



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09142025_18:24

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

River Ridge Elementary School
Natalie Ewald
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

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2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Natalie Ewald



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Natalie Ewald
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2025-2026 Phase One: Executive Summary for Schools

Description of the School

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

River Ridge Elementary is a large public school serving approximately 885 students Preschool through 5th grade. These students live in Villa Hills, Crescent Springs, Park Hills, Erlanger, Ft. Mitchell, Lakeside Park, and Bromley. RRE serves a diverse group of students and families across microeconomics, racial, and ethnic backgrounds. The percentage of students qualifying for free and reduced lunch at River Ridge continues to hover near or above 50% each year. This year, the current status is at 51%, which qualifies RRE as a Title One school. For the 8th year in a row, all students are provided a free breakfast and Lunch as a CEP school because of this large number of students who qualify for free and reduced lunch. Our Family Resource Center provides clothing, outerwear, canned goods/nonperishable food, emergency groceries, and more to our families in need. We also provide free dental checkups and vision screenings to students. Our Parent Teacher Organization organizes and facilitate school wide fundraisers and events to provide technology, student incentives, and teacher incentives to provide opportunities for students and teachers to engage in a rich learning environment in which they feel valued and safe. We service around 140 students who have been identified as special education and around 185 students who have been identified as English Learners. These two subgroups make up 43% of our student population. We have almost 55 students in 4th and 5th grade who have been formally identified as Gifted/Talented in general intelligence, leadership, creativity, language arts, math, science, and/or social studies. A high percentage of our families look to RRE as a community resource that offers access to services they would not have otherwise. In addition to the service listed above, we are a 1:1 technology school in grades K-5, provide equitable access to high quality resources, and grade level curriculum. The size, diversity, positive school culture/climate and community involvement make River Ridge a special and unique place to work and learn every day.

School Stakeholders

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

At River Ridge we encourage all parents, families, staff, and students to take a vested interest in our school improvement process. River Ridge developed a school action plan with specific action steps for improvement. River Ridge has teachers as leaders in the areas of MTSS team leads, Grade Level leads, Special Education Team Leads, Literacy Team leads, and Numeracy team leads who help lead the schools action plan through strategies that will lead to teacher improvement and students success. These teacher leads are building capacity with other teachers in our building by analyzing formative assessment data and common assessment data,

Brigance data, SEB data, MAP Growth and Fluency Data, as well as MTSS data. All teachers are part of a Core Team focused on reading, math, writing, SEB/Restorative practices, MTSS/Transition Ready, and Student/Family/Teacher Engagement, and Special Education. These teams focus on how RRE can improve in these areas to lead our students to proficiency. Our School Based Decision Making team is led by parents and teachers who regularly evaluate the assessment data and instructional practices provided to our students to make informed decisions that lead to improved student progress. Through our family engagement/Title 1 Parent Nights we work with parents to provide skills and strategies they need to assist their child in learning that aligns with our curriculum. The school parent newsletter as well as the teacher newsletter, also provides meaningful opportunities for parents to engage their children in the curriculum being taught at each grade level. We also have a great relationship with members of our community such as Emergency Services, Northkey, Cabinet for family services, Remke, Alphabest, Action Ministries, the district and other community organizations who provide services, food, clothing, mental health services and other essentials our students need to be able to focus on instruction. All of these agencies help us work together to remove barriers to our students' learning that will allow them to show improvement in the classroom.

School's Purpose

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

At River Ridge, our mission leads us to "Connect, Grow, and Achieve with Every Child Every Day". This was last reviewed on July 27, 2021. Our mission is to provide a trusting environment focused on successful experiences for our school community. Our core values are as follows: We make learning fun and meaningful, we provide a safe place for students to learn, we foster genuine connections with students and families, we take responsibility for student academic success and we celebrate individuality. At RRE, we are a PBIS (Positive Behavior Intervention Supports) school and our expectations of students and staff is that everyone is Respectful, Responsible, and Everyone is safe. We are intentional with teaching and modeling our expectations throughout all parts of the building and we celebrate success with behaviors and academics in a variety of ways. This year we are focusing on holding all stakeholders (parents, students, teachers, staff, and other community members) accountable to these standards and expectations. We have a comprehensive instructional program with a variety of student instruction needs during the day including a differentiated core instructional block and a comprehensive multi-tiered system of support for students requiring academic and social emotional/behavior interventions. Teachers and students have access to a variety of program in Tier 1, Tier 2, and Tier 3 instruction. Through Tier 2 and Tier 3 blocks of instruction, we facilitate intervention groups using programs to address the needs and skill deficits of struggling students in reading, math, and writing. We offer many ways to make meaningful connections with students beyond the classroom through activities and clubs such as Newsteam, Academic Team, Basketball, Cheer, Student council, 5th Grade Jobs, Ewise, Book Club, Drama Club, and Choir. These opportunities are

intended to provide students with extracurricular activities beyond the school day to further develop skills, behaviors, and beliefs related to creating well rounded students. In addition, through extensive support from our PTO, we have made significant efforts to increase technological resources in a sustained effort to include technology to enhance instruction the 21st Century.

Notable Achievements

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

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

2023-2024 KSA assessment shows we did make a 1% increase in math at 61% proficiency for our overall student population. Our reading proficiency decreased by 8%, but we implemented a new ELA Curriculum in grades K-5, Amplify, and would expect to see some dip in scores as we learn the new program. In 5th Grade SS, our scores slightly increased to 54% proficiency, a 1% increase from the 2023 KSA scores. We did make gains with our GAP group-students with disabilities in both reading and math. In math, we increased 2 percentage points to 24% proficiency, and in reading we increased 3 percentage points to 25% proficiency. In the area of science our students with special education made a 7 point increase to 34% proficiency. Our overall proficiency level rating dropped to yellow with a score of 69.8, which is a 10% decrease from the 22-23 school year.

Preliminary 24-25 KSA Scores show that our overall reading data shows that the same group of students who were in 4th grade this year, increased their percentage from 46%-55% proficiency. While this was the same percentage of 4th graders proficient as last year, this shows that our students are making growth from 3rd to 4th grade in reading. In math, the same group of students went from 50% to 55% proficiency from 23-24 to 24-25. In social studies, our overall percentage of students with disabilities who were proficient increased 16% from the previous year. Our ELD population of students also made gains in proficiency in Social Studies by 6%. Our 3rd grade group of students had a higher proficiency rate than last year (math-+6%, reading-+3%). Our 24-25 Brigance data showed that our Preschool program increased the percent of students who were ready for Kindergarten with interventions by 7%. Our overall percent of students who were ready for Kindergarten increased by 9%.

In the 24-25 school year we were also focused on decreasing the number of instructional disruptions to the school day. We focused on ensuring all students were provided with quality Tier 1 instruction through our Second Steps Curriculum, trained teachers on Tier 1 and Tier 2 behavior strategies that yield high results, implemented a new Tier 1 PBIS tracking system for student behavior, held Behavior

meetings during PLC's to problem solve with teachers any students who had data showing they were not being successful in the classroom, as well as created a specific plan for students to receive restorative practices prior to returning to class if they were removed for disruptive behaviors. We continued the professional development all year during staff meetings and in January started to meet with individual teachers who had a high number of calls in the months of Aug-Dec. We provided support, training, and follow up conversations to ensure they felt equipped to handle student misbehavior that was at a Tier 1 and Tier 2 level. In the months of January, February, March and April we had a decrease in the number of calls teachers made to remove disruptive students from the previous school year. This momentum has continued in the 25-26 school year with only 8 calls during August (in 2023-2024 there were 70) and in September so far we have had 90, last year was 220.

An informal staff survey given in February of 2025 showed teachers decreased their concern about the emotional well being of colleagues as a result of work by 38%. They also answered that they were concerned about their emotional well being as a result of work only 35%, which is a drop from 73% on the 24-25 Climate Survey. When answering the question "How often does student misconduct disrupt learning at school" there was a drastic decrease from 89% answering that it did to only 48% answering that it did. They also answered more favorably about relationships between students and teachers being respectful by 6%.

Areas of Improvement

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

In the next three years River Ridge Elementary is striving to improve Tier 1 instruction in all content areas and decrease disruptions to the educational day by student misbehavior.

While Math has been our overall greatest area of growth in the last three years, we saw a decrease of almost 10 percentage points this year on our KSA overall scores. Only 52% of students in grades 3-5 were proficient in math in the 24-25 school year on KSA. This year we have adopted the Amplify Desmos Math HQIR that is being implemented in K-5th grade. Our CSIP goal for 24-25 was to increase the score to 80% by 2029 and our objectives was to increase from 61% to 65%.

In reading, our overall CSIP goal is to increase to 75% in 2029. We did not meet our objective to increase scores in the 24-25 school year from 52% to 57%. On the 2024-2025 KSA assessment, our overall proficiency in reading was 51%. We are in our third year of full implementation of the Amplify CKLA Reading program and continue to fine tune teaching practices in this area.

In Social Studies we are using one HQIR K-5 this year, where in years past it was dependent on grade level. Our overall proficiency for the 24-25 KSA Assessment in social studies was 45%, which is a decrease from 55%. We did not meet our CSIP goal for 24-25, which was to increase scores from 55% to 59%. Our overall goal to reach in 2029 is 77%.

In science, we did not meet our 24-25 CSIP goal of moving from 53% proficient to 58% proficiency. Our overall goal in 2029 is 76% proficiency. We are using consistent quality resources that are K-5 as well to ensure all students are provided equitable instruction with a high quality resource in all content areas. In the 24-25 school year we provided Vertical Alignment PD throughout the school year to bring teachers from all grade levels and content areas together to discuss the progression of standards, analyze data from year to year and grade to grade, and make changes to instruction based on the topics discussed. This year, we will be discussing the instruction of science and social studies from K-5 and internalizing the standards as they progress into the tested grades of 4th and 5th grades. Teachers will be aligning their vocabulary, teaching practices, and use of these instructional resources to provide reading and writing in the content areas to better prepare our students to analyze text about all subjects.

Combined Writing was the area that had the greatest decrease in proficiency scores on the 24-25 KSA assessment. Our scores went from 51% to 26%. Our overall goal in 2029 is to increase scores to 75% proficiency. This year we have a Writing Core team who are working together to vertically align writing instruction. We are implementing writing scrimmages that emulate KSA writing prompts in grades K-2 and are working in PLC's with all content areas to incorporate more opportunities for writing and being provided feedback.

In order to provide quality Tier 1 instruction at all levels, it requires teachers to be able to use backward design to plan for each unit. In the past two years we have trained our teachers on backward design, internalized the standards with them in release days in which they worked together as planning groups to dig into the standards, align their common formative assessments with the common assessments and create instructional strategies that will lead do more critical thinking, analysis of the text, and writing about the topics presented. This year we will be providing all teachers (including our special education teachers) with 4 planning days to keep this work at the forefront. We also have departmentalized all teachers in grades 1-5 so they can provide students instruction on areas they have strengths in. All teachers who are teaching ELA are trained or are in the process of the training for LETRS. We made these decisions based on not only training they have completed, but also looking at their specific data from last year and finding where their strengths lie. With teachers only teaching one or two subjects instead of 5 they are able to fine tune their approaches and practices with a more laser like focus on those content areas. Teachers are also entering all common and formative assessment data into a data dashboard that allows us to see the overall grade level data, but also specific teacher, class, and individual data to determine instructional approaches for the next lesson. Our PLC structure has also been revamped this year to allow for more data informed instructional planning as a subteam of teachers who plan/implement each content area. These PLC's are led by our administrative team to ensure that vertical alignment is present and teachers are able to have meaningful PLC discussions with their content area teachers. During their weekly team PLC's they are sharing this data and collaborating to determine which students are struggling across content areas and sharing strategies to use with each student. They are sharing these notes with the administrative team each

week so they are able to compare data with the discussions happening outside of PLC's with them.

This year we have also created Core Teams that each staff member participates in monthly to help improve our areas of instruction, behavior, family/student, and staff engagement to increase our students ability to be proficient. Each team is comprised of a member of each grade level/special area/special education/ELD/interventionists groups/parent representative. The writing core team has analyzed preliminary KSA data and has created writing prompts that will be used school wide during a writing scrimmage day. This data will be used with all grade levels to increase the writing instruction in all content areas based not only on the standards but where students are currently performing in each grade level in writing. They are utilizing AI to create rubrics, prompts, and writing feedback to students to improve instruction in the classroom with rigorous prompts and high expectations. The reading core team has created a student incentive program to encourage students to find the love of reading again. They will be reviewing overall student data on CA's, MAP Growth, and MAP fluency to identify gaps in instruction. Our math core team is working together to provide quality instruction through our new HQIR program and ensure that the program is being taught to fidelity. Our MTSS/Transition Ready Core Team is working to create transition ready criteria in grades K-3 that aligns with the district criteria for 5th grade and our 4th grade criteria created together. They are also working to review the health of interventions and continue to research math and reading comprehension programs that will better help our students make proficiency. Our family, student, and staff engagement team is planning staff outings to create a more positive culture among our staff, planning family engagement nights to engage more parents in the instructional processes at school, and planning for more opportunities to celebrate students throughout the year through goal setting.

In the area of behavior we are continuing to focus on Tier 1 instruction with the use of Second Steps. We are now sending parents home connection letters for each area we are teaching so they can continue the work at home. We have intentionally planned specific behavior PLC's to occur in the middle of the MTSS windows so that teachers, counselors, and administrators can review the data and make adjustments to student plans and instruction if they are not showing progress. During these meetings we are also sharing strategies that will work for all levels of Tiers with teachers as it applies to specific students. Our administrative team is currently working on re-calibrating the Tier 1, Tier 2, and Tier 3 strategies teachers can use in the MTSS process to ensure that we are all aligned when discussing students in behavior or MTSS meetings. Our core team, Behavior/Restorative Practices, will be creating a teacher toolbox that includes the most prevalent behaviors teachers are seeing in their classes based on walkie call data, teacher input, and behavior referrals. They are also presenting to our staff on ways to engage students more in the school day, behavior strategies, and restorative practices strategies so that teachers feel more equipped to handle student disruptions in their class through positive supports for students.

Additional Information

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

At River Ridge, we take great pride in making school a meaningful and memorable place for students, their families, and our staff. Our instructional practices allow for consistency among all grade levels and with all students. Last year, our parent and community survey showed that parents wanted more opportunities to attend family/student events, learn how to help their children learn and grow in each content area, and learn more about the safety of their school. On Sept. 4 and 11, we held our first Timberwolf Rally that provided parents and students instruction on how best to use manipulatives and materials we provided for reading and math at home. We also provided instruction to parents on the new SB 240 reading bill, social emotional learning and talking points for parents at home, as well as Transition Ready criteria and the process of adult advocates. We provided childcare and transportation to any parent who needed this to more fully engage in this event. We know that the key to success is to work with our families so they can feel comfortable with our staff and school environment. With such a diverse population of students, it is imperative that we continue to find ways to connect with them. Our family resource center helps by working with our families to reduce barriers to learning in many ways. Our staff is dedicated to the education and well-being of the over 900 students we serve by coming together as a learning community.

Generated on 12/09/2025

River Ridge Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09142025_18:27

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River Ridge Elementary School

Natalie Ewald

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2025-2026 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

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

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

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

neglect.

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

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes, approved by SBDM Council on Sept. 9, 2025.

2. Has the school provided local first responders and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

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

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes, last revision on 9/9/25 in SBDM council meeting

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-Aug. 7. 2025

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

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

Yes

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

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

Yes

11. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

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

Yes

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

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

YesYES

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

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

Yes

14. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes

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

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

Yes

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

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

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

No-we are a PK-5 school.

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

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

Yes

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

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

Yes

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

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

Yes



2025-2026 Phase Two: The Needs Assessment for Schools_10142025_07:44

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

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

This year's needs were identified first by the administrative team who analyzed the KSA data for the 24-25 school year. This data was then shared with all teachers during a PLC on 9/24/25 and documented in the Agenda. This data was triangulated with data from MAP growth for the fall of 2025, MAP fluency data and the Beginning of the year Mclass data. We also used the early warning tool and T2/T3 designations, as well as SPED students goals to determine the needs of the school. The data we used also provided teachers with trends from the last three school years on MAP growth, KSA, and MAP fluency for the last two years. Using our current CSIP and 25-26 action plan, we analyzed if any changes needed to be made to improve our proficiency for all students. We discussed the needs of each GAP

group (ELD and SPED), as well as the needs of our students who are meeting or exceeding expectations. It was determined that the trends indicate our needs outlined on our Action Plan and current CSIP are in line with the data. In this same PLC 3rd-5th grade teachers analyzed individual student data from last school year to identify trends in their data to determine if we were meeting the needs of our GAP and SPED students as well as our T2 and T3 intervention students. The areas identified as priorities are reading, writing, and math.

This year we also analyzed the data of students who were within 5 points of moving to the next level (Novice to Apprentice, Apprentice to Proficient, and Proficient to Distinguished) to ensure we were providing needs based instruction in Tier 1 instruction to all students. In this same PLC all teachers looked at triangulated individual student data across math and reading to determine students who needed to be added to MTSS (using the KCSO guidelines) the week of Oct. 20 as well as identifying all other students needs for needs based instruction and how we will meet these needs during Intervention time as well.

This summer, we met with the 5th grade teachers using the triangulated data (minus the 24-25 KSA data that had not been released) including the designation of students who are prep or prep plus in math and ela. As a team we created student groupings to have access to advanced coursework in those designated areas. We were strategic in placing students with teachers who had the most experience and proficiency data to work with those students to provide advanced coursework that was rigorous and intentional. In addition, all other students were grouped based on need according to their SPED, ELD, or intervention status so that teachers can maximize their teaching during each content block.

On Sept. 9, 2025, the SBDM council, comprised of 3 teachers and 2 parents analyzed the MAP growth data for the fall. We analyzed trends from the last three school years and identified areas that have shown improvement and those that continue to be areas of concern, both overall and by grade level. We analyzed the same group of students from the last few years and identified ways they were growing and also areas of growth for them. The SBDM meeting scheduled for Nov. 14 will use the same outline to review the MAP fluency data (the SBDM meeting scheduled for Oct. 14 had to be cancelled due to principal sickness, but was supposed to be discussed at that meeting. When the KSA Data is able to be shared with the public, we will identify the areas of strength and growth and celebrate our successes with all stakeholders.

Each week in PLC's with administrators and without, content specific teams (math, reading, science, social studies, and writing) are using common formative and common assessment data as well as student writing samples to identify students who are novice and apprentice and documenting ways they will reteach the content to those students. They are also evaluating the assessments given for validity, rigor, and items that were missed by a majority of the students.

We continue to reflect on implementation to fidelity of the CKLA/Amplify curriculum. Teachers, along with administrators, review and discuss student progress data for MTSS in PLCs every 8 weeks for reading, math, writing, speech,

fine motor, gross motor, and behavior. All PLC's are documented in a google document each week for both administrator and team meetings.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

The 24-25 CSIP goals were written for 5-year attainability, however, objectives were written for short term (one year) growth.

In 24-25 the Reading goal was to increase our percentage of students scoring proficient and distinguished from 52% to 57% on the school report card (KSA Data). While we did not reach this goal, in fact we dropped to 51%, there were areas that we were able to make gains in. Our 3rd grade proficiency scores went up 6% from the 23-24 KSA data from 46% proficiency to 52% proficiency. While the overall 4th grade scores only went up 1%, when we looked at the same group of students who took the 3rd grade reading test in 23-24, they were able to increase the proficiency from 46% to 56%, showing that our students in that grade level are making progress towards proficiency. One of the strategies that have shown significant improvement in the rigor of our teaching and student learning that were put into effect last year was the implementation of teacher's internalizing lesson planning together at a designed release time. During this day, the administration shared information with them on what internalization is (from information shared by the district at internalization days they provided), how we will know if it is happening, and the outcome of internalization (students and teachers know the goals based on the standards and meet them more often). During this process, it was clear that those teachers who were planning the content had the highest achievement in the grade. Last year teachers in grades K-2 were teaching all subject areas. In grades 3-5, we saw that teachers were more versed and knowledgeable in the standards, how to implement them with fidelity using the HQIR, and were able to adjust instruction in real time with this knowledge. During the internalization days, teachers were able to use historical data from common assessments to identify which standards have previously been those that students struggle with. They were then able to identify those lessons and identify the standard taught, common misconceptions, and use the common assessments to use backward design to plan lessons and common formative assessments that more closely aligned with the standards. This information led us to implement more of these release days for internalization with content specific teams to continue this work and improve proficiency. We also used this information and individual teacher learning walk data and students specific data in conjunction with those teachers who have or are currently being trained in LETRs or have already completed the training to create departmentalized teachers in grades 1-5. This would allow our teachers most skilled in each content area to focus on that content to better use time to internalize, make adjustments to instruction, and analyze data. Last year we implemented our 2nd year of using the HQIR Amplify CKLA reading program in all grades. The teachers saw an increase in student understanding and reading skills in student's second year of implementation. Our implementation during fidelity walks showed that we were able to increase the use of fidelity of this program from the fall to the spring. This

year we are seeing even more success with students as they are able to have continuity across grade levels of vocabulary, resources, materials, and assessments. Last year we provided teachers with 6 opportunities to engage in professional development for vertical alignment in science, reading, math, and social studies. These days included looking at the standards upcoming and discussing how the standards aligned and progressed. We identified the areas that students seemed to struggle the most across grade levels using the historical common assessment data and discussed how each grade level can implement strategies that work for students in those standards. We identified key vocabulary across grade levels and identified T1, T2, and T3 vocabulary words that students would need to know throughout their schooling from K-5th grade. We also discussed how phonics and decoding were taught in grades K-2 and how grades 3-5 could use some of the same strategies to teach morphology and increase students who are T2 and T3 in reading proficiency. Our Spring MAP fluency showed that all students in grades 4-5 (with the exception of one student identified in ELD and a newcomer to the country) were able to test out of the Phonics and Phonemic Awareness subtests and were able to take the Oral Reading test. This shows that our students were able to increase their reading proficiency in decoding. In the area of MTSS for T2 and T3 instruction, our MTSS core team analyzed the data from each round for which programs were successful and which ones were not as successful. Based on this information, this summer, we had teachers trained in the use of UFLI and are using this program to replace the West Virginia Explicit Phonics. We also implemented a new system for interventions this school year based on the number of students in interventions at each grade level to better use our resources to teach students. This year grades K-2 have the same intervention time, and grades 3-5 have the same times. This allowed us to strategically place students in reading and in math in similar groups so that we had more teachers with comparable group sizes to be able to provide more needs based instruction during this time. It has allowed students to work with similar ability levels across the three grades in group sizes that fit the fidelity of interventions. We also implemented the use of IXL and espark last year as programs Tier 1 students can use that assigns them to work that meets their individual needs based on their MAP data and their score on the screener for each program. The outcomes of students using espark was not favorable, so we have started implementing Boost Reading instead this school year. We have also started implementing Boost Math, ensuring that students are working with the aligned HQIR in both subjects. Students in our Tier 1 instructional needs based groups had more opportunities to work on differentiated assignments that challenged them no matter their level. Teachers then met with these students weekly to reteach some of these skills and monitored them throughout to identify flags that students may need more support in specific areas.

In the area of math, our CSIP objective was to increase the percentage of students scoring proficient and distinguished in math from 61% to 65%. We did not reach this goal, our overall KSA scores for the 24-25 school year went from 61% proficiency to 52% proficiency. Our 3rd grade proficiency scores went up 4% from the 23-24 KSA data from 50% proficiency to 54% proficiency. While the overall 4th grade scores dropped from 59% to 56%, when we looked at the same group of students who took the 3rd grade reading test in 23-24, they were able to increase the proficiency from 50% to 56%, showing that our students in that grade level are making progress towards proficiency. During the 24-25 school year we continued to implement an

HQIR Bridges math program in Tier 1 instruction. We also implemented a Bridges Math intervention program to our T2 and T3 students focusing on math calculation and math reasoning. Through our vertical alignment, we found that the gaps in our students were due to the alignment of the common assessments and district curriculum guides and our ability to follow this curriculum to fidelity. At our internalization days we used backward design planning, starting with the common assessment, standards, and identified misconceptions along with historical data on student mastery on the standards to plan instruction based on the standards using the HQIR, but also supplementing with other resources (including the HQIR resources that were being reviewed for adoption this school year) to ensure the rigor of the standard was being met. We analyzed the data of all students individually and created needs based groups in math Tier 1 instruction to provide differentiation for student groups. We also used our vertical alignment professional development to dig into the standards to ensure that the standards were being taught the same across grade levels. We identified T1, T2, and T3 vocabulary that was crucial for student mastery to be included in the lessons. We also used the teacher feedback on the Cycle of Instruction to create more opportunities for student products during the lessons so that teachers could see misconceptions and adjust instruction during the lesson. We started to analyze the use of Bridges Math Intervention using the health of interventions at each round and this summer we started to plan for other interventions that would more closely meet our student needs. We created Outcome based progress monitoring tools to align to the goals for the groups based on the Bridges Math intervention curriculum, aligned with the grade level standards. We are continuing this work as we go into round 2 by planning for the use of the Amplify Desmos HQIR adopted this school year to align our interventions to our Tier 1 instruction. We have used Magic Schools AI to create outcome based measures that align to the Desmos HQIR for the grade specific standards the students are working on in interventions. We are then creating lesson plans using the HQIR (at a grade level below to meet individual students where they are) to more closely align our interventions to the grade level standards.

Our special area team also started to analyze the math and reading standards so that they could implement more of these curriculum based standards into their own lessons to better support the whole child. During the summer, they created a curriculum MAP for their specific area that aligned to the reading, math, writing, scienc, and social studies standards while still meeting their own standards. They have started to implement read alouds and thinking strategies in each lesson. All teachers were trained this summer on the reading/thinking strategies and are including one specific area each week to focus on for students to become versed in.

One of the other strategies that was instrumental in identifying root causes for students not to reach mastery was the administrative teams focus on having 100% of learning walks completed each month. By being able to get into classrooms more often, with a focus on individual product and adjusting instruction, we were able to coach and provide teachers with more effective strategies to implement in the classroom to lead to higher proficiency. At the end of the year, for the 2nd year in a row, we combined all teachers walk data for the year and compared it to the year before. This data was used, along with their student data that also has been collected the last few years, to develop a professional growth plan that will help

guide them to higher instructional practices. This has helped all content areas, along with the internalization, student data analysis, and vertical alignment to become more versed in their teaching and learning.

One of the other major goals we focused on last year was decreasing the number of student disruptions to the instructional day. Our goal was to decrease the percentage of students believing that students being mean or hurtful is a problem from 31% to 40%. The preliminary data shows that we did not meet this goal, with only 20% showing favorable to this question. Based on our goals and objectives of our 25-26 Action plan we are decreasing the disruptions to the instructional day by decreasing walkie calls and behavior referrals. While this remains a focused area for us, we have found that the fidelity of implementation of the Tier 1 Second Steps SEL curriculum, the master calendar including a morning meeting time for every grade level to use restorative practices and check ins to start their day off with a positive start, as well as implementing a character trait of the month shared on the news each morning has led to students showing more compassion (based on more leaders of the pack being nominated, students sharing in the hallways how they feel safer when informally polled, and teacher input on an informal survey in March of last year). The addition of the reset room, a space where students who are removed from the classroom are taken to engage in restorative practices steps prior to returning to class, including writing or giving an apology, identifying how they hurt themselves and others, as well as completing work has led to students having the ability to calm themselves quicker and return to class quicker. We have also found that students are not having as many calls during a single day with this new process in place. We have also implemented monthly behavior PLC's that engage teachers in analyzing data from multiple sources (Dojo, nurse visits, behavior referrals, walkie calls, teacher data, and progress monitoring in MTSS) to identify areas students are still struggling and identify strategies to implement right away.

We did not make progress in science, social studies, or combined writing. Our overall science proficiency score was 50% of all students, which was a 3% decrease from 53%. Our overall social studies scores decreased from 55% in the 23-24 school year to 44% in the 24-25 school year. In the area of combined writing our scores drastically decreased from 51% to 26%.

Our goal for increasing the overall English Learners progress indicator status score from 58.4 in 2024 to 62.26 in 2025.

This year to help all of the areas above, we have also formed Core Teams that include a member of each grade level team, a parent, and administrators/ counselors/FRYSC to analyze data, identify root causes, and use strategies to improve instruction and student learning. These Core teams are: Writing, Math, Reading, Behavior/Restorative Practices, MTSS/Transition Ready, and Student/Family/Teacher engagement. These teams have met twice already this school year and we have been able to introduce a reading incentive program for students (Beanstack), identified HQIR areas of need and provided PD for teachers based on this need, planned and implemented how writing is being taught across content areas and created a Writing Scrimmage day that is school wide on Oct. 22 so that all grades are consistently working on On Demand prompts, planned and implemented the theme for this year "Racing to Proficiency" and had two

assemblies to celebrate student success, identified ways we can be more efficient in MTSS for the first round of meetings and started to identify transition ready markers for every grade level, and are working to create T1, T2, and T3 strategies for teachers to use with behaviors that we see the most in our reset room visits and classroom referrals.

Our Vertical Alignment professional development (meeting 6 times this year) will be focused on science and social studies vertical alignment in the area of standards, formative assessments, and use of vocabulary.

While we decreased in our percentage of students with disabilities scoring p/d in reading from 26% to 19% and their math scores dropping from 24% to 13%, we believe all of the work we are doing above will help our students with disabilities be more successful. We are continuing to provide our special education teachers and general education teachers time to plan during our internalization days so they can implement high yield co-teaching strategies in the classroom. We also meet with our Special education teams in monthly PLC's to analyze the progress their students are making, as well as problem solve strategies to implement when they are not. In the area of social studies, our special education students decreased their proficiency from 30% to 29%. In the area of science our students with disabilities decreased from 36% to 13% proficient. In the area of combined writing, they dropped from 10% to 8% proficient.

Our ELD population, also decreased in reading from 29% proficiency to 23% proficient. In math, they dropped from 49% proficient to 30% proficient on the KSA assessment. Our teachers are provided with professional development on understanding the student ACCESS scores, how they can differentiate in the classroom with the use of the HQIR resources. These strategies are included in their weekly lesson plans. On the ACCESS assessment, 85% of our students made growth and 15% were exited, this is equal to the 23-24 data. In the area of social studies, our ELD population increased their proficiency from 0% to 6%.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.
 - From 2023-2025 our reading proficiency KSA data decreased from 59% to 52% to 51% this year. This continues to be an area of significant improvement for the 25-26 school year.

- From 2023-2025, our math proficiency KSA data increased from 60% to 61% and dropped this year to 52%. This continues to be an area of significant improvement for the 25-26 school year.
- From 2023-2025, our science proficiency KSA data has continued to decrease from 54% to 53% to 50%. This continues to be an area of significant improvement for the 25-26 school year.
- From 2023-2025, our social studies proficiency KSA data has also been inconsistent going from 53% to 55% to 44% this year. This continues to be an area of significant improvement for the 25-26 school year.
- From 2023-2025, our combined writing proficiency KSA scores have dropped drastically from 61% to 51% to 25% this year. This continues to be an area of significant improvement for the 25-26 school year.
- While our students with disabilities made gains in the 23-24 school years in reading proficiency (21%-26%) this year this group dropped to 19%. In the area of math, we have seen the same trends in math proficiency on KSA, with a major increase from the 23-24 school year (12%-24%) to 13% this year. This continues to be a significant gap from all student scores.
- The number of Discipline Referrals in 2023-2024 was 296 and in 2024-2025 was 223 and so far in the 25-26 school year, we have had 59. The number of classroom disruptions' due to these behaviors is having a negative impact on the academic progress of all students. This is another significant area of growth for us.
- Students who are being disruptive in the class and have risen to a level of impeding the education of others and need to be removed is also being tracked. The number of calls to remove a student in 23-24 was 945, in 24-25 the total was 1259 and so far this year there are 62. This is also having a negative impact on the academic progress of all students.
- -According to the Quality and School Climate survey results in 2023, 98% of students felt that River Ridge is a caring place, in 2024 this dropped to 96% and we have maintained this same percentage from the 25 survey. In 2023, 90% of students feel that their teachers make them feel welcome in their class, in 2024 this went up to 94% which is close to the 95% that students scored this area in 2022. In 2025 students scored this area as 92% favorable. In 2023, 90% of students feel that school staff handles safety concerns quickly. In 2024 that rose to 93% and this year it dropped to 90%. In 2023, 47% of students report that students being mean or hurtful is a problem for the school and in 2024 that number decreased to 31%. In 2025 it dropped to 20%. This is another significant area of growth for us.

Current State of Academics and Climate and Culture

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

- Kentucky Summative Assessments
- Benchmark assessments

- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2025, 51% of our students scored proficient/distinguished in reading, which is below the district average of 59%.
 - In the 24-25 school year, our students in grades K-5 scored 61% proficient on the KCSDE ELA Common Assessments. In grades K-2, the average was 75-85% proficiency. In grades 3-5, the average was 41-48%. So far in the 25-26 school year, students are scoring 66% proficient on the KCSDE Common assessment and teacher created common formative assessments
 - On the Fall 2025 MAP Growth Screener, 47% of students in grade K were proficient. In 1st grade and second grades 40% of students were proficient, in 3rd grade 42% were proficient, in 4th grade 43% were proficient, and in 5th grade 49% were proficient.
 - On the fall 2025 MAP Fluency diagnostic reading assessment, all students in grades K-3 took the test and students who were below the 65th percentile on the MAP Growth test in grades 4 and 5 took this assessment to identify areas of growth for Tier 1 needs based instruction and Tier 2 and Tier 3 instruction in MTSS.
 - In Kindergarten, 64% of the 113 students who took the MAP Fluency assessment were proficient in phonological awareness, 52% of students were proficient in phonics and word recognition, 38% were proficient in listening comprehension, and 45% were proficient in picture vocabulary.
 - In first grade, 74% of the 122 students who took the test were proficient in phonological awareness, 77% were proficient in phonics and word recognition, 39% of students were proficient in listening comprehension, and 52% of students were proficient in picture vocabulary.
 - In second grade 56/134, 42%, of students were able to test in the Oral Reading Rate assessment, as proficient in phonological awareness, decoding, listening comprehension, and picture vocabulary. The expectation is for all students to be reading in the oral reading rate assessment at the beginning of the year. Of the 78 who were still in the foundational skills assessment, 3% were proficient in phonological

awareness, 8% were proficient in phonics and word recognition, 51% were proficient in listening comprehension, and 62% were proficient in picture vocabulary.

- In Third grade, 101/132, 77%, students were testing in the oral reading rate assessment. Of the 31 students still testing in the foundational reading assessment, 3% were proficient in phonological awareness, 3% were proficient in phonics/word recognition, 61% were proficient in listening comprehension, 48% were proficient in picture vocabulary. Of the 101 students who tested in the Oral Reading Assessment, 66% of students were proficient. Only 34% of those students are proficient in oral reading accuracy, 76% of the 101 students are proficient in literal comprehension.
 - In fourth grade, 71/129 students were below the proficiency score of 65th percentile and took the MAP fluency test. Of those students, 10 had not yet mastered the foundational reading skills and are still working toward phonological awareness, phonics and word recognition, listening comprehension, and literal comprehension mastery. 61 students were able to test out of foundational reading and took the Oral Reading Assessment. Of those students, 46% of students were proficient in Oral Reading Rate; 25% were proficient in Oral reading accuracy; and 79% were proficient in literal comprehension.
 - In the area of decoding (Skills for grades K-2), students scored an average of 77% proficient on the end of unit assessments. So far in the 25-26 school year, 45% of K-2 students are scoring proficient on the Common formative assessments (end of unit assessments in CKLA) in Skills.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2025, 52% of our students scored proficient/distinguished in math, which is below to the district average of 57%.
 - In the 24-25 school year, our students in grades K-5 scored 83% proficient on the KCSD Math Common Assessments. So far in the 25-26 school year, students are scoring 78% proficient on the End of Unit Assessments in Desmos and teacher created common formative assessments.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2025, 50% of our students scored proficient/distinguished in science, the district average has not been released.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2025, 25% of our students scored proficient/distinguished in writing, which is well below the district average of 48%.
 - According to the KSA (Kentucky Summative Assessment) in the spring of 2025, 45% of our students scored proficient/distinguished in social studies, which is below the district average of 48%.
11. According to the 24-25 KSA data, the percentage of students with disabilities
12. According to the 24-25 KSA data, the percentage of students with disabilities

- The Fall 2025 Brigance (Kindergarten Readiness) data showed that 51% of our students were ready with interventions and 49% were Kindergarten Ready.
- According to the ACCESS test given in the spring of 2025, 15% of our English learner student population reached attainment. 85% of our ELL students showed growth.
- According to the 2025 KSA test in reading, 36% of English Language Learners are scoring P/D. This is just below the district average of 26%.
- According to the 2025 KSA test in math, 40% of our EL students scored P/D. This is just above the district average of 29%.
- According to the 24-25 CBAS Transition Ready data, 56.62% of 4th grade students were transition ready.
According to the 24-25 CBAS Transition Ready data, 49.61% of 5th grade students were transition ready.

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

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

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.
 - The current staff retention rate for the 25-26 school year is 89%. However, we had 2 retirees, 1 staff member move to another position in the district, and 3 staff members who were nonrenewed due to performance. Taking those staff members out, our retention rate climbs to 92%.
 - In the 25-26 school year professional learning opportunities were provided through the KCSD on thinking strategies, vertical alignment in all content areas, behavioral strategies for students with disabilities and without, internalization of standards in reading, math, science, social studies in grades K-5 and with our special education unit teachers, special area teachers, and preschool teachers. There will be four opportunities for teachers to have release days to plan using backward design to internalize standards for lesson planning by the school and addition internalization for science, social studies,

and math teachers at the district level. Special Education teachers were provided PD on writing IEP's.

- The chronic absenteeism rate at our school is 12% for the 25-26 School year.
- This year we have created a Family, Student, and Teacher Engagement Committee that has one parent and one representative from each grade level team, principals, counselors and FRYSC. This team has planned and implemented Timberwolf Rally for parents in grades K-5 to engage in strategies and information in math, reading and SEB to better support their student at home. We also have planned for a music program for grades K-2 in December and an art show for grades 3-5 in the spring. We just held our annual Tales and Treats event for students in grades K-2 to engage in strategies and implementation of Beanstack-an incentive program to encourage students to read for pleasure. This was in response to our parent survey data given in March of 2025 asking for more opportunities to engage with the school community.
- In the 25-26 school year we have had 13 threats that were managed by our administrative team to investigate, provide restorative conferences and consequences to ensure all students are safe.
- In the 25-26 School year we have had 4 suicide verbalizations that were handled by our school counselors and referred for outside therapy.
- There are currently 43 students who are receiving Outside Therapy through our school based therapy collaboration with Northkey. 33 of those were referred so far in the 25-26 school year based on SEB data, threat assessments, and suicide risk assessments.
- The Teacher Impact survey, given in 2023 indicated that 60% of teachers scored managing student behavior favorable. The question "How often does student misconduct disrupt the learning environment at your school" was 11% favorable. The other questions in that section were much higher ranging from 64%-74% favorable. In an informal survey given in March of 2025, teachers scored managing student behavior with a 59% favorable score. When asked how often student misconduct disrupts the learning environment the teachers scored a 52% favorable, which is a huge increase from the 11% on the 2023 Teacher Impact Survey.
- On the same survey, the professional development section had a 58% favorable outcome. Teachers scored the lowest area as 'How often do professional development opportunities help you explore new ideas?' The informal survey in March of 2025, showed 40.3% favorable.
- On the same survey, the area of emotional well being was scored 42% favorable. In March of 2025, this increased to 62% favorable. Areas that were identified as lowest (least favorable) on the 2023 Survey were "How concerned are you about the emotional well being of your colleagues" at 9% favorable, and "How concerned are you about your own emotional well-being as a result of your work" which was 36% favorable. In the March 2025 survey they were scored as 47% favorable and 65% respectively.
- So far this year there are 62 walkie calls (call to remove a student for increased disruptions to the class) and 59 behavior referrals that are impacting classroom instruction.

- -According the Quality and School Climate survey results in 2023, 98% of students felt that River Ridge is a caring place, in 2024 this dropped to 96% and we have maintained this same percentage from the 25 survey. In 2023, 90% of students feel that their teachers make them feel welcome in their class, in 2024 this went up to 94% which is close to the 95% that students scored this area in 2022. In 2025 students scored this area as 92% favorable. In 2023, 90% of students feel that school staff handles safety concerns quickly. In 2024 that rose to 93% and this year it dropped to 90%. In 2023, 47% of students report that students being mean or hurtful is a problem for the school and in 2024 that number decreased to 31%. In 2025 it dropped to 20%.

Strengths

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

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.
 - This year we have implemented more opportunities for parents to engage in their child's education. We had over 250 parents participate in the "Timberwolf Rally" event in which we provided materials and strategies they can use for thier child in SEB, Math, and Reading. Parents are an integral part of their child's education, and this will help them feel more equipped to help their children at home.
 - The students currently in 5th grade have been able to increase their proficiency scores in math over the last two years.
 - 95% of all staff participated in the Professional Learning on Reading/Thinking strategies this summer. This will help increase proficiency in all content areas by providing students with thinking strategies they can apply to all areas.
 - With 60% of teachers involved in the vertical alignment professional development this year, we will continue to increase our proficiency of all students by aligning vocabulary, strategies to teach the standards, and data analysis across grades K-5 to better equip our teachers to intentionally plan lessons that meet the rigor of the standards.
 - Our 3rd grade reading scores improved overall again this year, which leads to more success in grades 3-5 on KSA. It also shows that the implementation of our HQIR CKLA is leading to more success in decoding and comprehension for our students in grades K-2.
 - Our continued refinement of our behavior management and positive behavior supports have decreased our overall behavior referrals from 296 to 223, which leads to more focused time for students and teachers on instruction throughout the school day. It also provides more time for our administrators to provide meaningful feedback and support to teachers throughout the day to improve their teaching.

- Providing teachers with 4 planning days this year will allow our teachers to internalize the unit and daily lesson planning using a backward design model.
- We have created a teacher data dashboard for individual student data to track their progress over time to be able to make informed decisions about each student in Tier 1, 2, and 3 instruction.
- An assessment dashboard has also been created so that we can easily identify trends across grade levels and content areas to identify strengths and areas of growth for teachers and students.

Leverages/Assets

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

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.
 - We will continue our partnership with our school PTO to provide students with positive incentives for behavior and academics to celebrate their successes more often. We will use these incentives for goal setting for common assessments, behavior, and other academic assessments throughout the year. This will lead to students being responsible for their learning and taking accountability for their successes and areas of growth.
 - This year our administrative team, teachers, and parents are engaging in quarterly meetings to discuss their child's reading improvement plan. This time is spent reviewing the current progress on common assessments, common formative assessments, MAP Growth, and MAP fluency assessment scores. This provides parents with a comprehensive view of their child's strengths and areas of growth in reading. These discussions have allowed us to discuss strategies being provided at school, strategies parents can use at home, and problem solving for the s
 - We will meet with our 5th grade students who are not transition ready 6 times a year to discuss their progress and have them identify ways they can improve to meet transition readiness. This will be shared with parents.
 - We will use the knowledge gained from the thinking strategies PD provided by the district to improve our students critical thinking skills in all content areas.
 - 6 teachers and 3 administrators are using their professional learning from the Kentucky Reads Conference to implement higher yield strategies in Tier 1, 2, 3 reading instruction.
 - 9 teachers are using their summer professional learning of the Writing Revolution to create and form rubrics, writing prompts, and more opportunities for writing across content areas in daily instruction. This is being

shared with their teammates in PLC's to improve writing instruction across grade levels and content areas.

- Our whole staff is using Magic Schools AI to provide more meaningful feedback to teachers, create writing rubrics, provide feedback to students in writing, create writing prompts, create lesson plans that more closely align to the standards in science and ss, writing IEP's that are aligned to the standards, as well as providing EL students with differentiation in the classroom.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

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

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

☒ No

☐ Yes

COMMENTS

While this will be something that teachers continue to refine through designing and delivering instruction, it will not be a focus for this year.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

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

☐ No

☒ Yes

COMMENTS

This year we are implementing the CKLA Tier 1 ELA High Quality Instructional resource in Tier 1 instruction in ELA. This year teachers are using the Writing Revolution and knowledge from Smeckens Writing Practices to intentionally plan more opportunities for Tier 1 writing instruction in idea development, writing piece processes, as well as editing and mechanics in alignment with the standards and CKLA HQIR. In grades 1-5 teachers have been departmentalized to be able to plan for ELA instruction that they teach to 2-3 classes a day with partner teachers. This allows them to have a focused lens of their subject to analyze data, internalize the standards, and align these areas to the HQIR. This is also increasing their ability to implement the program to fidelity. During PLC's administrators and teachers are meeting with their content planning partners to be able to discuss the specific content practices that are working, those that are not based on individual student data.

We are in the first year of implementation of the Desmos Math High Quality Instruction Resource in Tier 1 Instruction. Teachers have attended training on this program, that is being fine tuned through weekly PLC's with administration with a content specific focus in grades K-5.

In the area of science and social studies teachers are working with administration through weekly PLC's and vertical alignment professional development to ensure high quality resources are being used in both areas. This year we implemented Studies Weekly resource for social studies. We have had one professional development training for teachers so far and will have another one in January.

In all content areas, teachers are being provided four school level internalization days to be able to align the HQIR and standards effectively. The backward design model is being used to plan and then deliver instruction that leads students to mastery on the common assessment, and formative common assessments through the unit instruction.

Administrators are monitoring the effectiveness of this instruction through monthly instructional walks. We are more intentional in these walks on the data from common formative assessment to determine which content areas need to be focused on. In the all content areas, we are intentionally using these walks to focus on the Cycle of quality of Instruction in Elements 2 and 4. In the area of product, we are tracking the type of product (knowledge vs. high cognitive) being provided to students and if they are truly able to interact with the product individually. This data is analyzed in administrative weekly meetings if the task teachers are providing focus on high cognitive demands that will lead to students having a deeper understanding of the content. We are looking at overall trends as well as individual teacher feedback to determine embedded professional development in PLC's or through informal supports for teachers. We will provide teachers opportunities to observe each other to improve planning and instruction in this area.

Teachers also will be teaching the thinking strategies in all content areas. We are reviewing the lesson plans to ensure that the adaptation of instruction is documented, along with weekly formative assessment data and the thinking strategies. The administrative team has worked together to determine what this looks like in the classroom and have been intentional in our monthly walks at finding ways teachers are providing an appropriate task that allows them to demonstrate mastery to the standard so they are able to adjust instruction. We are then providing feedback and strategies teachers can implement in their next lesson through our walk feedback form. We follow up with teachers on how they have implemented this in their daily instruction through conversations in PLC's and future walks in their classroom.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of

evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

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

☒ No

☐ Yes

COMMENTS

Teachers are using the assessment guidelines provided by KCSD to plan, implement, and revise throughout the year, but will not be a focus area.

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

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

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

☒ No

☐ Yes

COMMENTS

With the addition of our assessment tracking sheet and the individual student tracking sheet, teachers are always analyzing student data. We feel this is an area of strength and therefore we will not be focused on it this year.

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

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

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

☒ No

☐ Yes

COMMENTS

We have systems and supports in place for our teachers and students to be successful. We will continue to refine these systems and structures, but it will not be a focal point this year.

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

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

☐ No

☒ Yes

COMMENTS

This year, to decrease the number of instructional disruptions to the school day, so teachers and students can focus on improving mastery towards standards, we have revamped the use of our reset room. This is a classroom that provides students with a calm down area free of distractions, a process for students to identify the behavior of concern, how it impacted their learning and that of others, and how they can change the behavior. They are to complete a think sheet and restorative assignment prior to returning to class. When returning to class a restorative conference is held, with the teacher and anyone else that may have been damaged by the disruption to ensure that relationships can be restored and learning can continue. This year we have also implemented a separate room just for sensory breaks so that students can take time to recalibrate their emotions prior to returning to class.

Teachers and staff participate in PLC's that focus on behavior data, T1, T2, and T3 instructional strategies in the area of SEB, and implement behavior plans for students to be more successful which leads to less disruptions to the learning environment. Through the co-teaching framework, we have intentionally created a master schedule that provides inclusive learning for all students. We have also implemented a structure around analyzing students' grades, mastery towards ELA and Math, student participation in extracurricular activities as well as attendance and how these factors lead to successful transition readiness. In grades K-3 we are analyzing MAP Growth and MAP Fluency data as well as formative and common assessments to determine which students are not ready to transition to the next grade. We are using this data to provide needs-based instruction as well as MTSS interventions to ensure students moving to the next grade are ready to learn the grade level standards. In grades 4 and 5 we are using PLC's to not only discuss formative and common assessment data, but also to analyze midterm and report card grades. We are pulling this data from Infinite Campus and making plans for individual students who have D's or F's in any content area. We are using adult advocates to meet with these students 6 times a year in order to build relationships, connect with students on a personal level, as well as work with them on strategies to improve their transition readiness. Our RBTL team is working with families to ensure students are at school so they can access the instruction provided by teachers. Each week this team meets to discuss students who are chronically absent and provides interventions for these students. They also work with the families of these students to provide support that can help reduce the barriers students and families are facing in school attendance.

With 56% of our students as part of the free and reduced gap group we recognize that one barrier they have to participating in extracurricular activities is access to after school or outside of school activities due to transportation or financial issues. We are providing students access to these activities and clubs with 3 Timberwolf Talent Times during the school year. This provides students access to groups and clubs that interest them so they can build relationships and crucial social emotional skills for working with others that will lead to a successful career. All teachers in our building provide an opportunity at least three times a year for students in grades K-5 to participate in an extracurricular activity.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_10142025_07:39

2025-2026 Phase Two: School Assurances

River Ridge Elementary School

Natalie Ewald

2772 Amsterdam Rd

Villa Hills, Kentucky, 41017

United States of America

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2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_11032025_12:33

2025-2026 Phase Three: Comprehensive School Improvement Plan

River Ridge Elementary School
Natalie Ewald
2772 Amsterdam Rd
Villa Hills, Kentucky, 41017
United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The accountability indicators for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

The Comprehensive School Improvement Plan Goal Building Template

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

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

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

ATTACHMENTS

Attachment Name



RR Phase 3

Attachment Summary

Attachment Name	Description	Associated Item(s)
 RR Phase 3		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

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

Operational Definitions

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

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
 - KCWP 1: Design and Deploy Standards
 - KCWP 2: Design and Deliver Instruction
 - KCWP 3: Design and Deliver Assessment Literacy
 - KCWP 4: Review, Analyze and Apply Data Results
 - KCWP 5: Design, Align and Deliver Support
 - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

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

Required Goals

Achievement Gap

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

Objective(s):

1. To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 19% in 2025 to 23% in 2026 as measured by the school report card.
2. To increase our percentage of students with disabilities scoring proficient/distinguished in math from 13% in 2025 to 23% in 2026 as measured by the school report card.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 6: Establishing Learning Culture and Environment

Activities:

- Content specific ELA, Math and special education teachers are continuing the use of the backward design model of planning by reviewing the unit planning guide they created last year, adding on to it and using the data from the ELA common assessments over the last few years to determine trends in standards that each grade level has not scored proficient in. They are using the differentiation suggestions in the program to create lesson plans that lead to effective co-teaching models (parallel, team, alternative, and station teaching).
- Created a new structure for MTSS in which student groupings were created for grades K-2 and 3-5 for reading and math. This has allowed our special education teachers to work together to create resource groups that are smaller in size and more focused for each area of deficits in reading and math.
- Implementation of the Cycle of Quality Instruction and monthly PPR walks to provide clear and specific feedback on classroom instruction in order to consistently grow and improve our Tier 1 core instruction.
- During instructional walks in which co-teaching is being utilized, we are providing feedback that is focused on using the high yield co-teaching models in all content areas. This has been a focus for ELA the last two years and will be implemented into math this school year. Co-teaching partners in reading and math are being paid to plan after school for more effective co-teaching methods.
- Special education teachers are attending internalization release days with the general education teachers in reading and math to plan for effective co-teaching methods as well as providing rigorous instruction to students with disabilities in the general education classroom.
- Special education teachers are being provided professional development and coaching support to plan for more rigorous instruction in the resource class that combines student IEP goals and objectives to grade level standards.
- Teachers will focus on providing individual student product for each portion of their lesson that will engage students in the lesson, decreasing behavior disruptions.
- Monthly PLC's with teachers will be focused on SEB data, including walkie call data and behavior referral data. Teachers, administrators, and counselors will engage in meaningful conversations that identify the root problem from the data and next steps for individual teachers, individual students, and grade level as a whole.

- Embedded PD around ELD and Special Education strategies in reading through weekly PLC's and staff meetings to ensure high quality rigorous instruction for all in T1 instruction.
- Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom.
- Ongoing professional development for teachers during PLC's during the school year to focus on T1, T2, and T3 social emotional and behavioral strategies to decrease the instruction disruptions to the school day.
- Additional ongoing professional development for general education teachers and special education teachers to develop effective co-teaching strategies and rigorous instruction in reading for students with disabilities.

Progress Monitoring:

- Progress towards goals and objectives will be monitored every 4 weeks and discussed in Special education PLC meetings.
- Formative and summative data will be reviewed weekly and monthly at PLC meetings
- Monthly review of student progress towards reading and SEB IEP objectives
- LBD teacher meeting agendas and notes discussing student progress towards IEP objectives.
- Walk trend data on effective co-teaching practices and rigorous task that provides a student product to meet that rigor.

Funding:

\$5000 for internalization release days for general education and special education teachers to plan for co-teaching in reading. (Title 1)

State Assessment Results in Reading and Mathematics

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

Three- to Five-Year Goal:

Goal 1: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Reading** from 51% in 2025 to 75% in 2029 as measured by the school report card.

Goal 2: River Ridge will increase the percentage of students scoring proficient/distinguished in **Math** from 52% in 2025 to 75% in 2029 as measured by the school report card.

Objective 1: To increase our percentage of students scoring proficient and distinguished in reading from 51% in 2025 to 59% in 2026 as measured by the school report card.

Objective 2: To increase our percentage of students scoring proficient and distinguished in Math from 52% in 2025 to 58% in 2026 as measured by the school report card.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 6: Establishing Learning Culture and Environment

Activities:

- To provide teachers with more time to focus on specific content specific practices, grades 1-5 have departmentalized to focus on teaching 1- 2 subjects, rather than 4. Teachers were chosen for each content area based on their strengths and those who are teaching reading were prioritized based on LETRS training.
- Implementation of HQIR Amplify Desmos in math and CKLA in reading K-5 for more rigorous products and tasks that align to the standards and are aligned vertically. Student products will engage students in productive struggle to ensure they are working towards independence and stamina in reading and math.
- Created a new structure for MTSS in which student groupings were created for grades K-2 and 3-5 for reading and math. This has allowed us to group more students together in Tier 2 and Tier 3 groups based on their area of need. This has also helped us be more intentional in the implementation of needs-based instruction in T1 because there are more teachers available to lead these groups during this specific timeframe.
- With the new MTSS schedule, our interventionists are focused on collaborating with 1st and 2nd grade teachers during Tier 1 reading core instruction to allow for more needs-based groups during tier 1.
- This year we will be meeting with teachers in content specific PLC's (ELA, math, science/ss) to align to the departmentalization of teachers in grade 1-5. Each principal is assigned one specific content group of teachers to work with. This will lead to a deeper understanding of the programs by the administration, but also allows us to analyze all data each week for each content and make specific adjustments in instruction during these PLC's. In years prior we have had the whole team together and split up the time spent with teams on each subject level. This new PLC structure will lead to more time spent discussing the data and rigorous instruction in each content area for Tier 1 instruction.
- We will use the Boost Math, Boost Reading, and IXL online programs to provide students with specific instruction and practice on skills identified as areas of weaknesses from their MAP growth (and in reading MAP fluency) test. Teachers are using these programs to analyze the data on a biweekly basis and adjust instruction in the program, as well as pull students into small groups to reteach skills needed.
- Teachers will analyze data for all reading common assessments and common formative assessments biweekly desegregating students by overall proficiency, special education student proficiency, ELD student proficiency, and T2/T3 MTSS reading students proficiency. Teachers will use this data to adjust instruction.
- Monthly instructional learning walks provide ELA teachers with feedback on the cycle of quality instruction and the fidelity of implementation of the HQIR CKLA. This data is analyzed in weekly administrative meetings to determine trends schoolwide as well as for individual teachers to provide support through PLC's, staff meetings, and individual teacher meetings for professional growth. The feedback given to teachers provides clear and specific feedback on classroom instruction in order to consistently grow and improve our Tier 1 core instruction and rigor towards the standards.
- Embedded PD around the Thinking/Reading strategies and the Cycle of Quality instruction during PLC's and staff meetings based on walk data for that specific content/grade level.
- During weekly PLC's common formative assessments are reviewed, created, and analyzed in comparison with common assessment questions and sample KSA questions to ensure they are meeting the task of the standard being taught.

- Teachers in grades K-3, who are teaching decoding skills will be creating common formative assessments that gauge student mastery towards decoding and learning to read each week. This data is analyzed in their weekly planning PLC's to determine next steps for each class and individual students to create needs-based instruction during Core instruction.
- A vertically aligned Reading Core team (including an administrator and a parent representative) meet monthly to get students to get excited and motivated about reading through the use of the Beanstack program to track student reading and then provide incentives for students based on this data. They are also analyzing common formative, common assessment, MAP fluency, and MAP growth data to determine specific trends in ELA and strategies that can be used to improve overall decoding skills which will lead to higher comprehension scores.
- We will be analyzing the health of math interventions after each round to determine if our current programs are meeting the needs of our students in basic reading, reading fluency, and reading comprehension for T2 and T2 instruction. We are utilizing Curriculum Based Outcome Assessments for progress monitoring to ensure students mastery towards grade level standards are aligned to their intervention.
- This year we held our first ever Timberwolf Rally for parents of students in grades K-5. We provided parents and students a 'reading' toolkit based on the student grade level, provided them with instruction on how to help their child read, and answered questions they may have about the CKLA program and how they can help their child succeed.
- Ongoing professional development will be provided to teachers on six different after school meetings to vertically align K-5 with other ELA, math, science, and social studies teachers to discuss standards and misconceptions that go along with these standards, as well as positive teaching strategies that have a high yield of student proficiency.
- In order for students, staff and all stakeholders to be updated on current data trends in reading, a transition ready data bulletin board is displayed in the main hallway with common assessment data for reading. It includes data for math, science, ss, attendance, extra and co-curricular attendance and map growth data. This aligns with the KCSD Transition Ready criteria for a 5th grader to be ready to transition to 6th grade.
- To improve student behavior when removed from the classroom, a reset room process is being utilized for students to reflect on their behaviors, create a strategy to implement a replacement behavior, completing an apology and a restorative assignment prior to returning to class.
- Embedded Professional learning during staff meetings will extend the professional learning on teacher equivalency days to use Tier I strategies of MVPPT and a hierarchy of accountability for all grade levels across the school setting. This provides expectations for the school instructional day to all students to improve the school climate and culture. This training includes de-escalation strategies by a trained teacher in these strategies.
- Master teachers in classroom behavior management were identified and are used as supports for other teachers throughout the school year when they show deficits in this skill based on walkie call, referral, and other student data for behavior.
- A Core team focused on SEB/Restorative Practices meets monthly to review the behavior data, provide embedded professional development to their grade level teams, and creating positive reinforcement strategies and celebrations based on the PBIS system.
- Encourage student involvement in extracurricular activities and school events to provide meaningful connections to school beyond the classroom
- Hold four meetings each year with parents of students who have a reading improvement plan to discuss current strategies/interventions in place, specific student data, and specific strategies they can use (including materials provided to the parent) at home to improve their child's reading skills.

Progress Monitoring:

- Formative and summative data will be reviewed weekly and monthly at PLC meetings
- MAP Growth data in the fall and spring
- MAP Fluency data analysis in the fall, winter, and spring to determine student progress towards basic reading, reading fluency, and reading comprehension.

- Teacher learning walk data
- RTI data will be reviewed every 6-8 weeks.
- CKLA fidelity walks

Funding:

\$10,000 will be used to provide planning and internalization days for teachers 4x a year in reading for special education and general education teachers. This will include professional development for teachers in UFLI intervention program, UFLI intervention materials, multi-sensory teaching, and SEB strategies. (Title 1)

\$2000 of Family Engagement Title 1 money will be used for our 2nd Timberwolf Rally to provide parents with instruction by our teachers, along with materials and strategies to use at home for reading. (Title 1)

\$20,000 will be used to purchase Reading boost online program to provide students Tier 1 needs based activities that are differentiated based on their performance on a screener. (Title 1)

Alignment to Needs: Optional Goals

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

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	

Priority Indicator Goals:

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

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

Three- to Five-Year Goal:

1. River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Science** from 50% in 2025 to 70% in 2030 as measured by the school report card.

2. River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Social Studies** from 44% in 2025 to 65% in 2030 as measured by the school report card.
3. River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Combined Writing** from 26% in 2025 to 55% in 2030 as measured by the school report card.

Objective(s):

1. To increase the percentage of students scoring proficient/distinguished in science from 50% in 2025 to 54% in 2026 as measured by the school report card.
2. To increase the percentage of students scoring proficient/distinguished in Social Studies from 44% in 2025 to 48% in 2026 as measured by the school report card.
3. To increase the percentage of students scoring proficient/distinguished in combined writing from 26% in 2025 to 31% in 2026 as measured by the school report card.

Strategy:

KCWP 6: Establishing Learning Culture and Environment

KCWP 2: Design and Deliver Instruction

Activities:

1. A data dashboard to track common formative assessments and common assessments for science and social studies was created this year. In this data sheet, teachers are entering their data, desegregating students' proficiency by all students, ELD, and SPED. They then highlight students who were novice or apprentice, discuss and document questions that were not at 80% proficiency of students, then identify ways they will be reteaching this content in the next week's lesson. This is done at PLC's and in their content specific planning and shared with administration.
2. This year's vertical alignment PD has focused on science and social studies standards that are taught across grade levels, where they are taught in Knowledge (ELA comprehension program of CKLA) and strategies that each grade level uses to teach the standards. This has led to identifying key vocabulary across grade levels, incorporating more reading and writing into these content areas to build stamina and independence.
3. This year we are using the resource "Studies Weekly for Social Studies" across all grade levels. This resource has provided teachers with social studies content passages that provides more opportunities to use the thinking strategies to increase the analysis of text.
4. A Writing Core team was created this summer to work together to increase the rigor of the writing instruction K-5.
5. Nine teachers were trained in the Writing Revolution, which is a problem that using thinking through writing across all subjects and grades. These teachers have been collaborating with their content specific planning partners to learn these strategies and put them in place in all content areas.
6. In our master schedule, we have created a separate block of time for writing K-5 to ensure that writing is explicitly taught.
7. This year, we are implementing writing scrimmage each trimester. The scrimmage prompts are being created by the writing core team, along with the rubrics. They are then analyzing this data with their grade level teams as well as the writing core team to identify trends in growth areas for writing instruction. This is being used in conjunction with our ELA teachers use of writing instruction in CKLA to strengthen the overall rigor of writing instruction.

8. This year our teachers in science and social studies are working with other content teachers across the district to internalize the standards in these subject areas, identify thinking strategies to use during instruction, and using the backward design model to plan for rigorous instruction that provides a rigorous product to match the rigor of the standard.
9. To improve student behavior when removed from the classroom, a reset room process is being utilized for students to reflect on their behaviors, create a strategy to implement a replacement behavior, completing an apology and a restorative assignment prior to returning to class.
10. Embedded Professional learning during staff meetings will extend the professional learning on teacher equivalency days to use Tier 1 strategies of MVPT and a hierarchy of accountability for all grade levels across the school setting. This provides expectations for the school instructional day to all students to improve the school climate and culture. This training includes de-escalation strategies by a trained teacher in these strategies.
11. Master teachers in classroom behavior management were identified and are used as supports for other teachers throughout the school year when they show deficits in this skill based on walkie call, referral, and other student data for behavior.
12. A Core team focused on SEB/Restorative Practices meets monthly to review the behavior data, provide embedded professional development to their grade level teams, and creating positive reinforcement strategies and celebrations based on the PBIS system.
13. Encourage student involvement in extracurricular activities through the Timberwolf Talent Time (in school opportunities for students to engage in clubs) 3x a year and other extracurricular activities and school events to provide meaningful connections to school beyond the classroom.

Progress Monitoring:

- **Common formative and common assessment data in science and social studies.**
- **Writing scrimmage data**
- **Formative writing samples**

Funding:

\$7000 to purchase Studies Weekly Resource (Title 1)

\$5000 to pay all science/social studies teachers to attend internalization days (Title 1)

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

River Ridge Elementary will increase our overall English Learner Progress Indicator Status score from 68.1 in 2025 to 79 in 2029

Objective(s):

Increase the overall English Learners progress indicator status score from 68.1 in 2025 to 71 in 2026.

Strategy:

KCWP 6: Establishing Learning Culture and Environment

KCWP 2: Design and Deliver Instruction

Activities:

- In the PLC's with content specific teacher's (ELA, math, science/ss) aligned to the departmentalization of teachers in grade 1-5, we are able to identify students Access scores and how it may affect their learning in each content, use the scaffolding toolkit from the KCSD to identify strategies to implement in Tier 1 instruction, and plan for this instruction in a collaborative setting with special education and ELD teachers.
- ELD Teachers are collaborating with general education teachers to use content vocabulary in their instruction to improve student background knowledge and use of vocabulary.
- Special area teachers are collaborating to align their instruction, background knowledge, and vocabulary to provide increased exposure to the content rich vocabulary to improve students' knowledge in all areas.
- ELD staff are attending all MTSS core team meetings when students' progress in the classroom and T2/T3 instruction are discussed. They are able to assist other staff in understanding how the language may be a barrier to their specific areas of growth, as well as ways that teachers may be able to implement new ideas into their Tier 1 instruction.
- General education teachers are incorporating the KSCD ELD Scaffolding toolkit strategies into their daily lesson plans and instruction, based on students Access Scores in all content areas.
- The internalization process teachers in all content areas are engaging in, is improving our Tier 1 instruction which will improve our overall instruction to students who are English Language learners through clearly defined differentiation strategies and the use of thinking strategies.

Progress Monitoring:

- **Common formative and common assessment data in reading, math, science and social studies.**
- **Writing scrimmage data**
- **Access Scores**

Funding:

\$3000 to pay for ELD teachers to collaborate with staff in internalization/planning days as well as in MTSS core team meetings.

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

River Ridge Elementary will decrease the percentage of students believing that students being mean or hurtful is a problem for the school from 26% in 2024 to 15% in 2029, as measured by the Quality School Climate Safety survey.

Objective(s):

1. Decrease the percentage of students believing that students being mean or hurtful is a problem for the school from 26% in 2024 to 23% in 2025 as measured by the Quality School Climate Safety Survey.

Strategy:

KCWP 6: Establishing Learning Culture and Environment

Activities:

1. Monthly SEB meetings with grade level teams, special education teachers, and administrators to discuss student behavior data, strategies to decrease behavior, and addressing our own behavior in response to the negative student behavior.
2. The SEB/Restorative Practices Core Team is creating a toolkit to provide T1, T2, and T3 positive strategies for student behavior as well as aligning consequences for all students.
3. To improve student behavior when removed from the classroom, a reset room process is being utilized for students to reflect on their behaviors, create a strategy to implement a replacement behavior, completing an apology and a restorative assignment prior to returning to class.
4. Embedded Professional Learning during staff meetings will extend the professional learning on teacher equivalency days to use Tier 1 strategies of MVPPT and a hierarchy of accountability for all grade levels across the school setting. This provides expectations for the school instructional day to all students to improve the school climate and culture. This training includes de-escalation strategies by a trained teacher in these strategies.
5. Master teachers in classroom behavior management were identified and are used as supports for other teachers throughout the school year when they show deficits in this skill based on walkie call, referral, and other student data for behavior.
6. A Core team focused on SEB/Restorative Practices meets monthly to review the behavior data, provide embedded professional development to their grade level teams, and creating positive reinforcement strategies and celebrations based on the PBIS system.
7. Encourage student involvement in extracurricular activities through the Timberwolf Talent Time (in school opportunities for students to engage in clubs) 3x a year and other extracurricular activities and school events to provide meaningful connections to school beyond the classroom.
8. Master Schedule includes Tier 1 instruction in SEB (Second Steps) 1x a week for 30 minutes as well as daily 15-minute morning meetings that include restorative circles, problem solving, and calming strategies to start the day.
9. Ensure ongoing collaboration with FRC Coordinator to support families of students in sub groups with home/school connections and individual student success at school.

Progress Monitoring:

- Quality of School Climate and Safety Survey Results
- SEB intervention data for Tier 2 and Tier 3 interventions
- Discipline referral data
- Walkie call data

Funding:

\$1000-Title I- to provide training for teachers in classroom management strategies

