

Warren County Public Schools
Comprehensive School Improvement Plan Goals
Dr. Lyndsey Thomason, Principal

State Assessment Results in Reading and Mathematics

Goal 1: Richardsville Elementary will increase the percentage of all students scoring proficient/distinguished in reading from 41.0 to 57.6 and in math from 35.0 to 49.3 by 2028

State Assessment Results in Science, Social Studies and Writing

Goal 2: Richardsville Elementary will increase the percentage of students scoring proficient/distinguished science from 24 to 41.8, in social studies from 27 to 40.2, and in writing from 43 to 65 by 2028.

Achievement Gap

Goal 3: State does not require goal. See objectives below.

English Learner Progress

Goal 4: Richardsville Elementary will increase the percentage of students earning growth points for the EL Indicator from 71.5% to 80% by 2028. (No State Goal Given Due to Data Suppression)

Quality of School Climate and Safety

Goal 5: By the 2028 school year, Richardsville Elementary will reach a score of 84% on the Quality of School Climate and Safety Survey as administered on the Kentucky Summative Assessment

Finance/Operations

Goal 6: Warren County Public Schools will work to meet the following goals by 2024:

- Reduce the amount of energy consumption, measured in kilowatt hours, from 16.97 million to 15.5 million by June 30, 2024.
- Increase district revenue per pupil.
- Increase transparency and understanding of financial decisions as measured by item #11 on the EE survey from 4.00 to 4.05 and the top box to 35% by June 2024.
- Monitor the district's standing with regards to regionally competitive pay for certified and classified staff. Gradually and consistently increases placing WCPS in the top third of regional districts.

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.

During the 2024-2025 school year, current iReady data shows RES has 31% of students scoring at/above grade level in reading compared to 30% of other elementary Warren County public school students. According to 2024-2025 Fall iReady Math data, 17% of RVES students scored at/above benchmark compared to 18% of other elementary Warren County public school students. Richardsville Elementary's collective KSA data, Fastbridge data, and other academic indicators exhibit a significant need to strengthen core instruction in order to increase basic literacy and numeracy for all student demographic groups. Teachers and school leaders routinely analyze data from the following sources: HMH Assessments, Amira, iReady diagnostics, KSA, ACCESS, Brigance Kindergarten Readiness, Gifted/Talented Assessments, and classroom formative/summative assessments. As part of a weekly Professional Learning Community, RES teachers and administration make informed, data-driven decisions regarding classroom instruction. Collaboration among teachers and school leaders in professional learning community meetings, progress monitoring meetings, student success team meetings, and guided planning sessions provide a framework to plan instruction based on student needs. Multiple data points are used in Richardsville Elementary's Current Academic State.

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.

Designing and delivering quality instruction in literacy and mathematics. Many students start the year below benchmark, suggesting our core instruction needs attention. In order to ensure the effective design and delivery of high-quality instruction, teachers and school leaders will work as a team in PLCs to learn how to implement high-yield, evidence-based instructional strategies, cognitive engagement techniques, and research-based initiatives and curriculum. Teachers will participate in weekly guided planning sessions with the instructional coach to plan effective lessons, gather needed resources, and ensure alignment to KCAS standards. A focus area also includes ensuring students have equitable access to grade-level content as well as receive instruction at their readiness levels. PLC and intentional planning sessions will also involve analyzing assessment data in order to inform instructional decisions, increasing the intentionality of both core instruction as well as intervention efforts. Modeling effective instructional practices from the instructional coaching curriculum coordinator will also improve teacher efficacy. Curriculum implementation, accountability, and impact of instruction are also a concern within this construct, and will be monitored and measured by academic walkthrough evidence as collected by school and district level leaders. Teachers will work with school and district leaders to increase knowledge and understanding of the different types of assessments and their purpose in instruction. Our staff will use teacher-created or HMH common formative assessments for reading and math. A focus of this assessment literacy will be placed on students' abilities to think critically through discussion and writing. A major emphasis for writing across content areas will be expected in all forms of assessments.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	55.1	9.6
State Assessment Results in science, social studies and writing	57.8	9.3
English Learner Progress	Suppressed	Suppressed
Quality of School Climate and Safety	73.8	-2.9

State Assessment Results in Reading and Mathematics

Goal 1: Richlandville Elementary will increase the percentage of all students scoring proficient/distinguished in reading from 41.0 to 57.6 and in math from 35.0 to 49.3 by 2028

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<p>Student Achievement</p> <p>Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.</p>	<p>1. Richlandville Elementary will increase the percentage of all students scoring proficient/distinguished in reading from 41.0 to 45.2 by 2025.</p> <p>2. Richlandville Elementary will increase the percentage of all students scoring proficient/distinguished in math from 35.0 to 38.6 by 2025.</p>	<p>RVES will Design and Deploy Standards to ensure monitoring measures are in place to support high fidelity of a viable curriculum aligned to Kentucky standards.</p> <p>RVES will Design and Deliver Instruction to ensure teachers determine the most appropriate high leverage, researched-based strategies to implement ensuring congruency to the standards/instructional outcomes.</p>	<p>Guaranteed and Viable Curriculum Teachers will use researched-based reading and math curriculums during core instruction, as well as, intervention and acceleration. These curriculums will embed writing throughout all content areas.</p>	<ul style="list-style-type: none"> - Access to grade level standards - Standards Mastery Assessments in iReady - Common Assessment Results 	<p>Universal Screeners (Aug/Dec/April)</p> <p>Principal Curriculum Coordinator</p>	District Provided Funding
			<p>Professional Learning Teachers will receive professional learning in the use of high-leverage instructional strategies, curriculum implementation, data analysis, student engagement, scaffolding, and rigorous task design . Teachers will visit other high performing classrooms throughout the school and district to observe best practice in reading and math.</p>	<ul style="list-style-type: none"> - Vector PD Log - PLC Agendas - Instructional Rounds Data 	<p>Weekly Lesson Plan developing and monitoring</p> <p>Student Data Analysis during PLC's Checklist of observations</p> <p>Principal Dean Curriculum Coordinator</p>	\$0
			<p>Professional Learning Teachers will receive professional learning in the use of high-leverage instructional strategies specifically relating to scaffolding, curriculum implementation, data analysis, student engagement, and rigorous task design through PLC's.</p>	<ul style="list-style-type: none"> - Instructional Round Feedback -Standards Mastery Assessments - iReady Assessments 	<p>Curriculum Coordinator District Assessment Coordinator</p>	<p>Title I \$2157.98 Title II \$6155.84</p>
			<p>Professional Learning Communities Teachers will utilize both school and district PLCs to determine priority standards, learning intentions, success criteria, student work analysis and student achievement mastery. PLC days allow for grade-level/content area teachers across the district to plan and discuss their processes for increasing student achievement through data analysis, student work analysis, and standards/curricular facilitated conversations.</p>	<ul style="list-style-type: none"> - Meeting agendas - Classroom Teacher Instructional Walks - iReady Diagnostic Reports 	<p>Principal Dean Curriculum Coordinator</p>	\$0

		<p>Richardsville Elementary will Design, Align and Deliver Support Processes to develop, monitor, and ensure effective systems are used to collect data points which inform modifications to curriculum and instructional practices.</p>	<p>Monitoring Growth Data Sources The Leadership Team along with teachers will continue to monitor iReady, HMH, Amira, and classroom data to determine students individual growth while identifying specific interventions and learning accelerations pathways. Students will use goal tracking sheets to monitor reading and math growth with iReady, HMH and Amira.</p>	<ul style="list-style-type: none"> - iReady Data - HMH Assessments - Standards Mastery Assessments 	<p>MyPath iReady Data iReady Diagnostics (3 times/year) Student Success Team Members</p>	<p>\$0</p>
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State Assessment Results in Science, Social Studies and Writing

Goal 2: Richlandville Elementary will increase the percentage of students scoring proficient/distinguished science from 24 to 41.8, in social studies from 27 to 40.2, and in writing from 43 to 65 by 2028.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1: (Science) RES students will improve the % of students scoring P/D in science from 24 to 28.5 by 2025.	RES will Design and Deploy Standards to ensure monitoring measures are in place to support the fidelity of effective teaching practices as an ongoing part of the PLC process.	Guaranteed and Viable Curriculum: Teachers will use a researched-based, viable curriculum that includes writing throughout all content areas. Richlandville Elementary will implement a universal success criteria writing tool in all grade levels known as RACE to organize and guide students in structuring their responses effectively. Fifth grade students are using writing smackdown.	- Student work - Curriculum Resources	Quarterly by Principal Curriculum Coordinator	Title I Funds \$2000
	Objective 2: (Social Studies) RES students will improve the % of students scoring P/D in social studies from 27 to 30.3 by 2025.	RES will Design and Deliver Instruction to ensure teachers determine the most important standards and high-yield instructional strategies with congruency and intent of content standards.	Professional Learning: Professional Learning Opportunities will be provided by the curriculum designers with implementation of standards, data analysis, student engagement, with technology and scaffolding incorporated throughout. Teachers will also be able to observe in other classrooms looking for evidence of cognitive engagement and evidence of crossing the rigor divide throughout all content areas.	- Professional Learning Agendas - Attendance Logs - Guest Teacher Coverage document	Quarterly by Principal Curriculum Coordinator	Title II Funds \$4,155.84
	Objective 3: (Writing) RES students will improve the % of students scoring P/D in writing from 43 to 48.5 by 2025.		Professional Learning Communities: Teachers will use the PLC process to deconstruct and prioritize essential skills and standards. Teachers, with the help of the Curriculum Coordinator and district instructional leaders, will design lessons congruent to the intent of each standard and analyze student work to make adjustments to instruction.	- PLC Minutes - Student Work	Quarterly by Principal Curriculum Coordinator	\$0

Achievement Gap

Goal 3: State does not require goal. See objectives below.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	1. Richardsville Elementary will increase the percentage of special education students scoring proficient/distinguished in reading from 27 to 29.8 by 2025. 2. Richardsville Elementary will increase the percentage of special education students scoring proficient/distinguished in math from 21 to 25.6 by 2025.	RVES will Design and Deliver Instruction to ensure students have an understanding of learning expectations and teachers have effective instructional implementation strategies for Tier 1 instruction.	All teachers will receive training, modeling, peer observation, and coaching from both district and regional consultants in the implementation of coteaching practices. Special Education Teachers and General Education Teachers will visit other high performing schools to observe best practices in co-teaching and SDI implementation.	- Universal Screening Data - HMM Student Data - Progress Monitoring Data	Monthly sped meeting agenda Student MyPath iReady Data Co-teaching walk-throughs District Special Ed Consultant Curriculum Coordinator	District Provided Funding
Family & Community Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.		RVES will Design and Deliver Instruction to establish a process to support classroom teachers' instructional effectiveness based on student data.	District, school leaders, and teachers will participate in GRREC's Foundational Numeracy; A GRREC SPED Transformation Cycle to implement rigorous math instruction that is adaptive to student needs. Teachers will participate in EPIC Numeracy Alliance as well as Building Thinking Classrooms in Mathematics.	- Universal Screening Data - HMM Student Data - Teacher Assessments	GRREC agendas Dean of Students Principal District Consultant	District Provided Funding
		RVES will Establish Learning Culture and Environment to ensure equitable access to a meaningful and rigorous curriculum rigorous to all learners.	Special education and classroom teachers will use researched-based reading and math curriculums during core instruction, as well as, intervention and acceleration. These curriculums will embed writing throughout all content areas.	- Universal Screening Data - HMM Student Data	Monthly sped meeting agenda Student growth measure data District Special Ed Consultant Curriculum Coordinator	District Provided Funding
		RVES will Review, Analyze and Apply Data 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	The leadership team and district consultant will meet monthly with the special education team to plan together, deconstruct standards, evaluate SDI, model coteaching practices, and review student growth data to inform instructional decisions.	- Universal Screening Data - HMM Student Data - Agendas - Visible Data Board	Monthly sped meeting agenda Student progress monitoring data District Special Ed Consultant Principal/Dean of Students	District Provided Funding

English Learner Progress

Goal 4: Richardsville Elementary will increase the percentage of students earning growth points for the EL Indicator from 71.5% to 80% by 2028. (No State Goal Given Due to Data Suppression)

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<p>Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.</p> <p>Family & Community Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.</p>	<p>By 2025, Richardsville Elementary will increase the percentage of students earning growth points for EL indicator from 71.5% to 75%.</p>	<p>RVES will Design and Deliver Instruction to ensure students have an understanding of learning expectations and teachers have effective instructional implementation strategies for Tier 1 instruction.</p>	<p>EL Teacher will utilize National Geographic and other researched-based curriculums as well as VISTA to provide standards-based instruction for EL pull-out services with fidelity.</p>	<p>EL Department and School Leadership Walkthrough Data Student Work Samples ACCESS Score Attainment Goal</p>	<p>Quarterly Monitoring by EL Director and Principal</p>	<p>District Provided Funding</p>
		<p>RVES will Design and Deliver Instruction to establish a process to support classroom teachers' instructional effectiveness based on student data.</p>	<p>EL Teacher will identify specific areas of need for each student in Speaking, Listening, Reading and Writing based on ACCESS scores and WIDA standards consulting with classroom teachers to develop appropriate instructional goals.</p>	<p>ACCESS Score Attainment Co Teaching Lesson Plans PSP Monitoring Checklist PLC Meeting Agendas</p>	<p>Quarterly Monitoring by EL Director and Principal</p>	<p>\$0</p>
		<p>RVES will Establish Learning Culture and Environment to ensure equitable access to a meaningful and rigorous curriculum respectful to all diverse learners.</p>	<p>Professional learning opportunities will be provided for classroom teachers to learn researched-based strategies and tools for student engagement and acceleration.</p>	<p>PLC Meeting Agendas</p>	<p>Quarterly Monitoring by Curriculum Coordinator</p>	<p>\$0</p>

Quality of School Climate and Safety

Goal 5: By the 2028 school year, Richardsville Elementary will reach a score of 84% on the Quality of School Climate and Safety Survey as administered on the Kentucky Summative Assessment

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<p>Safety & Wellness</p> <p>Prioritize a safe and protected environment with clearly communicated expectations that foster healthy relationships.</p> <p>Family & Community</p> <p>Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas.</p> <p>Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.</p>	Objective 1: (PBIS) RVES will maintain "Gold" status as measured by the PBIS Tiered Fidelity Inventory (TFI) during the 2024-2025 school year.	<p>RVES will Design, Align, and Deliver Support Processes to the PBIS Team refining processes, procedures, behavior management, including mental health support.</p> <p>RVES will Design, Align, and Deliver Support Processes by implement school behavioral supports, training, and MTSS systems.</p> <p>RVES will Establish Learning Culture and Environment by implementing/refining school culture systems and structures.</p>	PBIS team meetings, trainings, and support provided by school and district support staff. Integration of MTSS through mental health awareness and supports for students.	Decrease in Office Discipline Referrals	Monthly PBIS Team Meeting Minutes Dean of Students and PBIS Tier 1 Committee	PTO - \$5,000
	Objective 2: (Office Discipline Referrals) RVES will maintain less than 1 office discipline referral per day during the 2024-2025 school year.		Implementation of SEL throughout the daily master schedule, morning meetings, curriculum, and guidance lessons.	SEL Lesson Plans Decrease in Office Discipline Referrals	Weekly SEL Lesson Plan Review School Counselor Principal	Title 1 - \$2,000
	Objective 3: (Employee Engagement) Increase rating on the Employee Engagement Survey on question #2 "My principal provides feedback concerning areas for improving my performance" from 4.56 to 4.59 during the 2023-2024 school year.		Restorative practices established, modeled, and implemented by staff and leadership team with students.	SEL Lesson Plans Decrease in Office Discipline Referrals	Weekly SEL Lesson Plan Review School Counselor Dean of Students Principal	\$0
	Objective 4: (Parent Engagement) Increase participation on the Parent Engagement Survey from 31 to 100 during the 2024-2025 school year.		Leader in Me systems refined to develop student leadership opportunities and self-assessment of academic and personal goals.	MRA Survey Student Studer Survey Results Student KAS Quality of School Climate and Safety Results	Yearly Monitoring through Survey Results Leadership Team and Classroom Teachers	\$0
	Objective 5: (Quality of School Culture) Increase the overall rating on the Quality of School Climate and Safety Survey from 70.9% to 84% by 2025 school year.		Teachers will communicate with families about progress through written feedback on student work, family conferences, and positive communication regularly and log contact in parent contact tab in Infintine Campus.	Employee Engagement Studer Survey Results Studer Rounding Questions	Annual Rounding Conversations Stoplight Data Yearly Studer Survey Results Leadership Team	\$0