



Comprehensive School Improvement Plan

Larry A. Ryle High School
Boone County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

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Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Ryle Equity Diagnostic 16-17

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

For each of the indicators from the TELL Survey: in Managing Student Conduct our school scores slightly lower than our school district and the state average, in Community Support our school scores higher than both district and state, in School Leadership our school scores slightly lower than our school district and the state average.

The number of teachers completing the KTIP program each year and the turnover rate for our faculty are both very low. On average we have 0-3 teachers that are new teachers or require the Ky Teacher Internship Program. Our faculty turnover rate is usually 10% or less each year as our faculty and staff are devoted and enjoy working in our school.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers for Working Conditions - Managing Student Conduct include the increasing size of our student population and also the number of school administrators remaining the same. Another barrier would be the number of teacher evaluation meetings and observations that are required each year. This time commitment for teacher evaluation, which we agree is very important, makes the day-to-day management of minor issues of student conduct challenging as administrators must complete the evaluation process on a strict timeline.

Over the last year, our school was allocated a new position with which the Ryle SBDM Council turned into a Vice Principal position. This additional staff should relieve some of the burden in both areas mentioned above.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Ryle 2016-17 School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase achievement for all student groups at Larry A. Ryle High School so that the achievement score of gap students increases from 40.8% PD in 2016 to 58.3% PD in 2017, and 64.2% PD in 2018 as measured by the school Gap score.

Measurable Objective 1:

demonstrate a proficiency with the overall achievement gap at Larry A. Ryle High School increasing to 58.3% PD by 06/30/2017 as measured by achievement data..

Strategy1:

Consolidating Planning - Consolidating Planning

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

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Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Social Studies and English will develop a team to work on aligning the common core standards vertically (throughout the 4 years of high school in sequence). This team will identify essential standards in the core standards and examine how best to build the skills/knowledge to reach knowledge proficiency for each student.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Math, Social Studies and English teachers, instructional coach, Administration

Activity - Understanding By Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be given training on Understanding By Design (UBD) offered by the District. This training will be used to begin the process of getting all teachers to use the UBD planning for their curriculum planning. All Instructional learning teams (ILT) will develop a second unit using the UBD framework this school year. The 5 year plan is to continue to support and develop curriculum using the UBD framework for all units in all ILT groups.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Administrative Team, ILT Leaders, Team Leaders, instructional coach

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be given training on Project Based Learning (APBL) offered by the District. This training will be used to begin the process of getting all teachers to use PBL as part of their instructional strategies. All Instructional learning teams (ILT) will develop a PBL activity this school year.	Direct Instruction Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Administrative staff, certified teachers

Strategy2:

Best Practice - Best Practice

Category: Professional Learning & Support

Research Cited:

Activity - ILT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Learning Teams (ILT) will examine instructional strategies to improve student understanding during their weekly meetings	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Learning Team Leader, teachers

Activity - Understanding By Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Understanding By Design in developing the curriculum to focus daily instruction to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Administration, teachers

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Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Project Based Learning in developing units to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills.	Direct Instruction Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Administrators, certified teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to assist in student understanding. This may include: Canvass, Compass, Kahoot, etc. that is used by teachers and students to improve understanding.	Technology Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	certified teachers, instructional coach, administration

Activity - Formative Assessment Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize formative assessments to evaluate student understanding and teacher instructional strategies. ILT's will utilize some common formative assessments to determine specific student learning gaps.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional coach, teachers

Strategy3:

Progress Monitoring - Progress Monitoring

Category: Continuous Improvement

Research Cited:

Activity - Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study skills class will be utilized to assist At-Risk students on improving executive functioning skills necessary for academic and future career success.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Assistant Principals, certified teacher and Counselors.

Activity - Exceptional Student Intervention (ESI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified in special education who are below benchmarks will have focused ESI on a weekly basis in math and/or reading.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Special Education Teachers, Instructional Coach

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students are identified and offered tutoring services one day a week with bus transportation. Additionally, during this time these students receive interventions for math and reading.	Tutoring	01/01/2017	12/31/2017	\$5000 - District Funding	Administrator, Teachers, Career Coach, Guidance Counselor

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Activity - Instructional Learning Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers including Math, English Teachers, and collaborative teachers, will meet on a weekly basis by course to discuss; mastery of standards, instructional techniques and data (including specific data targeting GAP populations).	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Administration, Counselors

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, study skills class, differentiated instruction and/or online remedial assistance program.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, Administration, counselors, certified teachers

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Raider Achievement Program (RAP) will be utilized by students and staff to provide academic support/tutoring/HW Assistance to any student who needs help.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Certified Teachers, Administration, Counselors

Goal 2:

Increase the average combined reading and math Achievement scores from 60.9% in 2016 to 75.9% in 2017 and to 79.4% in 2018 as measured by the school Proficiency scores.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math Achievement scores to 79.4 by 06/30/2018 as measured by combined reading and math Achievement Scores.

Strategy1:

Interventions - Interventions

Category: Professional Learning & Support

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be monitored on a regular basis by a school intervention team (SIT) that includes: teachers, counselors, and administrative team to ensure the implementation and effectiveness of interventions.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Counselors, Administrative Staff, ILT leaders

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Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include: specific course, RAP tutoring, or RAP interventions.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Assistant Principals, counselors, para-educator, select teachers

Activity - Exceptional Student Intervention (ESI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are exceptional students and fall below reading and/or math benchmarks will have weekly interventions to address skill deficits.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Special Education Staff

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	ILT Leaders, Administrative Staff, teachers, instructional coach

Strategy2:

Curriculum Assessment and Alignment - Instructional Strategies and Collaboration

Category: Integrated Methods for Learning

Research Cited:

Activity - Understanding By Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Ryle teachers will participate in Understanding By Design lesson planning training designed to emphasize the relevancy of instruction and student work (real-life examples) and to enhance interdisciplinary connections. The Instructional Learning Team Leaders (ILT) will then lead their teams in implementing this process.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Administrative Team, Instructional Coach, ILT leaders, Team Leaders

Activity - Curriculum Refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	ILT leaders, Administrative Staff, Staff

Strategy3:

Danielson Framework (TPGES) - TPGES evaluation system

Category: Teacher PGES

Research Cited:

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Activity - Self-Reflection and Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance.	Professional Learning	01/01/2017	12/31/2017	\$0 - District Funding	District Instructional Leaders, Instructional Coach

Goal 3:

Reduce the percentage of students scoring Novice on the reading and math portions of KPREP from 16.4% in 2016 to 14.1% in 2017 and to 7.5% by 2020.

Measurable Objective 1:

86% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading and math by reducing the percentage of combined novice scores of EOC in English 2 and Algebra 2 from 16.4% in 2016 to 14.1% in 2017 in math and in Reading by 06/30/2017 as measured by achievement data. .

Strategy1:

Direct Instruction - Collaboration within Instructional Learning Teams

Category: Integrated Methods for Learning

Research Cited:

Activity - Instructional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT's will collaborate on a viable curriculum, best practices, and collection of data to ensure student understanding.	Professional Learning Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Certified Teachers, Instructional Coach, Administration

Phase I - The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

The Ryle School Climate/Positive Behavior Interventions & Supports committee developed an anonymous survey that was shared with all Ryle parents for their participation. Two-hundred and five parents responded to this survey. The Ryle administrative team also reviewed school and district policies and practices for the purposes of the survey.

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Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

Overall Rating: 3.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

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Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 3.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

In terms of the Missing Piece objectives, the areas of strength of our school include a welcoming and professional environment for parents and the school community in general. Also a strength is the level of communication and information sharing regarding our school and how it functions; additionally the decision-making process at our school is one where the opinions and thoughts of all stakeholders is considered and valued while decisions are made to serve the best interests of our students. Areas of improvement include the intentional planning of additional community and school activities to learn and to also share information about the needs of our students and the community in general.

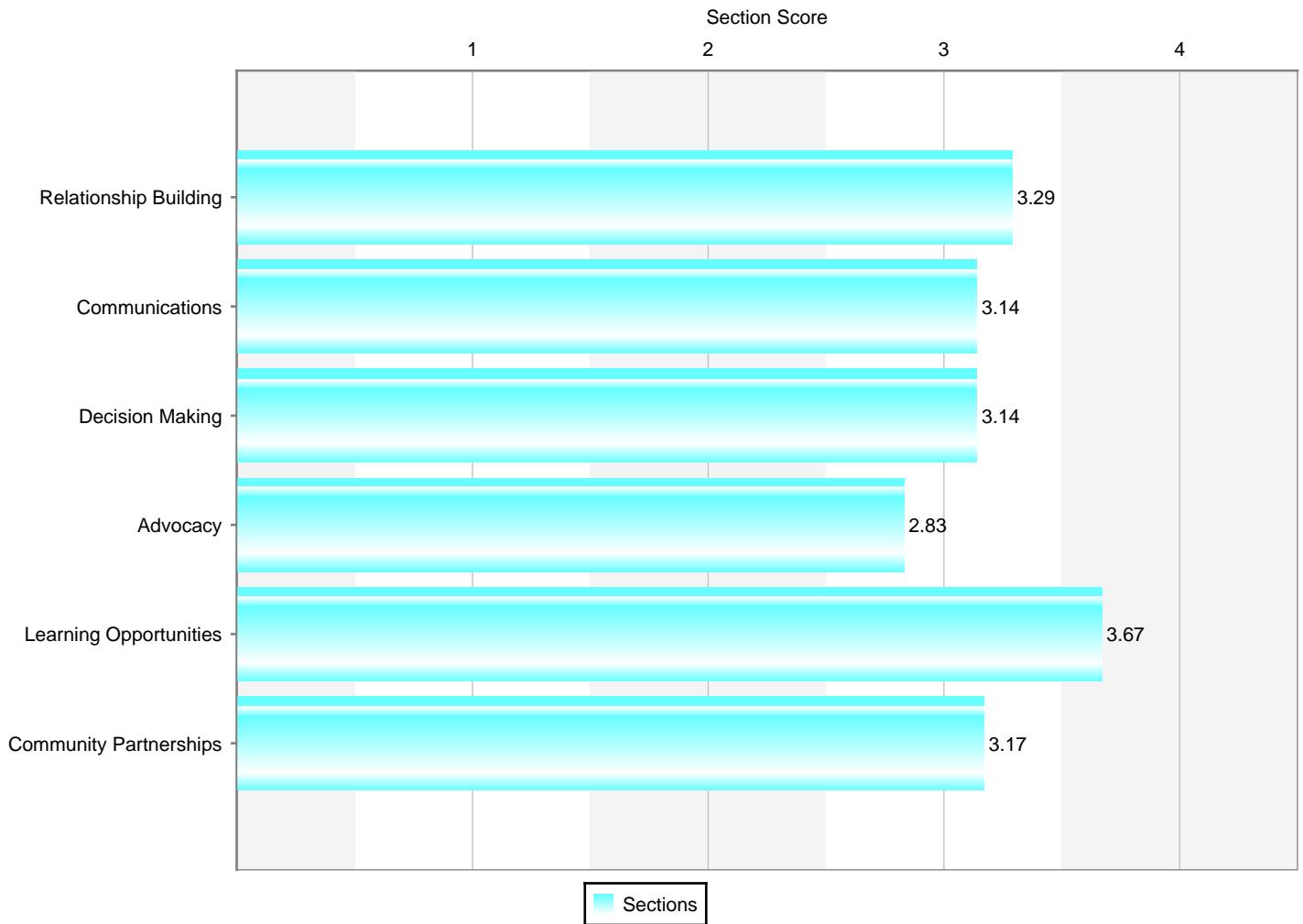
A small group of parents, administrators, and teachers will be formed to examine the Missing Piece objectives and to work together to develop a plan to build upon our strengths and to work on improving our school for the benefit of our students and the community. This plan will seek to gather a broad range of input from our stakeholders and to incorporate long term planning processes in order to continually improve.

The Missing Piece objectives:

1. Relationship Building
2. Communications
3. Decision Making
4. Advocacy
5. Learning Opportunities
6. Community Partnerships

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

DRAFT

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

DRAFT

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The School Improvement Plan is developed through the school's Curriculum Committee. This is an ad-hoc committee of the Ryle SBDM Council which is formed each year with the charge of developing the CSIP and also making recommendations for programs and curriculum at our school. The Curriculum committee is led by a school administrator and includes stakeholders from the Ryle community. The committee has an open invitation to Parents, Students and Faculty to become a part of the committee each school year. The committee will work together to update the school improvement plan and to then present the plan to the Ryle SBDM Council for approval.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Representatives from Parents, Faculty and Students were all a part of the data review, discussion and development of the school improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final school improvement plan is posted on the school website for review. Additionally, the SBDM includes the school improvement plan on its agenda each month for updates and discussion.

Phase I - Needs Assessment

DRAFT

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

DRAFT

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The data and information from our students, teachers, and parents provided in the Needs Assessment leads to two questions:

(1) What are the existing barriers to higher levels of student achievement?

Here the information indicates that changing teaching to meet the learning needs of students is an area of concern to all three groups. Also communication of student progress to both student and parent is was rated as needing improvement.

(2) What is the general opinion of the strengths of the school?

Here the information tells us that our school is generally safe, the purpose and mission of our school is evident, and that our faculty and staff is highly qualified and provides a quality education. Students also note that school programs, services, and resources are provided to them to help them succeed.

The data unfortunately does not provide enough specificity to evaluate the effectiveness of individual school programs and processes that address some of the general issues mentioned in the survey. For example, our school has an Academic Support Program that includes component of student and parent communication for students with struggling grades.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The data and information tells us that our school is generally safe, the purpose and mission of our school is evident, and that our faculty and staff is highly qualified and provides a quality education. Students also note that school programs, services, and resources are provided to them to help them succeed.

Our school has a safety committee that develops and updates the school safety plan each year. The chair of this committee is the School Resource Officer, a Boone County Deputy Sheriff. Over the last few our school has participated in school safety audits by school district officials and local fire, police, and emergency officials. Recommendations for improvement from the audits have led to updated procedures.

Several years ago, the daily schedule of the school was altered to provide a time during the school day in which students could receive assistance, tutoring or enrichment in their classes. This time also allows the school to provide intervention services to students that may be significantly behind in their academic work. In general, we are looking for additional means and resources to provide our students with the extra help necessary to be successful.

There is cause to celebrate that our school is generally safe, our school has a very clear purpose and mission - STUDENT LEARNING - and that our school provides a quality education for our students. In fact, our students generally perform at a very high level, surpassing state and national averages.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

The data and information indicates that an area of improvement is the tailoring or personalization of instructional strategies in order to meet the learning needs of our students. In fact, all three groups of respondents to the survey mentioned agreed that this was an area of need.

An ongoing strategy to improve instruction and to meet student needs is the work of our Instructional Learning Teams. These teacher teams work together to align curriculum, develop and implement assessments common to each class, and to then analyze that information to assist individual students and to ignite discussions and actions on instructional practice. Our schools is researching the effect of standards-based grading practices on student learning and student ownership of their learning.

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Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

We are very pleased with the overall performance of our school, our students, and our faculty and staff. Our school culture is focused on student learning and is supportive of the academic and social growth of our students and the professional growth of our staff.

The next steps in addressing the concerns previously mentioned will be to share this data and information with all stakeholders and to then develop a process for understanding and discussing the concerns so that steps for improvement can be developed.

DRAFT

Larry A. Ryle High School- School Improvement Plan- 2016-17

DRAFT

Overview

Plan Name

Larry A. Ryle High School- School Improvement Plan- 2016-17

Plan Description

DRAFT

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase achievement for all student groups at Larry A. Ryle High School so that the achievement score of gap students increases from 40.8% PD in 2016 to 58.3% PD in 2017, and 64.2% PD in 2018 as measured by the school Gap score.	Objectives: 1 Strategies: 3 Activities: 14	Organizational	\$5000
2	Increase the average combined reading and math Achievement scores from 60.9% in 2016 to 75.9% in 2017 and to 79.4% in 2018 as measured by the school Proficiency scores.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
3	Increase the average freshman graduation rate from 96.0% in 2016 to 93.3% by 2017 and 94.0% by 2018 and 94.7% by 2019 as measured by the school Graduation rate score.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$0
4	Increase the percentage of students who are college-career ready from 74.4% in 2016 to 76.6% in 2017 and to 85.4% by 2018 as measured by the school College and Career Readiness (CCR) scores.	Objectives: 1 Strategies: 5 Activities: 17	Organizational	\$5000
5	Increase the percent of effective teachers and leaders as measured by the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
6	Reduce the percentage of students scoring Novice on the reading and math portions of KPREP from 16.4% in 2016 to 14.1% in 2017 and to 7.5% by 2020.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0

Goal 1: Increase achievement for all student groups at Larry A. Ryle High School so that the achievement score of gap students increases from 40.8% PD in 2016 to 58.3% PD in 2017, and 64.2% PD in 2018 as measured by the school Gap score.

Measurable Objective 1:

demonstrate a proficiency with the overall achievement gap at Larry A. Ryle High School increasing to 58.3% PD by 06/30/2017 as measured by achievement data..

Strategy 1:

Progress Monitoring - Progress Monitoring

Category: Continuous Improvement

Activity - Instructional Learning Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers including Math, English Teachers, and collaborative teachers, will meet on a weekly basis by course to discuss; mastery of standards, instructional techniques and data (including specific data targeting GAP populations).	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Regular Education Teachers, Special Education Teachers, Administration, Counselors
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not at Math or English proficiency in the 9th-12thgrade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, study skills class, differentiated instruction and/or online remedial assistance program.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, Administration, counselors, certified teachers
Activity - Exceptional Student Intervention (ESI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified in special education who are below benchmarks will have focused ESI on a weekly basis in math and/or reading.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Special Education Teachers, Instructional Coach
Activity - Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Larry A. Ryle High School

Study skills class will be utilized to assist At-Risk students on improving executive functioning skills necessary for academic and future career success.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Assistant Principals, certified teacher and Counselors.
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Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students are identified and offered tutoring services one day a week with bus transportation. Additionally, during this time these students receive interventions for math and reading.	Tutoring	01/01/2017	12/31/2017	\$5000	District Funding	Administrator, Teachers, Career Coach, Guidance Counselor

Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raider Achievement Program (RAP) will be utilized by students and staff to provide academic support/tutoring/HW Assistance to any student who needs help.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Certified Teachers, Administration, Counselors

Strategy 2:

Consolidating Planning - Consolidating Planning

Category: Professional Learning & Support

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math, Social Studies and English will develop a team to work on aligning the common core standards vertically (throughout the 4 years of high school in sequence). This team will identify essential standards in the core standards and examine how best to build the skills/knowledge to reach knowledge proficiency for each student.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Math. Social Studies and English teachers, instructional coach, Administration

Activity - Understanding By Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be given training on Understanding By Design (UBD) offered by the District. This training will be used to begin the process of getting all teachers to use the UBD planning for their curriculum planning. All Instructional learning teams (ILT) will develop a second unit using the UBD framework this school year. The 5 year plan is to continue to support and develop curriculum using the UBD framework for all units in all ILT groups.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Administrative Team, ILT Leaders, Team Leaders, instructional coach

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be given training on Project Based Learning (APBL) offered by the District. This training will be used to begin the process of getting all teachers to use PBL as part of their instructional strategies. All Instructional learning teams (ILT) will develop a PBL activity this school year.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Coach, Administrative staff, certified teachers

Strategy 3:

Best Practice - Best Practice

Category: Professional Learning & Support

Activity - Formative Assessment Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize formative assessments to evaluate student understanding and teacher instructional strategies. ILT's will utilize some common formative assessments to determine specific student learning gaps.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional coach, teachers

Activity - ILT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Learning Teams (ILT) will examine instructional strategies to improve student understanding during their weekly meetings	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Learning Team Leader, teachers

Activity - Understanding By Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Understanding By Design in developing the curriculum to focus daily instruction to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Coach, Administration, teachers

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Project Based Learning in developing units to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Coach, Administrator, certified teachers

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Larry A. Ryle High School

Teachers will use technology to assist in student understanding. This may include: Canvass, Compass, Kahoot, etc. that is used by teachers and students to improve understanding.	Technology, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	certified teachers, instructional coach, administration
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Goal 2: Increase the average combined reading and math Achievement scores from 60.9% in 2016 to 75.9% in 2017 and to 79.4% in 2018 as measured by the school Proficiency scores.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math Achievement scores to 79.4 by 06/30/2018 as measured by combined reading and math Achievement Scores.

Strategy 1:

Curriculum Assessment and Alignment - Instructional Strategies and Collaboration

Category: Integrated Methods for Learning

Activity - Curriculum Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	ILT leaders, Administrative Staff, Staff
Activity - Understanding By Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Ryle teachers will participate in Understanding By Design lesson planning training designed to emphasize the relevancy of instruction and student work (real-life examples) and to enhance interdisciplinary connections. The Instructional Learning Team Leaders (ILT) will then lead their teams in implementing this process.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Administrative Team, Instructional Coach, ILT leaders, Team Leaders

Strategy 2:

Interventions - Interventions

Category: Professional Learning & Support

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Larry A. Ryle High School

Instructional Learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	ILT Leaders, Administrative Staff, teachers, instructional coach
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include: specific course, RAP tutoring, or RAP interventions.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Assistant Principals, counselors, para-educator, select teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored on a regular basis by a school intervention team (SIT) that includes: teachers, counselors, and administrative team to ensure the implementation and effectiveness of interventions.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Coach, Counselors, Administrative Staff, ILT leaders
Activity - Exceptional Student Intervention (ESI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are exceptional students and fall below reading and/or math benchmarks will have weekly interventions to address skill deficits.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Special Education Staff

Strategy 3:

Danielson Framework (TPGES) - TPGES evaluation system

Category: Teacher PGES

Activity - Self-Reflection and Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance.	Professional Learning	01/01/2017	12/31/2017	\$0	District Funding	District Instructional Leaders, Instructional Coach

Goal 3: Increase the average freshman graduation rate from 96.0% in 2016 to 93.3% by 2017 and 94.0% by 2018 and 94.7% by 2019 as measured by the school Graduation rate score.

Measurable Objective 1:

demonstrate a proficiency the freshman graduation rate for Ryle High School will be 94.7% by 06/30/2019 as measured by the school graduation data..

Strategy 1:

Communication - Communication of Academic and Career Counseling to keep stakeholders informed.

Category: Persistence to Graduation

Activity - Academic and Career Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual Learning Plan will be utilized to assist students in creating individualized graduation/career plan. This may include using RAP for college recruiting visits, guest speakers, Career Coach Advising and core content teachers mentoring with students about ILP and course of studies.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	Career Coach, certified teachers, instructional coach
Activity - Teacher Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Faculty will communicate regularly with stakeholders using the academic support process, guidance/advisement days, parental contacts, Infinite Campus Parent/student portal.	Academic Support Program, Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	Certified teachers
Activity - Communication/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will utilize various methods of communication to keep stakeholders informed of school programs. This may include: Principal blogs, newsletters, emails, website and opportunities for parents and students to participate in school committees.	Career Preparation/Orientation, Community Engagement	01/01/2017	12/31/2017	\$0	No Funding Required	Principal
Activity - Guidance Office Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Larry A. Ryle High School

Guidance staff will visit with RAP classes for Career/Academic Advising. This may include discussions of ILP, class pathways for careers, PLAN scores, ACT scores and financial aid information. Guidance staff will provide workshops during RAP for career and academic information.	Career Preparation/Orientation, Parent Involvement, Community Engagement	01/01/2017	12/31/2017	\$0	No Funding Required	Guidance staff
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Strategy 2:

Targeted Intervention - Targeted Intervention

Category: Persistence to Graduation

Activity - Exceptional Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Coach, Special Education Staff

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program, study skills, and RAP Orange intervention.	Direct Instruction	01/01/2017	12/31/2017	\$0	School Council Funds	Administration, Math/Reading teachers, Para-educator for monitoring of on-line remediation.

Activity - Positive Behavior Intervention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school wide PBIS system will be continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	District Funding	Principal, PBIS committee members

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of a Guidance Counselor and Vice Principal to work with the At-Risk population and GAP students. A certified teacher and para-educator to meet with students who are at risk of dropping out of school. Possible usages are: reading class for 10-12th grade students below grade level, study skills class for monitoring, credit recovery options, and check-in/check out process.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Guidance Counselor, teacher, para-educator, Administrative team

Comprehensive School Improvement Plan

Larry A. Ryle High School

Strategy 3:

Persistence to graduation - Persistence to graduation

Category: Persistence to Graduation

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered opportunities to recover credit through school initiated credit recovery programs and summer school opportunities.	Academic Support Program	01/01/2017	12/31/2017	\$0	District Funding	Administration , Counselors, certified teachers
Activity - Curriculum Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Understanding By Design to provide a viable and rigorous curriculum that is aligned with Kentucky Core Academic Standards.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	ILT Leaders, Administration , instructional coach, teachers.
Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly meeting is held to discuss students at risk of failing. The SIT team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students progress. This could include: RAP interventions, study skills, use of mentor, credit recovery options, reading assistance.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Assistant Principals, Teachers and counselors

Goal 4: Increase the percentage of students who are college-career ready from 74.4% in 2016 to 76.6% in 2017 and to 85.4% by 2018 as measured by the school College and Career Readiness (CCR) scores.

Measurable Objective 1:

demonstrate a proficiency ; Ryle High School will have 85.4% of students College and Career Ready by 06/30/2018 as measured by the Unbridled Learning Delivery Formula..

Strategy 1:

Program Review - Program Review

Category: Continuous Improvement

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Program Review is utilized to improve the integration of Writing, Vocational/Career Studies, Arts/Humanities and World Language into all content areas.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Administrative Staff, Faculty members

Activity - Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee within our CTE team who exams curriculum, program needs and pathways. The committee includes all stakeholders to provide feedback.	Career Preparation/Orientation, Parent Involvement, Community Engagement	01/01/2017	12/31/2017	\$0	No Funding Required	CTE Teachers, Administrator, Counselor

Strategy 2:

Academic and Career Advising - Academic and Career Advising

Category: Career Readiness Pathways

Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and Assistant Principals will review ACT practice test score results with all junior students and their parents in an evening presentation and provide information on ACT preparation programs available to these students. Students in 9-11th grade will have access to CERT Program for practice ACT tests and tutorials.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	Administration, Counselors

Activity - Parent Information Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ryle parents and community will become knowledgeable concerning the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, Career Coach, Guidance and Advisement days, administrative communications via; twitters, emails, blogs and newsletters.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	Administration, Counselors, Teachers, career coach

Activity - Business Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Coach is working with the CTE team to develop business partnerships to provide opportunities for students to engage in career opportunities through: guest speakers, internships, student interest surveys, ILP, and service learning opportunities.	Community Engagement	01/01/2017	12/31/2017	\$0	No Funding Required	Career Coach, CTE teachers

Strategy 3:

Targeted Intervention - Targeted Interventions

Comprehensive School Improvement Plan

Larry A. Ryle High School

Category: Professional Learning & Support

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not at Math or English proficiency in the 9th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program.	Direct Instruction	01/01/2017	12/31/2017	\$0	School Council Funds	Administration , Instructional Coach, para-educator, certified teacher
Activity - Access to Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Students with disabilities access to curriculum via technological advancements.	Technology	01/01/2017	12/31/2017	\$0	District Funding	ARC Chairperson, Special Education Team Leader, Special Education Staff, District Special Education Specialty area personnel.
Activity - Exceptional Student Intervention (ESI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exceptional Student Intervention (ESI) will occur for special education students who are below benchmarks in reading and math in grades 9-12.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Special Education Staff, Instructional Coach
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Guidance Counselor and Vice Principal will be utilized to target students who are at risk of failing or dropping out. Counselor will utilize a reading specialist and para-educator to assist with specific interventions to help students gain access to curriculum which will allow them to proceed on a career pathway or become college ready.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Guidance Counselor, certified teacher, para-educator, Administrative Team
Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Larry A. Ryle High School

Administrative team identifies at-risk students for after school assistance with Bus transportation for these students.	Tutoring, Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$5000	General Fund	ESS tutors, Administrative staff, Counselors
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Strategy 4:

Acceleration - Acceleration

Category: Continuous Improvement

Activity - Dual/Articulated Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dual credit options are offered at local universities for students to gain access to college curriculum. These opportunities are available for juniors and seniors.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	Administration, Counselors

Activity - CTE Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support alignment of CTE curriculum with KOSSA and National Industry Certification Standards.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	Administration, Counselors, CTE Coordinator, Business Team Leader

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities and advisement is given for students to seek a rigorous curriculum with access to courses to meet the needs of the students.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	Administration, Counselors and Team Leaders

Activity - Early College	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College Classes are offered at Gateway Community College for Juniors and Seniors to earn college credits.	Career Preparation/Orientation, Other - Acceleration	01/01/2017	12/31/2017	\$0	No Funding Required	Counselors, Administration, Career Coach

Strategy 5:

Vocational Opportunities - Programs that are offered to allow students to earn certifications in vocational school options.

Category: Career Readiness Pathways

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Vocational School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can attend vocational school to earn career certifications in variety of fields; welding, electricity, diesel mechanics, nursing, auto body, and metal fabrication	Career Preparation/Orientation, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Vocational School Staff, Guidance Staff, Career Coach

Activity - Home Builders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can attend a program through the local Home Builders Association to earn high school credits and certification in building houses.	Career Preparation/Orientation, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Guidance staff, Home Builders Association, Career Coach

Activity - Internships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can earn high school credits doing internships with local businesses.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	No Funding Required	CTE Coordinator, Guidance Staff career coach

Goal 5: Increase the percent of effective teachers and leaders as measured by the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 06/30/2015 as measured by the PGES..

Strategy 1:

TPGES Implementation - Danielson Framework

Category: Teacher PGES

Research Cited: Measures of Effective Teaching (MET) Project

Activity - Administration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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The administrative team is certified for TPGES evaluations. Teachers are evaluated using the Danielson Framework which promotes teacher growth through self-reflection, professional growth goals, peer observations and identifying student growth goals.	Professional Learning	07/01/2014	06/30/2015	\$0	Title II Part A	Principal, Assistant Principal, Instructional Coach, and Pilot Teachers.
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Strategy 2:

Teacher Growth - Kentucky Teacher Effectiveness Framework.

Category: Teacher PGES

Research Cited: Charlotte Danielson Framework

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to peer observe other teachers to provide constructive feedback on instruction. As part of the evaluation cycle, teachers will be reviewed by a peer and this information is used by the teacher for self-reflection on their teaching.	Professional Learning	01/01/2015	12/31/2015	\$0	Title II Part A	Principal, assistant principal, instructional coach, and all teachers.

Activity - Professional Growth Plan/Self-Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher must reflect on their personal professional practices using the Danielson Framework. These self-reflections are utilized to develop a personal Professional Growth Plan that is collaboratively decided upon with administrator. These goals will be an area that the teacher wishes to improve professionally to help student learning.	Professional Learning	01/01/2015	12/31/2015	\$0	No Funding Required	Teachers, Administrators and Instructional Coach

Strategy 3:

Student Growth Goal - Teachers collaborate to determine essential learning goal to be measured during year.

Category: Continuous Improvement

Research Cited: Danielson Framework

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will develop a Student Growth Goal to be measured during the school year. All ILT will collaborate and develop assessments and instructional strategies to promote student growth and assess student growth.	Direct Instruction	08/13/2014	06/30/2015	\$0	No Funding Required	Administration, instructional coach, All Faculty members.

Goal 6: Reduce the percentage of students scoring Novice on the reading and math portions of KPREP from 16.4% in 2016 to 14.1% in 2017 and to 7.5% by 2020.

Measurable Objective 1:

86% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading and math by reducing the percentage of combined novice scores of EOC in English 2 and Algebra 2 from 16.4% in 2016 to 14.1% in 2017 in math and in Reading by 06/30/2017 as measured by achievement data. .

Strategy 1:

Interventions - Teacher interventions

Category: Professional Learning & Support

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Learning Teams in math and reading will use common formative assessments to identify students with deficiencies and place them in workshops offered by their ILT's. These workshops will be designed to meet the needs of the students and offer re-teaching of concepts for better understanding.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Teachers, ILT leaders
Activity - Academic Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A guidance counselor, certified reading teacher, and para-educator will work with at risk students to support their learning. This may include: reading interventions, reading class, study skills, and behavioral assistance.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Guidance Counselor, certified teacher, para-educator
Activity - Exceptional Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Special Education teachers

Strategy 2:

Direct Instruction - Collaboration within Instructional Learning Teams

Category: Integrated Methods for Learning

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Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance.	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	ILT Leaders, Administrative staff, Instructional Coach
Activity - Instructional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILT's will collaborate on a viable curriculum, best practices, and collection of data to ensure student understanding.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Certified Teachers, Instructional Coach, Administration
Activity - Exceptional Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource classes for core content classes will be utilized for students with exceptional needs to gain access to curriculum in a small setting with specific goals established through their Individualized Learning Plan (IEP).	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Special Education Teachers, counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Access to Curriculum	Provide Students with disabilities access to curriculum via technological advancements.	Technology	01/01/2017	12/31/2017	\$0	ARC Chairperson, Special Education Team Leader, Special Education Staff, District Special Education Specialty area personnel.
Credit Recovery	Students will be offered opportunities to recover credit through school initiated credit recovery programs and summer school opportunities.	Academic Support Program	01/01/2017	12/31/2017	\$0	Administration , Counselors, certified teachers
Positive Behavior Intervention System	The school wide PBIS system will be continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Behavioral Support Program	01/01/2017	12/31/2017	\$0	Principal, PBIS committee members
Self-Reflection and Professional Growth	Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance.	Professional Learning	01/01/2017	12/31/2017	\$0	District Instructional Leaders, Instructional Coach
ESS	At- risk students are identified and offered tutoring services one day a week with bus transportation. Additionally, during this time these students receive interventions for math and reading.	Tutoring	01/01/2017	12/31/2017	\$5000	Administrator, Teachers, Career Coach, Guidance Counselor
Total					\$5000	

General Fund

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Administrative team identifies at-risk students for after school assistance with Bus transportation for these students.	Tutoring, Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$5000	ESS tutors, Administrative staff, Counselors
Total					\$5000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program, study skills, and RAP Orange intervention.	Direct Instruction	01/01/2017	12/31/2017	\$0	Administration, Math/Reading teachers, Para-educator for monitoring of on-line remediation.
Instruction	Students not at Math or English proficiency in the 9th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program.	Direct Instruction	01/01/2017	12/31/2017	\$0	Administration, Instructional Coach, para-educator, certified teacher
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administration	The administrative team is certified for TPGES evaluations. Teachers are evaluated using the Danielson Framework which promotes teacher growth through self-reflection, professional growth goals, peer observations and identifying student growth goals.	Professional Learning	07/01/2014	06/30/2015	\$0	Principal, Assistant Principal, Instructional Coach, and Pilot Teachers.
Peer Observation	Teachers will be trained on how to peer observe other teachers to provide constructive feedback on instruction. As part of the evaluation cycle, teachers will be reviewed by a peer and this information is used by the teacher for self-reflection on their teaching.	Professional Learning	01/01/2015	12/31/2015	\$0	Principal, assistant principal, instructional coach, and all teachers.

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Total \$0

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning	Teachers will utilize Project Based Learning in developing units to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	Instructional Coach, Administrator s, certified teachers
Student Intervention Team	A monthly meeting is held to discuss students at risk of failing. The SIT team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students progress. This could include: RAP interventions, study skills, use of mentor, credit recovery options, reading assistance.	Academic Support Program	01/01/2017	12/31/2017	\$0	Assistant Principals, Teachers and counselors
Internships	Students can earn high school credits doing internships with local businesses.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	CTE Coordinator, Guidance Staff career coach
Exceptional Student Intervention	Resource classes for core content classes will be utilized for students with exceptional needs to gain access to curriculum in a small setting with specific goals established through their Individualized Learning Plan (IEP).	Direct Instruction	01/01/2017	12/31/2017	\$0	Special Education Teachers, counselors
Academic and Career Advising	Individual Learning Plan will be utilized to assist students in creating individualized graduation/career plan. This may include using RAP for college recruiting visits, guest speakers, Career Coach Advising and core content teachers mentoring with students about ILP and course of studies.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	Career Coach, certified teachers, instructional coach
Curriculum Refinement	Teachers will be trained in Understanding By Design to provide a viable and rigorous curriculum that is aligned with Kentucky Core Academic Standards.	Direct Instruction	01/01/2017	12/31/2017	\$0	ILT Leaders, Administration , instructional coach, teachers.
Interventions	Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include: specific course, RAP tutoring, or RAP interventions.	Academic Support Program	01/01/2017	12/31/2017	\$0	Assistant Principals, counselors, para-educator, select teachers
ILT	Instructional Learning Teams (ILT) will examine instructional strategies to improve student understanding during their weekly meetings	Professional Learning	01/01/2017	12/31/2017	\$0	Instructional Learning Team Leader, teachers

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ACT Prep	Counselors and Assistant Principals will review ACT practice test score results with all junior students and their parents in an evening presentation and provide information on ACT preparation programs available to these students. Students in 9-11th grade will have access to CERT Program for practice ACT tests and tutorials.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	Administration, Counselors
Vertical Alignment	Math, Social Studies and English will develop a team to work on aligning the common core standards vertically (throughout the 4 years of high school in sequence). This team will identify essential standards in the core standards and examine how best to build the skills/knowledge to reach knowledge proficiency for each student.	Professional Learning	01/01/2017	12/31/2017	\$0	Math. Social Studies and English teachers, instructional coach, Administration
Exceptional Student Intervention	Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	Special Education teachers
Business Partnership	Career Coach is working with the CTE team to develop business partnerships to provide opportunities for students to engage in career opportunities through: guest speakers, internships, student interest surveys, ILP, and service learning opportunities.	Community Engagement	01/01/2017	12/31/2017	\$0	Career Coach, CTE teachers
Assessment	Each teacher will develop a Student Growth Goal to be measured during the school year. All ILT will collaborate and develop assessments and instructional strategies to promote student growth and assess student growth.	Direct Instruction	08/13/2014	06/30/2015	\$0	Administration, instructional coach, All Faculty members.
Exceptional Student Intervention (ESI)	Students who are exceptional students and fall below reading and/or math benchmarks will have weekly interventions to address skill deficits.	Academic Support Program	01/01/2017	12/31/2017	\$0	Special Education Staff
Exceptional Student Intervention (ESI)	Exceptional Student Intervention (ESI) will occur for special education students who are below benchmarks in reading and math in grades 9-12.	Academic Support Program	01/01/2017	12/31/2017	\$0	Special Education Staff, Instructional Coach
Academic Supports	A guidance counselor, certified reading teacher, and paraprofessional will work with at risk students to support their learning. This may include: reading interventions, reading class, study skills, and behavioral assistance.	Academic Support Program	01/01/2017	12/31/2017	\$0	Guidance Counselor, certified teacher, paraprofessional
Dual/Articulated Credit	Dual credit options are offered at local universities for students to gain access to college curriculum. These opportunities are available for juniors and seniors.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	Administration, Counselors

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Parent Information Sessions	Ryle parents and community will become knowledgeable concerning the the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, Career Coach, Guidance and Advisement days, administrative communications via; twitters, emails, blogs and newsletters.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	Administration, Counselors, Teachers, career coach
TPGES	Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance.	Direct Instruction	01/01/2017	12/31/2017	\$0	ILT Leaders, Administrative staff, Instructional Coach
Exceptional Student Intervention (ESI)	Students who are identified in special education who are below benchmarks will have focused ESI on a weekly basis in math and/or reading.	Academic Support Program	01/01/2017	12/31/2017	\$0	Special Education Teachers, Instructional Coach
Instructional Learning Team Meetings	All teachers including Math, English Teachers, and collaborative teachers, will meet on a weekly basis by course to discuss; mastery of standards, instructional techniques and data (including specific data targeting GAP populations).	Academic Support Program	01/01/2017	12/31/2017	\$0	Regular Education Teachers, Special Education Teachers, Administration, Counselors
CTE Curriculum	Support alignment of CTE curriculum with KOSSA and National Industry Certification Standards.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	Administration, Counselors, CTE Coordinator, Business Team Leader
Home Builders	Students can attend a program through the local Home Builders Association to earn high school credits and certification in building houses.	Career Preparation/Orientation, Direct Instruction	01/01/2017	12/31/2017	\$0	Guidance staff, Home Builders Association, Career Coach
Exceptional Student Intervention	Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math.	Academic Support Program	01/01/2017	12/31/2017	\$0	Instructional Coach, Special Education Staff
Progress Monitoring	Student progress will be monitored on a regular basis by a school intervention team (SIT) that includes: teachers, counselors, and administrative team to ensure the implementation and effectiveness of interventions.	Academic Support Program	01/01/2017	12/31/2017	\$0	Instructional Coach, Counselors, Administrative Staff, ILT leaders

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Academic Support	Raider Achievement Program (RAP) will be utilized by students and staff to provide academic support/tutoring/HW Assistance to any student who needs help.	Academic Support Program	01/01/2017	12/31/2017	\$0	Certified Teachers, Administration, Counselors
Professional Growth Plan/Self-Reflection	Each teacher must reflect on their personal professional practices using the Danielson Framework. These self-reflections are utilized to develop a personal Professional Growth Plan that is collaboratively decided upon with administrator. These goals will be an area that the teacher wishes to improve professionally to help student learning.	Professional Learning	01/01/2015	12/31/2015	\$0	Teachers, Administrators and Instructional Coach
Interventions	Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transition course, collaborative setting, study skills class, differentiated instruction and/or online remedial assistance program.	Direct Instruction	01/01/2017	12/31/2017	\$0	Teachers, Administration, counselors, certified teachers
Student Support	Study skills class will be utilized to assist At-Risk students on improving executive functioning skills necessary for academic and future career success.	Academic Support Program	01/01/2017	12/31/2017	\$0	Assistant Principals, certified teacher and Counselors.
Formative Assessment Lessons	Teachers will utilize formative assessments to evaluate student understanding and teacher instructional strategies. ILT's will utilize some common formative assessments to determine specific student learning gaps.	Direct Instruction	01/01/2017	12/31/2017	\$0	Instructional coach, teachers
Monitoring	The use of a Guidance Counselor and Vice Principal to work with the At-Risk population and GAP students. A certified teacher and para-educator to meet with students who are at risk of dropping out of school. Possible usages are: reading class for 10-12th grade students below grade level, study skills class for monitoring, credit recovery options, and check-in/check out process.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Guidance Counselor, teacher, para-educator, Administrative team
Communication/Collaboration	Principal will utilize various methods of communication to keep stakeholders informed of school programs. This may include: Principal blogs, newsletters, emails, website and opportunities for parents and students to participate in school committees.	Career Preparation/Orientation, Community Engagement	01/01/2017	12/31/2017	\$0	Principal
Technology	Teachers will use technology to assist in student understanding. This may include: Canvass, Compass, Kahoot, etc. that is used by teachers and students to improve understanding.	Technology, Academic Support Program	01/01/2017	12/31/2017	\$0	certified teachers, instructional coach, administration
Instructional Learning Teams	ILT's will collaborate on a viable curriculum, best practices, and collection of data to ensure student understanding.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	Certified Teachers, Instructional Coach, Administration

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Advisory Committee	A committee within our CTE team who exams curriculum, program needs and pathways. The committee includes all stakeholders to provide feedback.	Career Preparation/Orientation, Parent Involvement, Community Engagement	01/01/2017	12/31/2017	\$0	CTE Teachers, Administrator, Counselor
Guidance Office Communication	Guidance staff will visit with RAP classes for Career/Academic Advising. This may include discussions of ILP, class pathways for careers, PLAN scores, ACT scores and financial aide information. Guidance staff will provide workshops during RAP for career and academic information.	Career Preparation/Orientation, Parent Involvement, Community Engagement	01/01/2017	12/31/2017	\$0	Guidance staff
Understanding By Design	Teachers will utilize Understanding By Design in developing the curriculum to focus daily instruction to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills.	Direct Instruction	01/01/2017	12/31/2017	\$0	Instructional Coach, Administration, teachers
Curriculum Refinement	All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum.	Professional Learning	01/01/2017	12/31/2017	\$0	ILT leaders, Administrative Staff, Staff
Common Assessments	Instructional Learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard.	Academic Support Program	01/01/2017	12/31/2017	\$0	ILT Leaders, Administrative Staff, teachers, instructional coach
Early College	College Classes are offered at Gateway Community College for Juniors and Seniors to earn college credits.	Career Preparation/Orientation, Other - Acceleration	01/01/2017	12/31/2017	\$0	Counselors, Administration, Career Coach
Program Review Committees	The Program Review is utilized to improve the integration of Writing, Vocational/Career Studies, Arts/Humanities and World Language into all content areas.	Policy and Process	01/01/2017	12/31/2017	\$0	Administrative Staff, Faculty members
Project Based Learning	All teachers will be given training on Project Based Learning (APBL) offered by the District. This training will be used to begin the process of getting all teachers to use PBL as part of their instructional strategies. All Instructional learning teams (ILT) will develop a PBL activity this school year.	Direct Instruction, Professional Learning	01/01/2017	12/31/2017	\$0	Instructional Coach, Administrative staff, certified teachers
Interventions	Instructional Learning Teams in math and reading will use common formative assessments to identify students with deficiencies and place them in workshops offered by their ILT's. These workshops will be designed to meet the needs of the students and offer re-teaching of concepts for better understanding.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	Teachers, ILT leaders

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Larry A. Ryle High School

Teacher Communication	The Faculty will communicate regularly with stakeholders using the academic support process, guidance/advisement days, parental contacts, Infinite Campus Parent/student portal.	Academic Support Program, Parent Involvement	01/01/2017	12/31/2017	\$0	Certified teachers
Interventions	A Guidance Counselor and Vice Principal will be utilized to target students who are at risk of failing or dropping out. Counselor will utilize a reading specialist and para-educator to assist with specific interventions to help students gain access to curriculum which will allow them to proceed on a career pathway or become college ready.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	\$0	Guidance Counselor, certified teacher, para-educator, Administrative Team
Vocational School	Students can attend vocational school to earn career certifications in variety of fields; welding, electricity, diesel mechanics, nursing, auto body, and metal fabrication	Career Preparation/Orientation, Direct Instruction	01/01/2017	12/31/2017	\$0	Vocational School Staff, Guidance Staff, Career Coach
Understanding By Design	All Ryle teachers will participate in Understanding By Design lesson planning training designed to emphasize the relevancy of instruction and student work (real-life examples) and to enhance interdisciplinary connections. The Instructional Learning Team Leaders (ILT) will then lead their teams in implementing this process.	Professional Learning	01/01/2017	12/31/2017	\$0	Administrative Team, Instructional Coach, ILT leaders, Team Leaders
Understanding By Design	All teachers will be given training on Understanding By Design (UBD) offered by the District. This training will be used to begin the process of getting all teachers to use the UBD planning for their curriculum planning. All Instructional learning teams (ILT) will develop a second unit using the UBD framework this school year. The 5 year plan is to continue to support and develop curriculum using the UBD framework for all units in all ILT groups.	Professional Learning	01/01/2017	12/31/2017	\$0	Administrative Team, ILT Leaders, Team Leaders, instructional coach
Curriculum	Opportunities and advisement is given for students to seek a rigorous curriculum with access to courses to meet the needs of the students.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0	Administration, Counselors and Team Leaders
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

DRAFT

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	We are not a Title 1 school.	

Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Larry A. Ryle High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	We are not a Title 1 school.	

Comprehensive School Improvement Plan

Larry A. Ryle High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.boone.kyschools.us/userfiles/51/my%20files/sbdrm%202015-16/school%20improvement%20plan%202015-2016%20updated.pdf?id=562058	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	We are not a Title 1 school.	

Comprehensive School Improvement Plan

Larry A. Ryle High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A	We are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	N/A	We are not a Title 1 school.	

DRAFT

Phase II - KDE Compliance and Accountability - Schools

DRAFT

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

DRAFT

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the percent of effective teachers and leaders as measured by the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 06/30/2015 as measured by the PGES..

Strategy1:

TPGES Implementation - Danielson Framework

Category: Teacher PGES

Research Cited: Measures of Effective Teaching (MET) Project

Activity - Administration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team is certified for TPGES evaluations. Teachers are evaluated using the Danielson Framework which promotes teacher growth through self-reflection, professional growth goals, peer observations and identifying student growth goals.	Professional Learning	07/01/2014	06/30/2015	\$0 - Title II Part A	Principal, Assistant Principal, Instructional Coach, and Pilot Teachers.

Strategy2:

Teacher Growth - Kentucky Teacher Effectiveness Framework.

Category: Teacher PGES

Research Cited: Charlotte Danielson Framework

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to peer observe other teachers to provide constructive feedback on instruction. As part of the evaluation cycle, teachers will be reviewed by a peer and this information is used by the teacher for self-reflection on their teaching.	Professional Learning	01/01/2015	12/31/2015	\$0 - Title II Part A	Principal, assistant principal, instructional coach, and all teachers.

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Professional Growth Plan/Self-Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher must reflect on their personal professional practices using the Danielson Framework. These self-reflections are utilized to develop a personal Professional Growth Plan that is collaboratively decided upon with administrator. These goals will be an area that the teacher wishes to improve professionally to help student learning.	Professional Learning	01/01/2015	12/31/2015	\$0 - No Funding Required	Teachers, Administrators and Instructional Coach

Strategy3:

Student Growth Goal - Teachers collaborate to determine essential learning goal to be measured during year.

Category: Continuous Improvement

Research Cited: Danielson Framework

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will develop a Student Growth Goal to be measured during the school year. All ILT will collaborate and develop assessments and instructional strategies to promote student growth and assess student growth.	Direct Instruction	08/13/2014	06/30/2015	\$0 - No Funding Required	Administration, instructional coach, All Faculty members.

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math Achievement scores from 60.9% in 2016 to 75.9% in 2017 and to 79.4% in 2018 as measured by the school Proficiency scores.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math Achievement scores to 79.4 by 06/30/2018 as measured by combined reading and math Achievement Scores.

Strategy1:

Curriculum Assessment and Alignment - Instructional Strategies and Collaboration

Category: Integrated Methods for Learning

Research Cited:

Activity - Curriculum Refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	ILT leaders, Administrative Staff, Staff

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Understanding By Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Ryle teachers will participate in Understanding By Design lesson planning training designed to emphasize the relevancy of instruction and student work (real-life examples) and to enhance interdisciplinary connections. The Instructional Learning Team Leaders (ILT) will then lead their teams in implementing this process.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Administrative Team, Instructional Coach, ILT leaders, Team Leaders

Strategy2:

Interventions - Interventions

Category: Professional Learning & Support

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include: specific course, RAP tutoring, or RAP interventions.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Assistant Principals, counselors, para-educator, select teachers

Activity - Exceptional Student Intervention (ESI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are exceptional students and fall below reading and/or math benchmarks will have weekly interventions to address skill deficits.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Special Education Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be monitored on a regular basis by a school intervention team (SIT) that includes: teachers, counselors, and administrative team to ensure the implementation and effectiveness of interventions.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Counselors, Administrative Staff, ILT leaders

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	ILT Leaders, Administrative Staff, teachers, instructional coach

Strategy3:

Danielson Framework (TPGES) - TPGES evaluation system

Comprehensive School Improvement Plan

Larry A. Ryle High School

Category: Teacher PGES

Research Cited:

Activity - Self-Reflection and Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve student learning by supporting the utilization of the Danielson Framework as a tool to; enhance teacher professional learning, improve assessment design, using teacher self-reflection for professional growth, professional growth goals to improve teaching strategies and identify student growth goals to measure student performance.	Professional Learning	01/01/2017	12/31/2017	\$0 - District Funding	District Instructional Leaders, Instructional Coach

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement for all student groups at Larry A. Ryle High School so that the achievement score of gap students increases from 40.8% PD in 2016 to 58.3% PD in 2017, and 64.2% PD in 2018 as measured by the school Gap score.

Measurable Objective 1:

demonstrate a proficiency with the overall achievement gap at Larry A. Ryle High School increasing to 58.3% PD by 06/30/2017 as measured by achievement data..

Strategy1:

Consolidating Planning - Consolidating Planning

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Understanding By Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be given training on Understanding By Design (UBD) offered by the District. This training will be used to begin the process of getting all teachers to use the UBD planning for their curriculum planning. All Instructional learning teams (ILT) will develop a second unit using the UBD framework this school year. The 5 year plan is to continue to support and develop curriculum using the UBD framework for all units in all ILT groups.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Administrative Team, ILT Leaders, Team Leaders, instructional coach

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be given training on Project Based Learning (APBL) offered by the District. This training will be used to begin the process of getting all teachers to use PBL as part of their instructional strategies. All Instructional learning teams (ILT) will develop a PBL activity this school year.	Direct Instruction Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Administrative staff, certified teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Social Studies and English will develop a team to work on aligning the common core standards vertically (throughout the 4 years of high school in sequence). This team will identify essential standards in the core standards and examine how best to build the skills/knowledge to reach knowledge proficiency for each student.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Math. Social Studies and English teachers, instructional coach, Administration

Strategy2:

Progress Monitoring - Progress Monitoring

Category: Continuous Improvement

Research Cited:

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Raider Achievement Program (RAP) will be utilized by students and staff to provide academic support/tutoring/HW Assistance to any student who needs help.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Certified Teachers, Administration, Counselors

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not at Math or English proficiency in the 9th-12thgrade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, study skills class, differentiated instruction and/or online remedial assistance program.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Teachers, Administration, counselors, certified teachers

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Exceptional Student Intervention (ESI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified in special education who are below benchmarks will have focused ESI on a weekly basis in math and/or reading.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Special Education Teachers, Instructional Coach

Activity - Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study skills class will be utilized to assist At-Risk students on improving executive functioning skills necessary for academic and future career success.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Assistant Principals, certified teacher and Counselors.

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students are identified and offered tutoring services one day a week with bus transportation. Additionally, during this time these students receive interventions for math and reading.	Tutoring	01/01/2017	12/31/2017	\$5000 - District Funding	Administrator, Teachers, Career Coach, Guidance Counselor

Activity - Instructional Learning Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers including Math, English Teachers, and collaborative teachers, will meet on a weekly basis by course to discuss; mastery of standards, instructional techniques and data (including specific data targeting GAP populations).	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Administration, Counselors

Strategy3:

Best Practice - Best Practice

Category: Professional Learning & Support

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to assist in student understanding. This may include: Canvass, Compass, Kahoot, etc. that is used by teachers and students to improve understanding.	Technology Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	certified teachers, instructional coach, administration

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Project Based Learning in developing units to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills.	Professional Learning Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Administrators, certified teachers

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Formative Assessment Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize formative assessments to evaluate student understanding and teacher instructional strategies. ILT's will utilize some common formative assessments to determine specific student learning gaps.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional coach, teachers

Activity - ILT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Learning Teams (ILT) will examine instructional strategies to improve student understanding during their weekly meetings	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Learning Team Leader, teachers

Activity - Understanding By Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Understanding By Design in developing the curriculum to focus daily instruction to: provide student ownership of learning, differentiate instruction, foster higher order thinking and 21st Century skills.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Administration, teachers

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Increase the average freshman graduation rate from 96.0% in 2016 to 93.3% by 2017 and 94.0% by 2018 and 94.7% by 2019 as measured by the school Graduation rate score.

Measurable Objective 1:

demonstrate a proficiency the freshman graduation rate for Ryle High School will be 94.7% by 06/30/2019 as measured by the school graduation data..

Strategy1:

Targeted Intervention - Targeted Intervention

Category: Persistence to Graduation

Research Cited:

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of a Guidance Counselor and Vice Principal to work with the At-Risk population and GAP students. A certified teacher and para-educator to meet with students who are at risk of dropping out of school. Possible usages are: reading class for 10-12th grade students below grade level, study skills class for monitoring, credit recovery options, and check-in/check out process.	Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Guidance Counselor, teacher, para-educator, Administrative team

Activity - Positive Behavior Intervention System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school wide PBIS system will be continue to be utilized to assist in creating a positive learning environment and helping staff with behavior that would impede learning.	Behavioral Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Principal, PBIS committee members

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not at Math or English proficiency in the 9th-12th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program, study skills, and RAP Orange intervention.	Direct Instruction	01/01/2017	12/31/2017	\$0 - School Council Funds	Administration, Math/Reading teachers, Para-educator for monitoring of on-line remediation.

Activity - Exceptional Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified in special education who are below benchmarks will have focused Exceptional Student Interventions (ESI) on a weekly basis in reading and/or math.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach, Special Education Staff

Strategy2:

Communication - Communication of Academic and Career Counseling to keep stakeholders informed.

Category: Persistence to Graduation

Research Cited:

Activity - Guidance Office Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance staff will visit with RAP classes for Career/Academic Advising. This may include discussions of ILP, class pathways for careers, PLAN scores, ACT scores and financial aide information. Guidance staff will provide workshops during RAP for career and academic information.	Career Preparation/ Orientation Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$0 - No Funding Required	Guidance staff

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Academic and Career Advising	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual Learning Plan will be utilized to assist students in creating individualized graduation/career plan. This may include using RAP for college recruiting visits, guest speakers, Career Coach Advising and core content teachers mentoring with students about ILP and course of studies.	Career Preparation/Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Career Coach, certified teachers, instructional coach

Activity - Teacher Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Faculty will communicate regularly with stakeholders using the academic support process, guidance/advisement days, parental contacts, Infinite Campus Parent/student portal.	Parent Involvement Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Certified teachers

Activity - Communication/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will utilize various methods of communication to keep stakeholders informed of school programs. This may include: Principal blogs, newsletters, emails, website and opportunities for parents and students to participate in school committees.	Community Engagement Career Preparation/Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal

Strategy3:

Persistence to graduation - Persistence to graduation

Category: Persistence to Graduation

Research Cited:

Activity - Curriculum Refinement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in Understanding By Design to provide a viable and rigorous curriculum that is aligned with Kentucky Core Academic Standards.	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	ILT Leaders, Administration, instructional coach, teachers.

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered opportunities to recover credit through school initiated credit recovery programs and summer school opportunities.	Academic Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Administration, Counselors, certified teachers

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A monthly meeting is held to discuss students at risk of failing. The SIT team looks at student data and determines obstacles that are in the way and provide necessary assistance to support the students progress. This could include: RAP interventions, study skills, use of mentor, credit recovery options, reading assistance.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Assistant Principals, Teachers and counselors

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college-career ready from 74.4% in 2016 to 76.6% in 2017 and to 85.4% by 2018 as measured by the school College and Career Readiness (CCR) scores.

Measurable Objective 1:

demonstrate a proficiency ; Ryle High School will have 85.4% of students College and Career Ready by 06/30/2018 as measured by the Unbridled Learning Delivery Formula..

Strategy1:

Targeted Intervention - Targeted Interventions

Category: Professional Learning & Support

Research Cited:

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not at Math or English proficiency in the 9th grade will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program.	Direct Instruction	01/01/2017	12/31/2017	\$0 - School Council Funds	Administration, Instructional Coach, para-educator, certified teacher

Activity - Access to Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Students with disabilities access to curriculum via technological advancements.	Technology	01/01/2017	12/31/2017	\$0 - District Funding	ARC Chairperson, Special Education Team Leader, Special Education Staff, District Special Education Specialty area personnel.

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team identifies at-risk students for after school assistance with Bus transportation for these students.	Direct Instruction Tutoring Academic Support Program	01/01/2017	12/31/2017	\$5000 - General Fund	ESS tutors, Administrative staff, Counselors

Activity - Exceptional Student Intervention (ESI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exceptional Student Intervention (ESI) will occur for special education students who are below benchmarks in reading and math in grades 9-12.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Special Education Staff, Instructional Coach

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Guidance Counselor and Vice Principal will be utilized to target students who are at risk of failing or dropping out. Counselor will utilize a reading specialist and para-educator to assist with specific interventions to help students gain access to curriculum which will allow them to proceed on a career pathway or become college ready.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Guidance Counselor, certified teacher, para-educator, Administrative Team

Strategy2:

Vocational Opportunities - Programs that are offered to allow students to earn certifications in vocational school options.

Category: Career Readiness Pathways

Research Cited:

Activity - Home Builders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students can attend a program through the local Home Builders Association to earn high school credits and certification in building houses.	Direct Instruction Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Guidance staff, Home Builders Association, Career Coach

Activity - Vocational School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students can attend vocational school to earn career certifications in variety of fields; welding, electricity, diesel mechanics, nursing, auto body, and metal fabrication	Direct Instruction Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Vocational School Staff, Guidance Staff, Career Coach

Activity - Internships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students can earn high school credits doing internships with local businesses.	Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	CTE Coordinator, Guidance Staff career coach

Comprehensive School Improvement Plan

Larry A. Ryle High School

Strategy3:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Program Review is utilized to improve the integration of Writing, Vocational/Career Studies, Arts/Humanities and World Language into all content areas.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Administrative Staff, Faculty members

Activity - Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee within our CTE team who exams curriculum, program needs and pathways. The committee includes all stakeholders to provide feedback.	Community Engagement Career Preparation/ Orientation Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	CTE Teachers, Administrator, Counselor

Strategy4:

Academic and Career Advising - Academic and Career Advising

Category: Career Readiness Pathways

Research Cited:

Activity - Parent Information Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ryle parents and community will become knowledgeable concerning the the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, Career Coach, Guidance and Advisement days, administrative communications via; twitters, emails, blogs and newsletters.	Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Administration, Counselors, Teachers, career coach

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and Assistant Principals will review ACT practice test score results with all junior students and their parents in an evening presentation and provide information on ACT preparation programs available to these students. Students in 9-11th grade will have access to CERT Program for practice ACT tests and tutorials.	Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Administration, Counselors

Comprehensive School Improvement Plan

Larry A. Ryle High School

Activity - Business Partnership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Coach is working with the CTE team to develop business partnerships to provide opportunities for students to engage in career opportunities through: guest speakers, internships, student interest surveys, ILP, and service learning opportunities.	Community Engagement	01/01/2017	12/31/2017	\$0 - No Funding Required	Career Coach, CTE teachers

Strategy5:

Acceleration - Acceleration

Category: Continuous Improvement

Research Cited:

Activity - CTE Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support alignment of CTE curriculum with KOSSA and National Industry Certification Standards.	Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Administration, Counselors, CTE Coordinator, Business Team Leader

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities and advisement is given for students to seek a rigorous curriculum with access to courses to meet the needs of the students.	Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Administration, Counselors and Team Leaders

Activity - Dual/Articulated Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dual credit options are offered at local universities for students to gain access to college curriculum. These opportunities are available for juniors and seniors.	Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Administration, Counselors

Activity - Early College	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College Classes are offered at Gateway Community College for Juniors and Seniors to earn college credits.	Other - Acceleration Career Preparation/ Orientation	01/01/2017	12/31/2017	\$0 - No Funding Required	Counselors, Administration, Career Coach

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase achievement for all student groups at Larry A. Ryle High School so that the achievement score of gap students increases from 40.8% PD in 2016 to 58.3% PD in 2017, and 64.2% PD in 2018 as measured by the school Gap score.

Comprehensive School Improvement Plan

Larry A. Ryle High School

Measurable Objective 1:

demonstrate a proficiency with the overall achievement gap at Larry A. Ryle High School increasing to 58.3% PD by 06/30/2017 as measured by achievement data..

Strategy1:

Best Practice - Best Practice

Category: Professional Learning & Support

Research Cited:

Activity - ILT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Learning Teams (ILT) will examine instructional strategies to improve student understanding during their weekly meetings	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Learning Team Leader, teachers

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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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?

Larry A. Ryle High School is a public, four-year high school located in Union, Kentucky and named after Larry A. Ryle, a beloved teacher, principal, and superintendent. Ryle High School is the largest of four high schools in the Boone County School district, which is the third largest and fastest growing school district in Kentucky.

Located in Northern Kentucky, Boone County is one of eight counties that comprise the Greater Cincinnati MSA. Boone County's location in the Cincinnati Metropolitan Area and its system of highways have made Boone County a popular place for commuters to live. The county provides a diverse mix of urbanization surrounding its three cities of Florence, Union, and Walton. Boone County is the fourth largest county in Kentucky in terms of population and is the second fastest growing county in Kentucky.

Since its founding in 1992, Larry A. Ryle High School has developed a tradition and reputation for academic excellence. Year in and year out, the students of Ryle High School score in the top ten in Kentucky on the ACT test and this past year again earned a Distinguished rating, the highest in the state's Unbridled Learning assessment program. Ryle was also named of US News' Best High Schools in 2013. Over the past 11 years, Larry A. Ryle High School has been selected six times as one of America's Best High Schools by Newsweek magazine, most recently in 2010. One unique characteristic of our school is the continuing tradition that student graduating classes always tend to outperform the classes that have come before them. This notion of continuous improvement, of always "raising the bar," is something in which our students, faculty, and community take great pride. Challenges facing Ryle High School are the economic diversity in the community and the achievement gap that is present between all students and identified subgroups of students with disabilities (11% of overall population) and students enrolled in the federal free/reduced lunch programs (25% of overall population). The economic diversity may be described as the significant income gap between families in lower income groups and those in upper income groups.

Another significant challenge facing Larry A. Ryle High School is that of school funding. The residents of Boone County take great pride in their schools and community; however, many feel that formula for state funding of education places Boone County at a serious disadvantage. For example, Boone County Schools receives \$7,659 per pupil compared with the state average of \$8,833 per pupil. This difference in per pupil spending ranks the Boone County Schools 162nd out of 174 Kentucky school districts.

Larry A. Ryle High School has a current population of 1,822 students, which is 85.8% White not of Hispanic Origin. The 103 certified personnel working at Ryle have an average of 12.7 years of experience, overall 81% of the faculty have earned a Master's degree or higher. Several members of the faculty have recently earned great distinction: in 2008 a Ryle teacher was named a Siemens Award Winner for Teaching Advance Placement and in 2010 a Ryle teacher was named the Kentucky Teacher of the Year. Additionally, 41 classified personnel serve Ryle High School in the areas of custodial, cafeteria, paraeducators, and office staff.

Boone County, Kentucky has a population of 118,579 people, 90.5% of the population has earned a high school diploma and 29.6% has earned a Bachelor's degree or higher. The median household income for the 41,683 households in Boone County is \$68,369. Unfortunately, specific data is not readily available for the portion of Boone County that comprises the attendance district of Ryle High School.

Comprehensive School Improvement Plan

Larry A. Ryle High School

The Boone County Schools is the highest performing large diverse district in the state of Kentucky. A staff of over 2,600 serves approximately 20,000 students in one of the fastest growing areas of the state. The district includes four high schools, five middle schools, and fourteen elementary schools; as well as an area technology center, adult learning center, and alternative center for education. All 23 schools were fully accredited in the spring of 2012 by Advanced Ed.

The Boone County Board of Education sets high standards of performance with a 13 year measurable goal of Career and College and Life Readiness for each graduate of Boone County Schools. This goal permeates each campus and exemplifies the work of the dedicated students, staff, and teachers of the district. Home to 82 National Board Certified Teachers and to the 2009 and 2011 Ashland Teacher of the Year, the Boone County Schools strives to ensure that each child has the support necessary to be successful.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission statement of Larry A. Ryle High School states: Ryle High School is dedicated to the development of the entire Ryle community. It is our goal to provide the skills for Ryle students to excel in and contribute to the leadership, technology, citizenship, and character of the whole Ryle community. Ryle is committed to focusing the energy, talent, experience, and knowledge of the entire Ryle school and surrounding community towards its greatest asset, our youth.

To achieve that mission, Larry A. Ryle High School has two overarching goals: To prepare all students to be college, career, or military ready upon their graduation and to have all students perform on grade level in terms of literacy and numeracy skills. Informally, it is our goal to prepare all students for success in "grade 13" or life after high school, whether it be college or other post-secondary education, the military, or the workforce. To be college and career ready, students take a rigorous base curriculum and are encouraged to accelerate their learning in honors level or Advanced Placement courses.

The faculty and administration of Larry A. Ryle High School has been committed to functioning as a Professional Learning Community for the past 10 years. Teachers are members of one or more Instructional Learning Teams, which are essentially teams of teachers that teach a common course. The goal of these teams is to work closely together to improve student learning by aligning course content, developing and implementing common assessments, and analyzing the results of the assessments to assist students as needed and to review and improve instructional technique.

Notable Achievements and Areas of Improvement

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

Larry A. Ryle High School has many notable achievements. The past five years Ryle has earned the classification of DISTINGUISHED on its school report card, which corresponds to a top 10% ranking in the state's Unbridled Learning assessment and accountability system. Furthermore, in 2015 and 2013, our school was ranked in the top 5% of schools and earned the classification of DISTINGUISHED: A SCHOOL OF DISTINCTION. In 2015-16 and 2012-13, Ryle was also named one of U.S. News' Best High Schools. Our students have consistently scored in the top 10 schools in Kentucky on ACT in the last five years. There have also been 28 students who have been selected to the prestigious Kentucky Governor's Scholars program as well as two students selected to the Kentucky Governor's School for the Arts program. In 2010, an English teacher at Ryle, Durell "Butch" Hamm was named the Kentucky Teacher of the Year. Another English teacher, Cher Caldwell, was named a finalist for the same award in 2010. In 2008, a Ryle mathematics teacher, Carol Kanabroski, was named one of two Siemens Award Winners in Kentucky for Advanced Placement Teaching.

We will continue to strive for excellence in all areas and to increase our number of students who are achieve College and Career Readiness. In the next three years, we plan to have completed a true re-alignment (both horizontally across classes and vertically across grade levels) of our school curriculum. Our Instructional Learning Teams are in the process of completing this work and efforts have begun to vertically align with our feeder schools in the school district.

Additional Information

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

Larry A. Ryle High School is most proud of the accomplishments of its students, staff, and faculty that are earned as we strive to provide educational opportunities in academics, leadership, technology, citizenship, and character. Over the past 25 years, Ryle has become a significant part of the community's identity. This school community has become very close-knit as parents, teachers, students, and staff value and take great pride in the accomplishments of everyone associated with the school. We believe that success is truly a joint venture between parents, students, and the school.

Another point of pride for Larry A. Ryle High School is the culture of success that is evident in nearly every area. Students challenge themselves by taking more rigorous classes and by striving to reach the high expectations set by the school, their parents, and their Ryle predecessors. Teachers challenge themselves by working to improve the performance of their students and of themselves. Through their Instructional Learning Teams, the faculty strives to set a high, consistent, and well-defined standard of curriculum, instruction, and assessment. Outside of the classroom, students and faculty alike work to achieve excellence in school activities. Whether it be athletics or co-curricular competitions, Ryle students do not want to be good, they want to be the best. This expectation and desire of high performance also fuels the strong school spirit within Ryle. Students proudly wear their orange and black and the student support at school events is very apparent.

A culture of service and giving has been developed at Ryle through the efforts of students, faculty, parents, and community members. Each year students are required to complete 5 hours of community service in an effort to teach the value of giving and sacrifice for others. In fact, the Ryle Class of 2016 performed a total of 14,000 hours of community service through school and community organized events. Nearly all Ryle athletic, co-curricular, and extra-curricular organizations have embedded community service activities into their programs. Fundraising for philanthropic causes by student groups and organizations during the 2015-2016 school year exceeded \$30,000.

The Ryle faculty and staff is also very proud of the strong relations and bonds that are evident within the staff. In the words of one teacher, "The faculty is like a family. They have helped take care of me when I needed help and I have helped others when they needed it." The faculty is organized into content area teams and each team has a designated work room for planning, working, and enjoying lunch. So by design, each team has great exposure and access to their colleagues before, during, and after the school day. Each content area team becomes very strong due to their great pride and work ethic but also to their shared work together on the important issues of curriculum, instruction, and student learning. When explaining why Larry A. Ryle High School is such a great school, many within the Ryle community point to the strong and dedicated faculty and staff as a critical ingredient.