



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09132024_12:22

2024-2025 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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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.

Dan Schacherer 9/13/24



2024-2025 Phase One: Executive Summary for Schools_09192024_09:26

2024-2025 Phase One: Executive Summary for Schools

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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?

The Kenton County School District includes eleven elementary schools and has a population of over 14,500 students. Ryland Heights Elementary is one of the southernmost elementary schools in the district. Ryland Heights Elementary serves a diverse population of students from unincorporated areas of a rural community and extends to the cities of Covington, Taylor Mill, Fairview, Independence, Visalia and Morning View. 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 recently 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 comprehensive literacy resource, grounded in the science of reading, to help promote all grade levels to increase student engagement and achievement. 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. Ryland Heights is thrilled to be a part of the KCSD initiative to get a new schoolwide reading curriculum, Amplify. 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. 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. 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. 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. 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 at least monthly with lead 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 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.

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. 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 and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

According to the 2023-24 Impact Survey, 92% of teachers responded favorably that through working at Ryland Heights Elementary they have learned new teaching strategies. This is a 15% increase from the 2021-22 Impact Survey. Additionally, according to the 2023-24 Impact Survey Ryland Heights Elementary has continued to be an extremely positive environment for students with 96% responding favorably to On most days, how enthusiastic are the students about being at school. This was a 9% increase from the 2021-22 Impact Survey. Throughout the 2023-24 school year, Ryland Heights students consistently demonstrated growth in both Reading and Math on district common assessments and CKLA end-of-unit assessments. In Reading, Ryland Heights students maintained a very high average of proficiency while still demonstrating growth from 80.48% in 2022-23 to 82.18% in 2023-24. In math, our students maintained high proficiency from 83.83% in 2022-23 to 82% in 2023-24. For the 2024-25 school year we have set our goal at 85% proficiency in both Reading and Math for Common Assessments and Common Formative Assessments. Our 2023-24 MAP diagnostic data indicated a projected proficiency for all students in both Reading and Math. In Reading, our students had a projected proficiency of 69% in Fall of 2023-24, 64.4% in Spring of 2023-24 and then 64% in Fall 2024-25. In Math, our students had a projected proficiency of 64.4% in Fall 2023-24, 60.6% in Spring 2023-24 and 65.2% in Fall of 2024-25. In addition, in 2024, 66% of students scored proficient/distinguished on reading KSA which is a 2% decrease from 2023 and a 3% increase from the 2022 school year. In 2024, 64% of students scored proficient and/or distinguished on KSA Math which is a 2% increase from 2023 and a 6% increase from the 2022 school year. 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, 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.

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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2024-2025 Phase One: School Safety Report_09132024_13:10

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, revised on 7/24/24

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, on 8/8/24

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_10152024_09:33

2024-2025 Phase Two: The Needs Assessment for Schools

Ryland Heights 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.

Our Team utilizes Common Assessment Data, CKLA End-of-Unit Assessments, Common Formative Assessment Data, MAP diagnostic data, MAP Fluency data, Reading and Math RTI data and Brigance Data. Data review and analysis occurs weekly in multiple settings. The Administration Team reviews data during weekly admin meetings as well as during District Curriculum, Instruction and Assessment Meetings. This data is also shared with the entire faculty, grade specific teachers through PLC's, 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 does it inform this year's plan?

During the 2023-24 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 supports. 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 68% in 2023 to 72% in 2024 as measured by KSA. Our reading proficiency score in 2024 was 66%, so we did not meet this objective. Our second objective was to increase the math proficiency score from 62% in 2023 to 66% in 2024 as measured by KSA. Our math proficiency score in 2024 was 64%, so we were just short of this objective as well. Our separate academic indicator goal was to increase the science proficiency from 54% in 2022 to 74% in 2027 as measured by the KSA and to increase the social studies proficiency from 42% in 2022 to 62% in 2027 as measured by the KSA. Our first objective for this goal was to increase the science KSA proficiency from 63% in 2023 to 66% in 2024. Our science proficiency score in 2024 was 58%, so we did not meet that objective. Our second objective for this goal was to increase the social studies KSA proficiency from 49% in 2023 to 52% in 2024. Our social studies proficiency score in 2024 was 62%, so we met that objective. Our first objective under our achievement gap goal was to increase the reading KSA proficiency for students with disabilities from 36% in 2023 to 39% in 2024. Our reading proficiency score for students with disabilities in 2024 was 28%, 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 22% in 2023 to 25% in 2024. Our math proficiency score for students with disabilities in 2024 was 30%, so we met that objective. Our impact survey goal was by 2024, Ryland Heights Elementary will increase the percentage of certified staff responding favorably to how often they receive feedback on their teaching from 48% in 2022 to 68% in 2026. Our first objective for that goal is to increase the percentage of certified staff responding favorably on how often they receive feedback on their teaching from 48% in 2022 to 58% in 2024, according to the Impact Survey. On the 2024 Impact Survey, 68% of certified staff responded favorably on how often they receive feedback on their teaching, so we met both the objective and the goal.

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.

Over the past two years our reading and math proficiency scores for our students with disabilities have not demonstrated our desired growth. In reading the percentage of students with disabilities scoring proficient or distinguished has remained stagnant from 34% in 2021-22 to 34% again in 2022-23 and then decreased to 28% in 2023-24. In math the percentage of students with disabilities scoring proficient or distinguished has been inconsistent from 26% in 2021-22 to 17% in 2022-23 but then increasing to 30% in 2023-24. The total number of behavior referrals has been inconsistent from 61 behavior referrals in the 2021-22 school year to 39 behavior referrals in the 2022-23 school year and then increasing to 91 behavior referrals in the 2023-24 school year. We attribute this success to our Tier 1 PBIS plan and behavioral strategies, in addition to weekly SEB lessons across all grade levels. With regards to areas of improvement, behavior incidents from the bus had a significant decrease for location with the highest percentage of referrals with 28 bus behavior referrals in 2021-22 (46% of the total referrals) and 19 bus behavior referrals in 2022-23 (49% of total referrals), however that decreased to 9 bus behavior referrals in 2023-24 (10% of total referrals). Additionally, 4 students accounted for 35 of the behavior referrals in 2023-24 (38% 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

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.

66% of our students scored P/D in reading on the 2023-24 KSA compared to the district average of 57% and the state average of 47%. 64% of our students scored P/D in math on the 2023-24 KSA compared to the district average of 61% and the state average of 42%. 62% of our students scored P/D in Social Studies on the 2023-24 KSA compared to the district average of 51% and the state average of 39%. 56% of our students scored P/D in writing on the 2023-24 KSA compared to the district average of 52% and the state average of 43%. 58% of our students scored P/D in science on the 2023-24 KSA compared to the district average of 48% and the state average of 34%. According to Quality Control Survey results 99% of our students feel like our school is a caring place. According to Quality Control Survey results 97% of students agreed that their teachers expect them to do their best all of the time. In the 2023-24 school year, 100% of teachers received all of their professional development hours.

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 Summat gap learners.

28% of students with disabilities scored proficient and distinguished in reading on the 2023-24 KSA. This was an 8% decrease from the 2022-23 KSA and 38% lower than the percentage of proficient and distinguished for all students in reading. 30% of students with disabilities scored proficient and distinguished in math on the 2023-24 KSA. Although this was an 8% increase from the 2022-23 KSA, it was still 34% lower than the percentage of proficient and distinguished for all students in math. Economically disadvantaged students had an overall score of 49% proficient and distinguished in reading and math on the 2023-24 KSA which was 16% less than the 65% proficient and distinguished for all students in reading and math.

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.

We continued to have an increase in the percentage of students scoring proficient and distinguished in math on the KSA from 58% in 2021-22 to 62% in 2022-23 and then to 64% in 2023-24. We maintained a high percentage of students scoring proficient and distinguished in reading on the KSA at 66% in 2023-24, which was 19% above the state average. Our students made a 13% increase in students scoring proficient or distinguished in social studies (62% from 49%) while also scoring 24% above the state average in science (58% to 34%) and 13% above the state average in combined writing (56% to 43%). 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 continue to implement with fidelity in 2024-25 while making growth. 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.

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



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.

Ryland Heights Elementary will continue to focus on utilizing systems in place to ensure that teachers have lessons focused on standards while utilizing the cycle of quality instruction. Additionally, Ryland Heights will continue to conduct weekly teacher-led PLCs, focused on assessment data analysis and implementing appropriate interventions through our MTSS framework.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		• 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
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?	Yes	1. Weekly PLC's- Weekly teacher-led PLCs that focus on data analysis and standards-based planning and instructional strategies. 2. Analysis of both formative and summative assessments directly tied to grade level standards. We record common assessment data within our learning management system, Performance Matters as well as grade specific data dashboards triangulating all common formative assessments and diagnostic data. 3. All teachers participate in school-level and district professional development opportunities that focus on deepening knowledge of their grade level standards and building assessments that assess students' understanding to the intended depth of the standard.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	1. Administration conducts, at minimum, one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for best instructional practices. The data from these walks is recorded and analyzed. The data that is compiled is also communicated back to teachers to identify trends and areas of focus for professional development. 2. Multi-Tiered Support System (MTSS) is in place. Weekly meetings

Key Elements of the Teaching and Learning Environment – School

		to ensure all intervention goals are targeted at each student's identified deficits and instructional practices will decrease learning gaps and increase student achievement. 3. Teacher accountability to lesson plans that focus on standards, utilize the cycle of quality instruction and demonstrate best practices for all students. Schoolwide planning processes and expectations with administration providing weekly review and feedback on lesson plans, ensuring they are aligned to standards and contain all necessary components for an effective lesson.
KCWP 3: Design and Deliver Assessment Literacy 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?	Yes	1. Administration and staff follow the KCSD Balanced Assessment System- Informing Instruction for Student Success beginning with Assessment for Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). 2. Weekly formative assessments are administered and tracked on grade level data dashboards, along with diagnostic screening data. District Common Assessments are implemented with fidelity and recorded in Performance Matters. 3. Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLCs, MTSS meetings to analyze data and make informed instructional decisions.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	1. Weekly grade level teacher-led PLCs use formative and summative assessment data to identify mastery of standards and skill deficits. In addition, teachers identify next steps which include the standard or students for remediation and determine adjustment/revision of instructional strategies that will be utilized.

Key Elements of the Teaching and Learning Environment – School

		2. 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. 3. Additional weekly Special Education PLCs, focused on reviewing and analyzing progress monitoring data. Team members intentionally adjust/revise instructional strategies based on this data.
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?	Yes	1. We utilize Performance Matters as our Learning Management System to track standard based mastery for all students across all contents as well as MAP diagnostic data. 2. Weekly common formative assessments focused on standards being taught at each grade level. Data is reviewed and analyzed in grade level data dashboards. 3. School Special Education Dashboard to track students making progress on IEP goals. Weekly Special Education Team PLC meetings to review IEP progress data. 4. District Data Dashboard to track Common Assessment Data, MAP Data, MTSS data, Attendance, Behavior and Special Education IEP progress data and compliance data not only for Ryland Heights Elementary but also to compare throughout the Kenton County School District
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued	Yes	1. School-wide pennant celebrations for classes and grade levels that reach 85% proficiency on district common assessments and common formative assessments. 2. Weekly SEL lessons to focus on students' social emotional well-being and identify needs

Key Elements of the Teaching and Learning Environment – School

growth is the primary focus and foundation for all actions?		3. Teach expectations and student behavior through PBIS strategies across all settings. 4. All students have a minimum of one adult advocate. 5. Administer Student Climate Survey and Staff surveys to identify strengths of school culture and areas for improvement. 6. Community Engagement and Partnerships with families and organizations.
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2024-2025 Phase Two: School Assurances_10152024_09:26

2024-2025 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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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_11152024_11:25

2024-2025 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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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



Goal Builder

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.

- Professional Learning that is purposeful professional development opportunities that will transfer into actionable classroom strategies to increase our overall achievement. This happens through differentiated staff meetings and job embedded professional learning focused on deepening our understanding of Kentucky Academic Standards and best practices for student understanding, ensuring student learning tasks are aligned to the intended depth of the standard, analyzing learning tasks and assessments to ensure varying levels of complexity, planning intentional spiral reviews, scoring calibration, on-going professional learning to support and ensure fidelity of our high quality instructional literacy resource, Amplify.
- Complete Classroom Learning Walks (monthly, weekly, biweekly): Learning walk data is used to empower and grow teachers, differentiate professional learning needs, and give high quality feedback to improve and strengthen Tier I instruction as well as strengthening instruction for school interventionists.
- Effective PLC Structures are in place. PLCs are data focused which includes tracking, monitoring, and celebration of Transition Ready students at all grade levels. All teachers in K-5 administer common formative assessments and district common assessments in all content areas. All district common assessments are tracked in Performance Matters and all student scores for common formative assessments and district common assessments are tracked in our school grade level data dashboards, which provides quick access to data for analysis and identification of any needed adjustments to instruction or individual student needs. Our PLC time is also used to share and model instructional strategies or best practices to build teacher capacity within our grade level teams.
- Intentional Training and Implementation of MTSS procedures with a continued focus on implementing intervention programs with fidelity and following progression charts during progress checks. The MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings. Interventionists track student progress in Performance Matters which is utilized for Tier 2 and 3 progress checks to identify the level of student progress and determine next steps. Following progress checks, interventionists and administration utilize student progress data from Performance Matters to analyze and determine the effectiveness of the intervention allowing us to identify and make any needed adjustments.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goal Builder		.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

- 1) 22% of students with disabilities scored proficient and distinguished in math on the 2022-23 KSA. This was a 4% decrease from the 2021-22 KSA.
- 2) 36% of students with disabilities scored proficient and distinguished in reading on the 2022-23 KSA. This was only a 2% increase from the 2021-22 KSA, however it did not reach our goal.

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

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

1. KCWP 4 – Review, Analyze & Deliver Support: Weekly grade level teacher-led PLCs use formative and summative assessment data to identify mastery of standards and skill deficits. In addition, teachers identify next steps which include the standard or students for remediation and determine adjustment/revision of instructional strategies that will be utilized. We will continue our strong focus on reviewing classroom formative and district common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students in all content areas. In addition, we will continue our work using the learning management system, Performance Matters, to analyze district common assessment results and dig deeper into standards growth for students. This data allows us to make on-going instructional adjustments which will improve student achievement.
2. KCWP 2 – Design and Deliver Instruction: Administration conducts, at minimum, one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for best instructional practices. The data from these walks is recorded and analyzed. The data that is compiled is also communicated back to teachers to identify trends and areas of focus for professional development. Additional professional learning opportunities will be centered around lesson internalization and utilizing consistent tools to support structures for teachers to collaboratively plan and prepare instruction ensuring every child reaches their maximum learning potential.
3. KCWP 1 – Design and Deploy Standards: All teachers participate in school-level and district professional development opportunities that focus on deepening knowledge of their grade level standards and building assessments that assess students' understanding to the intended depth of the standard. We will utilize school wide learning walk trends and assessment data to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction. With last year's adoption of CKLA Amplify, a comprehensive literacy program, we will continue our professional learning around this high quality instructional resource to make the shift from balanced literacy to the Science of Reading and provide ongoing professional learning for teachers.

Indicator	Status	Change
State Assessment Results in reading and mathematics	83.8	1
State Assessment Results in science, social studies and writing	80.1	-2.3
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	78.4	-1.2
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

Indicator Scores

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

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase the reading proficiency score from 63% in 2022 to 83% in 2027 and the math proficiency score from 58% in 2022 to 78% in 2027 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency score from 66% in 2024 to 70% in 2025 as measured by KSA.	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Incorporate spiral reviews and flashbacks into instruction to ensure student comprehension from previously learned standards.	Utilize common formative assessment and district common assessment data; Utilization of MAP data and MAP Fluency data as a diagnostic to determine student growth and achievement	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on students identified for interventions and additional supports. Recursive lesson plan review and feedback, along with monthly classroom walks to provide coaching feedback to teachers regarding effective instructional strategies in the classroom.	N/A
		Continue year 2 of implementation of new CKLA Amplify comprehensive literacy instructional resource and professional learning for all teachers in the shift from balanced literacy to the science of reading, including ongoing district professional development (grade level boost sessions). Additional professional learning will also be provided in P-12 Reading strategies.	PLC's Student Achievement Data, Teacher Lesson Plan	Monthly classroom learning walks and scheduled formal observations; administrative meetings to analyze walk/observation data to identify trends and plan appropriate professional development for teachers. Weekly lesson plan review and feedback.	N/A
	KCWP 4: Review Analyze and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Utilization of Common Formative Assessments, District Common Assessments, District Data Dashboard, MAP Data and MAP Fluency	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on student progress and ongoing areas of concern	N/A

Goal 1: Increase the reading proficiency score from 63% in 2022 to 83% in 2027 and the math proficiency score from 58% in 2022 to 78% in 2027 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			assessment results to determine student growth		
		Monitor and evaluate the validity of assessments, standards, and learning targets.	Lesson plans and observed lessons show congruency of standards throughout learning targets, instruction, formative assessments and weekly assessments	Review of weekly lesson plans, informal classroom walks, formal observations, weekly review of teacher created assessments and student assessment data	N/A
	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Increase in students attendance, student academic performance and increase in student participation in extracurricular activities	Monitoring of student attendance, Monitoring of percentage of students participating in at least on meaningful activity outside of the regular classroom	N/A
Objective 2: Increase the math proficiency score from 64% in 2024 to 68% in 2025 as measured by KSA.	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Incorporate spiral reviews and flashbacks into instruction to ensure student comprehension from previously learned standards.	Utilize district common assessment and common formative assessment data; Utilization of MAP data as a diagnostic to determine student growth and achievement	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on students identified for interventions and additional supports, monthly classroom walks to provide coaching feedback to teachers regarding effective instructional strategies in the classroom.	N/A
		Plan for and implement active student engagement strategies	PLC's Student Achievement Data, Teacher Lesson Plan	Monthly classroom learning walks and scheduled formal observations; administrative meetings to analyze walk/observation data to identify trends	N/A

Goal 1: Increase the reading proficiency score from 63% in 2022 to 83% in 2027 and the math proficiency score from 58% in 2022 to 78% in 2027 as measured by school report card proficiency data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review Analyze and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Utilize district common assessment and common formative assessment data; Utilization of MAP data as a diagnostic to determine student growth and achievement	Weekly PLC's to review student achievement data, Multi-Tiered System of Support meetings that focus on student progress and ongoing areas of concern	N/A
		Monitor and evaluate the validity of assessments, standards, and learning targets.	Lesson plans and observed lessons show congruency of standards throughout learning targets, instruction, formative assessments and weekly assessments	Review of weekly lesson plans, informal classroom walks, formal observations, weekly review of teacher created assessments and student assessment data	N/A
	KCWP 6: Establishing Learning Culture and Environment	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Increase in students attendance, student academic performance and increase in student participation in extracurricular activities	Monitoring of student attendance, Monitoring of percentage of students participating in at least on meaningful activity outside of the regular classroom	N/A

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

Goal 2: To increase the science proficiency from 58% in 2024 to 70% in 2028 as measured by the KSA and to 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.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: To increase the science KSA proficiency from 58% in 2024 to 61% in 2025 as measured by the KSA.	KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Implementation of the LAUNCH program, ongoing discussion and refinement of science alignment with collaboration between grade level teachers and LAUNCH teacher to ensure coverage and reinforcement of science standards	Classroom walks, Student progress on teacher created assessments
	KCWP 6: Establishing Learning Culture and Environment	Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school	Participation in District Science Cohort to strengthen understanding of science standards and best practices for instruction.	Professional Development Offerings, Review of student progress using science data during PLC's
	KCWP 2: Design and Deliver Instruction	Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and weekly review of teacher lesson plans
				N/A

Goal 2: To increase the science proficiency from 58% in 2024 to 70% in 2028 as measured by the KSA and to 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.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.
Objective 2: To increase the combined writing KSA proficiency from 56% in 2024 to 59% in 2025 as measured by the KSA.	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Monthly faculty meeting sessions for writing committee focused on development and implementation of grade level writing prompts. Discussion regarding next steps and plan for intentionally addressing students' area(s) of weakness
		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.	Discussion of plan to address areas of weakness as seen within scored grade level writing prompts and written responses across all content areas.	Review and feedback of scored written responses across all content areas.
	KCWP 2: Design and Deliver Instruction	Ensure that instructional modifications are made based upon the immediate feedback gained from written	Increase in effective use of formative assessments in the classroom and	Monthly classroom walks, formal observations and teacher lesson plans
				N/A

Goal 2: To increase the science proficiency from 58% in 2024 to 70% in 2028 as measured by the KSA and to 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.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: To increase the social studies KSA proficiency from 62% in 2024 to 65% in 2025 as measured by the KSA.		responses throughout all content areas and grade level writing prompts.	utilization of appropriate strategies to meet instructional needs		
	KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Implementation of the LAUNCH program, ongoing discussion and refinement of science alignment with collaboration between grade level teachers and LAUNCH teacher to ensure coverage and reinforcement of science standards	Classroom walks, Student progress on teacher created assessments	N/A
	KCWP 6: Establishing Learning Culture and Environment	Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school	Participation in District Social Studies Cohort to strengthen understanding of social studies standards and best practices for instruction.	Professional Development Offerings, Review of student progress using social studies data during PLC's	N/A
	KCWP 2: Design and Deliver Instruction	Utilize our newly adopted high quality instructional resource from Teacher Created Materials in Social Studies (Grades K-5) in order to ensure alignment of rigorous tasks to	Increase in effective use of formative assessments in the classroom and utilization of appropriate	Monthly classroom walks, formal observations and weekly review of teacher lesson plans	N/A

Goal 2: To increase the science proficiency from 58% in 2024 to 70% in 2028 as measured by the KSA and to 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.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		standards and to provide high quality resources for teachers to use when planning collaboratively with their teams.	strategies to meet instructional needs	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the reading proficiency for students with disabilities from 28% in 2024 to 32% in 2025 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, IEP Progress Data, utilization of MAP data as well as MAP Fluency data to determine student growth and achievement	Ongoing PD regarding co-teaching strategies, regular assessment of instructional strategies implemented in the classroom through monthly walks and formal evaluations, determine success of classroom instruction and adjustment of strategies through student achievement of weekly assessments, MAP Assessment, MAP Fluency data, and utilization of Multi-Tiered System of Support Data Meetings that focus on students needing additional supports	N/A
		Plan for and implement active student engagement strategies.	Regular Education and Special Education PLC's, Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observation focusing on high cognitive engagement and products from all students	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard	Assessment data indicating standards mastery for grades 3-5, MAP Data, IEP Progress Monitoring Data, Data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data		analysis tools in grades K-2	tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data during weekly special education PLC's	
		Use daily formative classroom assessments and common assessments to inform teacher's instructional decisions.	Assessment data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, MAP Fluency assessment results	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and MAP Fluency data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	N/A
		Assure that attendance issues are rectified as to not pose an interference with the educational process of students	Increase in student attendance rate and decrease in percentage of students identified as chronically absent	Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A
		Assure consideration and assessment of non-academic barriers to learning.	Increase in student achievement through effectively identifying and addressing individual student needs and barriers.	Continued implementation and refinement of Social Emotional Learning Curriculum for all students, participation of students in school based therapy to address non-academic barriers, Tier 2 and Tier 3 interventions through small group and individual counseling sessions with the school counselor to address non-academic barriers that inhibit learning.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: To increase the math proficiency for students with disabilities from 30% in 2024 to 34% in 2025 as measured by the KSA.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Common Formative Assessment Data, district Common Assessment Data, as well as MAP data to determine student growth and achievement	Ongoing PD regarding co-teaching strategies, regular assessment of instructional strategies implemented in the classroom through monthly walks and formal evaluations, determine success of classroom instruction and adjustment of strategies through student achievement of common formative assessments, MAP Assessment, and utilization of Multi-Tiered System of Support Data Meetings that focus on students needing additional supports	N/A
		Plan for and implement active student engagement strategies.	Regular Education and Special Education PLC's, Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observation focusing on high cognitive engagement and products from all students	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard	Assessment data indicating standards mastery for grades 3-5, MAP Data, IEP Progress Monitoring Data, Data analysis tools in grades K-2	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data during weekly special education PLC's	N/A
		Use daily formative classroom assessments and common assessments	Assessment data indicating standards	Weekly PLC's to review data and discussion of next steps to address areas	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to inform teacher's instructional decisions.	mastery for grades 3-5, MAP Data	of concern. Review of MAP data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data	
	KCWP 4: Review, Analyze and Apply Data	Assure that attendance issues are rectified as to not pose an interference with the educational process of students	Increase in student attendance rate and decrease in percentage of students identified as chronically absent	Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent	N/A
		Assure consideration and addressment of non-academic barriers to learning.	Increase in student achievement through effectively identifying and addressing individual student needs and barriers.	Continued implementation and refinement of Social Emotional Learning Curriculum for all students, participation of students in school based therapy to address non-academic barriers, Tier 2 and Tier 3 interventions through small group and individual counseling sessions with the school counselor to address non-academic barriers that inhibit learning	N/A

4: Quality of School Climate and Safety

Goal 4: To increase the percentage of students that disagree/strongly disagree that students being mean or hurtful to other students online (such as websites and apps) is a problem for their school from 42% in 2022 to 62% in 2027 according to the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students that disagree/strongly disagree that students being mean or hurtful to other students online (such as websites and apps) is a problem for their school from 55% in 2024 to 58% in 2025 according to the Quality of School Climate and Safety Survey.	KCWP 6: Establishing Learning Culture and Environment	All staff collaborates to reduce physical and mental health barriers to learning for all students to ensure optimal growth and development through implementation of SEL curriculum across all grade levels	Quality of School Climate and Safety Survey	Monitored implementation of weekly SEL lessons across all grade levels	N/A
		Additional online safety and appropriate behaviors instruction provided to intermediate students, along with additional seminars available to parents.	Quality of School Climate and Safety Survey	Parent survey provided for feedback to gauge content and effectiveness of information provided.	N/A
	KCWP 2: Design and Deliver Instruction	Ensure that we are delivering intentional instruction on Digital Citizenship across all grade levels	Quality of School Climate and Safety Survey	Lessons and standards covered across all grade levels	N/A
		Adult Advocacy program implemented throughout school year; every child has at least one adult advocate	Quality of School Climate and Safety Survey	Transition-ready data dashboard	N/A

5: Impact Survey

Goal 5: 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 56% in 2028 according to the Impact Kentucky Working Conditions Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 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.	KCWP 4: Review Analyze and Deliver Support	Ryland Pillar committee focus on key question for development and implementation of a sustainable plan for appropriate resources to effectively impact student learning and success.	Periodic staff survey and Impact Survey Results	Pillar signaling for specific Key Question and staff survey focused on an effective, sustainable plan for instructional resources and software	N/A
		Monthly administrative and district shared walkthroughs to monitor effective fidelity of implementation of high quality instructional resources within lessons.	Administrative Monthly Walk Data Sheet and Impact Survey Results	Administrative Monthly Walk Data Sheet	N/A