.

School's Purpose

Provide the school's purpose statement and supplementary 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.

The mission of Ryland Heights Elementary School is to provide a strong foundation of academic, behavioral and social skills that will ensure students are prepared for a successful transition to middle school and beyond. We believe that all students can learn and grow daily, and we strive to have high expectations and provide rigorous

learning opportunities for all students. This mission and vision for our students is very important to us and reviewed on a regular basis, most recently during our first equivalency day on August 8th, 2025 and then revisited during our first Community-Based Accountability System meeting on September 4th, 2025. Ryland Heights has strong systems and structures in place that hold stakeholders accountable to ensuring all students are transition ready through a comprehension MTSS process. Ryland Heights follows the two instructional priorities of the district. Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers which includes rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1) and fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/ III/Special Education). The other priority is effective Professional Learning Communities (PLC's). PLC meetings allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps. During these meetings regular student name and claim happen and determine adjustments to instruction as a result of regular review of data. Our school core MTSS team, comprised of administration, interventionists, special education lead teacher, school administration secretary, and Family Resource coordinator meet weekly to analyze student intervention data to identify necessary next steps for students in Tier II and Tier III interventions. Ryland Heights has strong relationships with our families and community and recognize that family and community engagement are crucial to school improvement needs. Ryland works closely with our PTO and community partners to offer a variety of opportunities to deepen relationships with families and our community. In order to help our students achieve their fullest potential, we create a culture and belief that a Team consisting of parents & guardians, educators, students, and the community is key.

Notable Achievements

Describe the school's notable achievements in the last three years.

Throughout the 2024-25 school year, Ryland Heights students consistently demonstrated growth in both Reading and Math on district common assessments and MAP diagnostic testing. In Reading, Ryland Heights students maintained a very high average of proficiency while still demonstrating growth from 82.18% in 2023-24 to 82.89% in 2024-25. In math, our students maintained high proficiency from 82% in 2023-24 to 83.2% in 2024-25. For the 2025-26 school year we have set our goal at 85% proficiency in both Reading and Math for Common Assessments and Common Formative Assessments. In the area of Reading on the Kentucky Summative Assessment, Ryland Heights Elementary has consistently demonstrated high levels of proficiency the past 3 years. 67% of our students demonstrated proficiency in 2024, 66% demonstrated proficiency in 2023 and 68% demonstrated reading proficiency in 2022. These scores averaged 9% higher than our district average and 20% higher than the state average. Our students also have done well in the content area of Math. 61% of our students demonstrated proficiency in 2024, 64% demonstrated proficiency in 2023 and 62% demonstrated math proficiency in 2022. These scores averaged 3% higher than our district average and 20% higher than the

state average. We utilize this data with other triangulated data sets to write school goals and action steps for the school action plan. Those action steps include teachers writing internalizing standards-based lessons plans, growing teachers with professional learning with an added emphasis on growth and utilization of our HQIRs in both Reading and Math, developing a Ryland Heights Assessment Calendar, regular review of student data in weekly PLCs, implementing processes and analysis of data to monitor Transition Ready, and giving high quality feedback to teachers during instructional walks.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

One area for improvement that Ryland Heights Elementary is striving to achieve in the next three years is to increase the proficiency levels for our 3rd grade students in both Reading and Math on the Kentucky Summative Assessment. Our 3rd grade students have consistently scored significantly below our 4th and 5th grade students by an average of over 20% in both Reading and Math. These scores are also significantly below our 2024-25 CSIP goal and objective of increasing Reading and Math proficiency scores. Some strategies that we are implementing to address these issues are to begin utilizing the same Adult Advocate/Transition Ready process with 3rd grade students that we have been utilizing with 4th & 5th grade students. This is designed to provide additional supports, guidance and raise awareness for accountability to their achievement. Another change for 3rd grade this year will be to begin utilizing a High Quality Instructional Resource in math to ensure that students have access to standards-aligned, rigorous resources that are also vertically-aligned with all grade levels. Another area for improvement that we are striving to achieve is to increase the proficiency levels in Reading and Math on the Kentucky Summative Assessment for students with disabilities. Over the past three years our SWD have averaged 28% proficiency in Reading and 24% proficiency in Math. This is a gap from all Ryland students of 37% in Reading and 38% in Math. The Reading score is also 4% short of our 2024-25 CSIP Achievement Gap Objective 1 and the Math score is 10% short of our 2024-25 CSIP Achievement Gap Objective 2.

Additional Information

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09182025_10:06

2025-2026 Phase One: School Safety Report

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2025-2026 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff 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, revised on 7/14/25

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, reviewed and discussed with all staff on 8/7/25

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

Yes

11. 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

12. 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 documentation maintained on file in the school office?

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

Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

Yes

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

Yes

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

Yes



2025-2026 Phase Two: The Needs Assessment for Schools_10082025_09:26

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

Our Team utilizes Common Assessment Data, Amplify Desmos Math End-of-Unit Assessments, Grade level Common Formative Assessment Data, MAP diagnostic data, MAP Fluency data, Reading and Math RTI data and Brigance Data. Data review and analysis occurs weekly across multiple settings. The Administration Team reviews data during weekly admin meetings as well as during District Curriculum, Instruction and Assessment Meetings. This data is also shared with the entire faculty, grade specific teachers through PLC's, weekly memos and with the SBDM council on a regular basis. In addition, specific student data is analyzed during weekly PLC grade level meetings and Special Education PLC's. Students identified for interventions and appropriate data is reviewed weekly at MTSS meetings, which

includes school admin team, primary and intermediate interventionists, school counselor, school psychologist, lead special education teacher and school/district RBTL interventionists. This MTSS Team conducts four data review progress checks throughout the year to analyze intervention progress data and make determinations for individual students

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 will your results inform this year's plan?

During the 2024-25 school year the Ryland Heights Elementary team consistently implemented the identified strategies and activities from the CSIP. These strategies maintained a focus on designing and delivering quality instruction, along with reviewing and analyzing data to ensure we are delivering appropriate support to students. We utilized weekly grade level PLCs to analyze data to make instructional adjustments to positively impact our students. Additionally, administration utilized data gained from classroom walks focused on the Cycle of Quality Instruction to identify instructional trends and opportunities for professional growth. Our first proficiency goal was to increase the reading proficiency score from 63% in 2022 to 83% in 2027 and the math proficiency score from 58% in 2022 to 78% in 2027 as measured by school report card proficiency data. The first objective was to increase the reading proficiency score from 66% in 2024 to 70% in 2025 as measured by KSA. Our reading proficiency score in 2024 was 67%, so we did not meet this objective. Our second objective was to increase the math proficiency score from 64% in 2024 to 68% in 2025 as measured by KSA. Our math proficiency score in 2024 was 61%, so we were just short of this objective as well. Our separate academic indicator goals were to increase the science proficiency from 58% in 2024 to 70% in 2028 as measured by the KSA, increase the combined writing proficiency from 56% in 2024 to 68% in 2028 and to increase the social studies proficiency from 62% in 2024 to 74% in 2028 as measured by the KSA. Our first objective for this goal was to increase the science KSA proficiency from 58% in 2024 to 61% in 2025. Our science proficiency score in 2024 was 73%, so we did meet that objective. Our second objective for this goal was to increase the combined writing KSA proficiency from 56% in 2024 to 59% in 2025. Our combined writing proficiency score in 2025 was 63%, so we met that objective as well. Our third objective for this goal was to increase the social studies KSA proficiency from 62% in 2024 to 65% in 2025. Our social studies proficiency score in 2024 was 56%, so we did not meet that objective. Our first objective under our achievement gap goal was to increase the reading KSA proficiency for students with disabilities from 28% in 2024 to 32% in 2025. Our reading proficiency score for students with disabilities in 2024 was 21%, so we did not meet that objective. Our second objective under our achievement gap goal was to increase the math KSA proficiency for students with disabilities from 30% in 2024 to 34% in 2025. Our math proficiency score for students with disabilities in 2024 was 21%, so we did not meet that objective. Our impact survey goal was by 2028, Ryland Heights Elementary will increase the percentage of teachers that respond favorably to what extent does the quality of resources need to improve at Ryland Heights Elementary from 36% in 2024 to 56%. Our first objective for that goal is to increase the percentage of teachers that respond favorably to what extent does the

quality of resources need to improve at Ryland Heights Elementary from 36% in 2024 to 46% in 2026 according to the Impact Kentucky Working Conditions Survey. We have not yet conducted the Impact Survey for 2026.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Over the past two years both reading and math proficiency scores for our 3rd grade students remains as a significant area for improvement. This past year in the area of reading our 3rd grade students were 49% proficient/distinguished, which was 30% lower than our 4th grade and 22% lower than our 5th grade. In the content area of math, our 3rd grade students were 41% proficient/distinguished, which was 32% lower than our 4th grade and 25% lower than our 5th grade. Another area that remains as a significant area for improvement is our students with disabilities in both reading and math. In reading the percentage of students with disabilities scoring proficient or distinguished was 28% in 2023-24 and then decreased to 21% in 2024-25. In math the percentage of students with disabilities scoring proficient or distinguished was 30% in 2023-24 and decreased to 21% in 2024-25. With regards to areas of improvement for behavior, we have continued to focus on bus behavioral incidents. We have seen significant improvement in the is area, going from 19 bus behavior referrals in 2022-23 (49% of total referrals) to 9 bus behavior referrals in 2023-24 (10% of total referrals). We attribute the success with the vast majority of our students to our Tier 1 PBIS plan and behavioral strategies, in addition to weekly SEB lessons across all grade levels. The small minority of students that experience a significant amount of behavioral issues receive additional tiered interventions for social/emotional functioning, as well as research-based behavioral interventions.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency

- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

67% of our students scored P/D in reading on the 2024-25 KSA compared to the district average of 59% and the state average of %. 61% of our students scored P/D in math on the 2024-25 KSA compared to the district average of 57% and the state average of %. 74% of our students scored P/D in science on the 2024-25 KSA compared to the district average of 49% and the state average of %. 63% of our students scored P/D in writing on the 2024-25 KSA compared to the district average of 48% and the state average of %. 56% of our students scored P/D in Social Studies on the 2024-25 KSA compared to the district average of 48% and the state average of %. 100% of our K-5 students have access to high quality instructional resources in both reading and math. Additionally, our district provides full day kindergarten and full day preschool.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

We are extremely proud of the overall culture we have maintained at Ryland Heights Elementary. We have extremely high teacher and staff retention rates, with having zero staff members choose to leave Ryland Heights to work at another school or district after the 2024-25 school year. We attribute this to providing

consistent supports and high quality resources for our teachers. Teachers and staff receive high quality, intentional and differentiated professional learning opportunities throughout the year. 100% of our teachers completed a minimum of 24 professional development hours in 2024-25. Social/emotional and mental wellness supports remain a focus area to ensure that all students and staff receive the necessary supports. All students receive weekly SEL Tier I lessons and identified students also receive SEB interventions and school-based therapy. In the 2024-25 school year, 84% of our parent/guardians participated in either a family engagement activity or educational conference with their child's teacher. Family engagement will remain an area of focus for the 2025-26 school year with our second action plan goal being for Ryland Heights Elementary to continue to increase family engagement to achieve being a school level family friendly school.

Strengths

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

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

We continued maintain a high percentage of students scoring proficient and distinguished in the areas of reading and math on the KSA over the past few years in comparison to the district and state averages. In the area of reading over the past three years our students have averaged 9% higher than our district average and 20% higher than the state average. In the area of math over the past three years our students have averaged 4% higher than our district average and 21% higher than the state average. In the content area of science, we had 74% of our students scoring proficient or distinguished, which was a 16% increase and 25% higher than the district average. In the content area of combined writing 63% of our students scored proficient or distinguished, which was a 7% increase and 15% higher than the district average.

These increases are a result of our continued, consistent implementation of targeted reading and math standards-based instructional strategies and also the intentional vertically aligned designated programs for the separate academic indicators. Additionally, we successfully transitioned to implement a new high quality instructional reading resource in 2023-24 that our staff will continued to implement with fidelity in 2024-25. In the 2025-26 school year we will begin the implementation of a high quality instructional resource in math. The continued use of these strategies, combined with an increased focus on intentional schoolwide planning practices aligned with standards, as well as implementation of best practices with co-teaching special education instructional strategies in collaborative settings will be an area of focus to improve in our aforementioned priorities and concerns.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

Ryland Heights Elementary is extremely fortunate to have 64 active community partnerships. Many of these partnerships help to remove barriers provide additional supports for our students and families. Throughout the 2024-25 school year our students benefited from partnerships/resources such as weekly food bags, dental services and reading mentorship programs to name a few. Additionally, in the 2025-26 school year we have established a Family Engagement Action Team to increase family engagement and community involvement to help benefit our students. We have continued to increase the number of staff members being LETRS trained to improve literacy instruction and student achievement. All Ryland Heights teachers completed a minimum of 24 professional development hours in the 2024-25 school year. These hours are planned intentionally and differentiated to the needed areas of growth for each teacher.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

In the 2024-25 school year we initiated a literacy-based lesson internalization professional learning process for teachers to not only ensure that they are planning high quality lessons focused on appropriate standards but also internalizing those lessons for complete comprehension and delivery of the standards-based lessons. In the 2025-26 school year we will be continuing this development and implementation for teachers in the content areas of mathematics, science and social studies. This lesson internalization process, combined with our lesson planning non-negotiables and utilization of HQIR in both reading and math is a process and structure put into place to ensure consistent high quality delivery of instruction. The delivery of this professional learning will initially be implemented through grade level professional learning sessions and then additionally through job-embedded PLCs and grade level team planning sessions.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

We conduct weekly grade level teacher-led PLCs for review and analysis of common formative assessments, district common assessments, MAP reading fluency, MAP growth and end-of-unit assessment data to identify student mastery of standards and skill deficits. In addition, teachers identify next steps which include the standard or students for remediation and determine adjustment/revision of instructional strategies that will be utilized. We also have a structure in place for weekly MTSS meetings that focus on students identified for interventions. The MTSS team reviews and analyzes progress data to identify and make adjustments to specific intervention plans based on the progress data. The MTSS Team conducts Tier 2 and Tier 3 progress data checks every 6-8 weeks. Following the progress checks, the MTSS Team utilizes progress check results to analyze health and success of interventions being utilized. Additional biweekly Special Education PLCs, focused on reviewing and analyzing progress monitoring data.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10082025_09:25

2025-2026 Phase Two: School Assurances

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

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2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 ESSA 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 A 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 provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve 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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2025-2026 Phase Three: Comprehensive School Improvement
Plan_11212025_10:29

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- a. Upload your completed template in the attachment area directly below.


ATTACHMENTS

Attachment Name



Goal Builder

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goal Builder		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

- To increase the reading proficiency for students with disabilities from 21% in 2025 to 25% in 2026 as measured by the KSA.
- To increase the math proficiency for students with disabilities from 21% in 2025 to 25% in 2026 as measured by the KSA.

Strategy:

- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data Results

Activities:

- Biweekly Special Education PLC meetings to focus on IEP progress data and implementation of effective instructional strategies.
- Weekly grade level PLCs to regularly review assessment and progress data. Utilization of grade level data dashboards and name & claim data dashboard to triangulate data and identify any student concerns in Reading and Math to ensure supports and appropriate instructional plans for each.
- Continued professional learning and implementation of Reading and Math HQIR in both collaborative and resource settings.
- Professional learning and implementation of the P-12 Reading/Thinking strategies. Job-embedded (PLCs) professional learning on expanded usage and implementation of the Thinking Strategies
- Monthly learning walks in special education resource and collaborative settings to provide specific feedback on Co-teaching implementation as well as implementation and usage of Reading and Math HQIR and the quality cycle of instruction.
- Professional learning and implementation to fidelity of Math HQIR (Desmos)
- School level numeracy leaders will provide ongoing support and professional learning around Amplify Desmos Math to support Tier I instruction with newly implemented Math HQIR to address school wide numeracy deficits.
- Continued professional learning and implementation of Reading HQIR (Amplify CKLA)

Progress Monitoring:

- Grade Level Data Dashboards in Reading and Mathematics
 - Common Assessments
 - End-of-Unit Assessments
 - Common Formative Assessments
 - Monthly Classroom Learning Walks
 - IEP Progress Data review within SPED PLCs and on district Data Dashboard
-

Funding:

\$3,000 allocated from SBDM to fund professional development activities focused on educator growth in the following areas:

- Effective co-teaching strategies
- Effective Reading and Mathematics Resource instruction
- Effective Utilization of Reading and Mathematics HQIR

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase the reading proficiency score from 67% in 2025 to 76% in 2028 and the math proficiency score from 61% in 2025 to 70% in 2028 as measured by school report card proficiency data.

Objective(s):

- Increase the reading proficiency score from 67% in 2025 to 70% in 2026 as measured by KSA.
- Increase the math proficiency score from 61% in 2024 to 64% in 2026 as measured by KSA.

Strategy:

- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data Results

Activities:

- Weekly grade level PLCs to regularly review assessment and progress data. Utilization of grade level data dashboards and name & claim data dashboard to triangulate data and identify any student concerns in Reading and Math to ensure supports and appropriate instructional plans for each.
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Incorporate spiral reviews and flashbacks into instruction to ensure student comprehension from previously learned standards.
- Professional learning and implementation to fidelity of Math HQIR (Desmos)
- School level numeracy leaders will provide ongoing support and professional learning around Amplify Desmos Math to support Tier I instruction with newly implemented Math HQIR to address school wide numeracy deficits.
- Continued professional learning and implementation of Reading HQIR (Amplify CKLA)
- Professional learning and implementation of the P-12 Reading/Thinking strategies. Job-embedded (PLCs) professional learning on expanded usage and implementation of the Thinking Strategies
- Continued professional learning on the unit and lesson internalization process for both Reading and Math.
- Fidelity walks for Reading HQIR (CKLA) and Math HQIR (Desmos) using classroom markers. Feedback is provided to teachers and next steps for improvement of delivery of instruction are identified. Schoolwide data is reviewed and shared in order to identify trends and areas of needed improvement across grade levels.
- Utilization of certified substitutes for teachers to participate in professional learning by observing exemplar models within the building.
- MTSS progress checks every 8 weeks to determine next steps for students in Tier I, Tier II and Tier III. Incorporate plans for each individual student working on grade level in Reading and Math.

- Conduct Reading Improvement Plan Conferences for all students not reaching grade level benchmarks in reading in grades K-5 and provide phonics tool kits and strategies for parents to help their child at home.

Progress Monitoring:

- Grade Level Data Dashboards in Reading and Mathematics
- Common Assessments
- End-of-Unit Assessments
- Common Formative Assessments
- MAP Growth Data for both Reading and Math (2 times per year)
- MAP Fluency Data (3 times per year)
- Monthly Classroom Learning Walks

Funding:

- \$13,800 for Math HQIR (Desmos)
- \$1900 for next installment of Reading HQIR (CKLA)
- \$3000 for Certified Substitutes for Professional Learning activities

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

To increase the science proficiency from 74% in 2025 to 83% in 2028 as measured by the KSA and to increase the combined writing proficiency from 63% in 2025 to 72% in 2028 and to increase the social studies proficiency from 56% in 2025 to 65% in 2028 as measured by the KSA.

Objective(s):

- To increase the science KSA proficiency from 74% in 2025 to 77% in 2026 as measured by the KSA.
- To increase the combined writing KSA proficiency from 63% in 2025 to 66% in 2026 as measured by the KSA.
- To increase the social studies KSA proficiency from 56% in 2025 to 59% in 2026 as measured by the KSA.

Strategy:

- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data Results

Activities:

- Consistent and regular review of student assessment and performance data. Utilization of grade level data dashboards to identify student mastery of standards, as well as areas of concern and responses/solutions to these concerns.
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Incorporate spiral reviews and flashbacks into instruction to ensure student comprehension from previously learned standards.
- Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.
- Implementation of Amplify CKLA-vocabulary and writing components embedded within the program. Create authentic on-demand writing practice to supplement the knowledge portion of the curriculum.
- Ensure that instructional modifications are made based upon the immediate feedback gained from written responses throughout all content areas and grade level writing prompts.
- Continued implementation of Writer's Revolution concepts and strategies
- Utilize Social Studies HQIR (Teacher Created Materials - Grades K-5) in order to ensure vertical alignment of rigorous tasks to standards and to provide high quality resources for teachers to use when planning and delivering Social Studies content and instruction.

Progress Monitoring:

- Grade Level Data Dashboards for Science and Social Studies Assessments
- Science & Social Studies Common Assessments
- End-of-Unit Assessments
- Weekly Formative Assessments
- Monthly Classroom Learning Walks
- Writing Samples across curriculums

Funding:

- \$2,000 Mystery Science (Title I)

- \$1500 Generation Genius (Title I)

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

To increase the percentage of students that agree/strongly agreed that students from Ryland respect each other's differences (gender, culture, race, religion, ability) from 75% in 2025 to 84% in 2028 according to the Quality of School Climate and Safety Survey.

Objective(s):

To increase the percentage of students that agree/strongly agreed that students from Ryland respect each other's differences (gender, culture, race, religion, ability) from 75% in 2025 to 78% in 2026 according to the Quality of School Climate and Safety Survey.

Strategy:

- KCWP 2: Design and Deliver Instruction
- KCWP 4: Review, Analyze and Apply Data Results
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Activities:

- Weekly Tier 1 SEL Second Steps Lessons
- Adult Advocacy program implemented throughout school year; every child has at least one adult advocate
- Ensure that all students are involved in a minimum of one extra-curricular or club activity
- Monthly utilization of grade level surveys to gather data regarding areas of needed growth, as well as identification of student misperceptions.
- All staff collaborates to reduce physical and mental health barriers to learning for all students to ensure optimal growth and development through implementation of SEL curriculum across all grade levels

Progress Monitoring:

- Grade level student surveys
- KSA Quality of School Climate and Safety Survey

Funding:

N/A