



KDE Comprehensive School Improvement Plan

Dry Ridge Elementary
Grant County

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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.

Executive Summary

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.

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?

Our school is located in Dry Ridge, Kentucky; a small, rural community which sits on the Interstate 75 corridor. We are situated between Lexington, KY, and Cincinnati, OH, and this is where a large percentage of our residents commute for employment opportunities.

The current enrollment at DRE is 509 students in grades preK - 5. We have a significant percentage of students in special education, and we are above 60% in free/reduced lunch count.

One unique feature of our school is that we host our district's special education units - one for Autistic students and two for FMD students.

This provides a unique and highly important opportunity for all DRE students as they collaborate with and assist our most special students.

At Dry Ridge Elementary we are continually looking for opportunities to connect with our community and increase the involvement of our parents and our community members. We currently have a very active SBDM council who focuses monthly on Family and Community Engagement. In addition to our council, we have an active PTT (Parents and Teachers Together) organization who plan special events each month and a strong, and growing, Watch DOGS (Dads of Great Students) program.

Dry Ridge Elementary is a PBIS (Positive Behavioral Intervention and Supports) school and is very proud of the success and effectiveness this program has on our students and our school. Our theme is DREAMS - an acronym for Discipline, Respect, Encouragement, Achievement, Manners and Safety. Our students, and staff, understand and practice these important elements each day.

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.

At Dry Ridge Elementary, our mission is to develop potential through discipline, respect, encouragement, achievement, manners and safety - DREAMS. This is a school-wide theme that embodies the beliefs of all staff members for our students. It is through this mission statement that we are able to teach and support high academic and personal expectations for all students.

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.

In the past three years Dry Ridge Elementary School students have gained achievement on the KPREP assessment given each spring. We have shown progress in reading, math, social studies, writing and language mechanics. Our students who fall into our gap group (free/reduced lunch count and special education) have made progress in reading, math, and writing; though this continues to be an area of needed growth for our school.

The professional growth of our teachers continues to improve with the majority receiving Accomplished ratings according to our state's evaluation system. We will remain focused on student engagement and communicating with students to support student learning at the highest levels. Our classrooms will be structured to reflect workshop models to utilize engagement of students. Also, we will work to sustain the success we have experienced in writing by implementing and monitoring a writing plan that focuses on student writing that demonstrates learning across all content areas.

Our school will continue to use common assessments in reading and math. These assessments provide the rigor and focus on common core standards needed to propel our students to the highest levels of learning.

We will work as a team to address the specific needs of our students who fall into the following categories: novice, special education, free/reduced lunch, EL (when applicable). We will strive to provide all students with the high quality education this staff is able to provide and that our DRE students, and their families, deserve.

Additional Information

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

As the principal of Dry Ridge Elementary School I would share with this community that our school is making a difference in the lives of our students every day. The staff (teachers, resource personnel office staff, curriculum specialist, counselor, family resource center, custodians, kitchen staff, lunchroom monitors) is committed to helping each child achieve at the highest levels, learn to be good citizens at school and in the community, and have a safe, orderly, and inviting environment in which to learn. We are fortunate to have such a professional and caring group of people who are dedicated to the well-being of our students.

CSIP 2016 - 2017

Overview

Plan Name

CSIP 2016 - 2017

Plan Description

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	Dry Ridge Elementary will increase the averaged combined reading and math scores from 50.2 to 60.0 in the 2016 - 2017 school year.	Objectives: 1 Strategies: 6 Activities: 9	Academic	\$0
2	Dry Ridge Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42% to 52% in the 2016 - 2017 school year.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$5000
3	Dry Ridge Elementary will reduce the percent of Novice students in reading and math from 20.4% to 16.4% in the 2016 - 2017 school year.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	Dry Ridge Elementary will increase the Culture for Learning across our school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Dry Ridge Elementary will increase the averaged combined reading and math scores from 50.2 to 60.0 in the 2016 - 2017 school year.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2016 as measured by the results from the K - PREP assessment.

Strategy 1:

Unit Development - Teachers will develop, revise and refine common assessments and pacing guides in ELA and Math.

Category: Continuous Improvement

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC meetings will be organized to: a. Monitor student achievement. b. Analyze test data c. Review/revise assessments d. Revise instruction based on data results	Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Curriculum specialist, Teachers, Principal

Strategy 2:

Professional Learning - Our school will continue to provide on-going, job-embedded, research-based professional learning in the areas of literacy and math.

Category: Professional Learning & Support

Activity - PGES Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive support for improvement in the areas of Student Engagement and Communicating with Students. This will be done by: a. focus during monthly staff meetings on engagement and communicating with students b. regular, descriptive feedback following classroom observations c. discussion during content PLC meetings d. peer observations (organized by the curriculum specialist and/or principal)	Professional Learning	01/04/2016	05/31/2017	\$0	No Funding Required	Curriculum Specialist, Teachers, Principal

Strategy 3:

Professional Learning Communities - All teachers will participate in monthly, content-specific Professional Learning Communities.

Category: Professional Learning & Support

Activity - ELA PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discusses and shared c. Plan will be developed/implemented/revised that addresses areas of concern	Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Curriculum Specialist, Teachers, Principal
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Activity - Math PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discusses and shared c. Plan will be developed/implemented/revised that addresses areas of concern	Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Curriculum Specialist, Teachers, Principal

Strategy 4:

Designing and Implementing Instruction - All teachers will receive instruction and support in the identified areas of best instructional practices.

Category: Professional Learning & Support

Activity - Book Study/Staff Meeting Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Areas of focus for this strategy are the workshop model, student engagement, descriptive feedback, learning targets and growth mindset. Teachers will be supported in these areas through our book study, "Seven Strategies of Assessment for Learning" and the work of Carol Dweck.	Professional Learning	01/04/2016	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy 5:

Common Assessments - Teachers in grades K - 5 will give common assessments in reading and math. These assessments will be analyzed in order to improve academic achievement.

Category: Continuous Improvement

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit assessment results (reading and math) to be analyzed during grade level PLC meetings, or grade levels may analyze the results independently. Results will be analyzed to determine instructional needs and modify plans for individual students' learning.	Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist, Principal

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive instruction/support during monthly staff meetings focused on the book, "Seven Strategies of Assessment for Learning".	Professional Learning	09/03/2015	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy 6:

Standards-Based Reporting - Teachers will continue to refine their understanding and implementation of standards-based reporting for students and parents.

Category: Professional Learning & Support

Activity - Continuous Improvement in Standards-based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet together/and/or with the curriculum specialist to refine and understand the process for effective reporting of student mastery of common core standards.	Professional Learning	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist

Activity - Parent Support for SBG	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K - 5 will review the components of standards-based grading with parents during Open House.	Parent Involvement	08/08/2016	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist, Principal

Goal 2: Dry Ridge Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42% to 52% in the 2016 - 2017 school year.

Measurable Objective 1:

52% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2017 as measured by results of the 2017 KPREP assessment..

Strategy 1:

Response to Intervention - The RTI team (teachers, curriculum specialist, RTI teacher, counselor, principal, FRC director) will meet regularly to analyze student data, review progress monitoring, and make determinations about next steps.

Category: Continuous Improvement

Activity - Implementation of RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI team will: a.) analyze data to ensure the RTI process is effective, efficient and meets the needs of students b.) assist teams in utilizing instructional time to support students in RTI c.) monitor improvement in Tier 1 instruction using research-based strategies (Seven Strategies of Assessment for Learning).	Behavioral Support Program, Academic Support Program	09/07/2015	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist, Counselor, FRC director, RTI teacher, Principal

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Strategy 2:

Professional Learning for Closing the Gap - Certified support staff will receive training and meet regularly to develop plans for helping our at-risk students.

Category: Professional Learning & Support

Activity - Role of the Guidance Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DRE's guidance counselor will: a.) meet monthly with the counseling team (led by Director of Student Instructional Services) b.) identify at-risk students (using data from assessments, behavior, attendance, etc.) and develop a plan for assisting with gap closure for this group of student.	Behavioral Support Program, Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Counselor, Director of Student Instructional Services, Principal

Activity - Role of Special Education Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special education teachers will: a.) be trained on research-based literacy and math strategies b.) attend monthly district-wide PLC meetings to review data and plan for improvement in gap closure.	Behavioral Support Program, Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Teachers, Director of Student Instructional Services, Curriculum Specialist, Principal

Strategy 3:

Early Childhood - Teachers selected to serve on the Success in Early Childhood Education committee will help determine needs for ensuring student are reading on level by third grade.

Category: Continuous Improvement

Activity - SECE Committee will determine needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers in grades P - 2 will work together to support SECE (Success in Early Childhood Education) by determining needs that will ensure all students read on level by the third grade. These teachers will attend regular meetings to share information and create a plan.	Parent Involvement, Professional Learning, Academic Support Program	09/07/2015	05/31/2017	\$0	No Funding Required	Teachers, Director of Elementary Support Services

Strategy 4:

Summer Learning - A summer learning opportunity will be developed for students in grades K - 2 who are below level in literacy and/or math.

Category: Continuous Improvement

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Activity - Extended Instructional Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A plan for summer learning will be developed for students in grades K - 2 who are below level in literacy and/or math. These students will be identified as needing additional intervention and support to assist them in these areas.	Academic Support Program	01/04/2016	05/31/2017	\$5000	Title I School Improvement (ISI)	Teachers, Assistant Superintendent, Curriculum Specialist, Principal

Strategy 5:

English Language Learners - Classroom teachers will collaborate with our EL teacher to support the academic achievement and success of our EL students.

Category: Continuous Improvement

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers will collaborate with our EL teacher to support our EL students in all areas - academically and socially. The EL teacher will share strategies with teachers that will be utilized during instruction to support student learning.	Academic Support Program	09/07/2015	05/31/2017	\$0	No Funding Required	Teachers, Principal

Goal 3: Dry Ridge Elementary will reduce the percent of Novice students in reading and math from 20.4% to 16.4% in the 2016 - 2017 school year.

Measurable Objective 1:

A 20% decrease of All Students will demonstrate a proficiency and in math in English Language Arts by 05/31/2017 as measured by results of the 2016 - 2017 KPREP assessment..

Strategy 1:

Novice Reduction - Students identified as novice will be monitored regularly.

Category: Continuous Improvement

Activity - Identification of Novice students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be identified (KPREP, DRA, teacher input) and added to a "watch list" of student names. Regular monitoring of these students through common assessments, formative assessments, and teacher input will determine if students are making progress. If not, specific interventions will be identified to support student learning.	Behavioral Support Program	11/02/2015	05/31/2017	\$0	No Funding Required	Principal, Counselor, Curriculum Specialist, Teachers

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A writing plan will be developed for our 4th and 5th grade teachers to: a.) improve student writing to demonstrate learning in all content areas b.) improve student writing on extended response questions.	Academic Support Program	01/04/2016	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy 2:

Designing and Implementing Instruction - Teachers will receive professional development through our school's focus on the book, "Seven Strategies of Assessment for Learning".

Category: Professional Learning & Support

Activity - Instructional Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The expectations for instruction in the classroom are: utilization of the workshop model, student engagement, descriptive feedback, learning targets, regular use of formative assessments, and growth mindset. All of these strategies will impact the reduction of Novice students. Teachers will be supported in these areas through our book study, "Seven Strategies of Assessment for Learning".	Professional Learning, Academic Support Program	09/03/2015	05/31/2017	\$0	No Funding Required	Teachers, Curriculum Specialist, Principal

Goal 4: Dry Ridge Elementary will increase the Culture for Learning across our school.**Measurable Objective 1:**

collaborate to assist new teachers in our school. by 05/31/2016 as measured by attendance and participation at monthly New Teacher meetings..

Strategy 1:

New Teachers Institute - Monthly New Teachers' meetings will assist new staff will all aspects of being a new teacher.

Category: Continuous Improvement

Activity - Calendar of topics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month there will be specific topics selected to discuss from our Curriculum for New Teachers as well as guest speakers (other DRE personnel).	Professional Learning	08/25/2015	05/27/2016	\$0	No Funding Required	Principal, Curriculum Specialist, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Analysis	Teachers will submit assessment results (reading and math) to be analyzed during grade level PLC meetings, or grade levels may analyze the results independently. Results will be analyzed to determine instructional needs and modify plans for individual students' learning.	Academic Support Program	01/04/2016	05/31/2017	\$0	Teachers, Curriculum Specialist, Principal
Implementation of RTI	The RTI team will: a.) analyze data to ensure the RTI process is effective, efficient and meets the needs of students b.) assist teams in utilizing instructional time to support students in RTI c.) monitor improvement in Tier 1 instruction using research-based strategies (Seven Strategies of Assessment for Learning).	Behavioral Support Program, Academic Support Program	09/07/2015	05/31/2017	\$0	Teachers, Curriculum Specialist, Counselor, FRC director, RTI teacher, Principal
Continuous Improvement in Standards-based Grading	Grade level teams will meet together/and/or with the curriculum specialist to refine and understand the process for effective reporting of student mastery of common core standards.	Professional Learning	08/17/2015	05/31/2017	\$0	Teachers, Curriculum Specialist
Book Study/Staff Meeting Focus	Areas of focus for this strategy are the workshop model, student engagement, descriptive feedback, learning targets and growth mindset. Teachers will be supported in these areas through our book study, "Seven Strategies of Assessment for Learning" and the work of Carol Dweck.	Professional Learning	01/04/2016	05/31/2017	\$0	Teachers, Curriculum Specialist, Principal
SECE Committee will determine needs	A committee of teachers in grades P - 2 will work together to support SECE (Success in Early Childhood Education) by determining needs that will ensure all students read on level by the third grade. These teachers will attend regular meetings to share information and create a plan.	Parent Involvement, Professional Learning, Academic Support Program	09/07/2015	05/31/2017	\$0	Teachers, Director of Elementary Support Services
PGES Focus	All teachers will receive support for improvement in the areas of Student Engagement and Communicating with Students. This will be done by: a. focus during monthly staff meetings on engagement and communicating with students b. regular, descriptive feedback following classroom observations c. discussion during content PLC meetings d. peer observations (organized by the curriculum specialist and/or principal)	Professional Learning	01/04/2016	05/31/2017	\$0	Curriculum Specialist, Teachers, Principal

KDE Comprehensive School Improvement Plan

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Calendar of topics	Each month there will be specific topics selected to discuss from our Curriculum for New Teachers as well as guest speakers (other DRE personnel).	Professional Learning	08/25/2015	05/27/2016	\$0	Principal, Curriculum Specialist, Teachers
PLC meetings	Weekly PLC meetings will be organized to: a. Monitor student achievement. b. Analyze test data c. Review/revise assessments d. Revise instruction based on data results	Academic Support Program	01/04/2016	05/31/2017	\$0	Curriculum specialist, Teachers, Principal
Role of the Guidance Counselor	DRE's guidance counselor will: a.) meet monthly with the counseling team (led by Director of Student Instructional Services) b.) identify at-risk students (using data from assessments, behavior, attendance, etc.) and develop a plan for assisting with gap closure for this group of student.	Behavioral Support Program, Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$0	Counselor, Director of Student Instructional Services, Principal
Writing Plan	A writing plan will be developed for our 4th and 5th grade teachers to: a.) improve student writing to demonstrate learning in all content areas b.) improve student writing on extended response questions.	Academic Support Program	01/04/2016	05/31/2017	\$0	Teachers, Curriculum Specialist, Principal
Identification of Novice students	Novice students will be identified (KPREP, DRA, teacher input) and added to a "watch list" of student names. Regular monitoring of these students through common assessments, formative assessments, and teacher input will determine if students are making progress. If not, specific interventions will be identified to support student learning.	Behavioral Support Program	11/02/2015	05/31/2017	\$0	Principal, Counselor, Curriculum Specialist, Teachers
Teacher Collaboration	Classroom Teachers will collaborate with our EL teacher to support our EL students in all areas - academically and socially. The EL teacher will share strategies with teachers that will be utilized during instruction to support student learning.	Academic Support Program	09/07/2015	05/31/2017	\$0	Teachers, Principal
Book Study	Teachers receive instruction/support during monthly staff meetings focused on the book, "Seven Strategies of Assessment for Learning".	Professional Learning	09/03/2015	05/31/2017	\$0	Teachers, Curriculum Specialist, Principal
ELA PLC meetings	Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discusses and shared c. Plan will be developed/implemented/revise that addresses areas of concern	Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$0	Curriculum Specialist, Teachers, Principal
Parent Support for SBG	Teachers in grades K - 5 will review the components of standards-based grading with parents during Open House.	Parent Involvement	08/08/2016	05/31/2017	\$0	Teachers, Curriculum Specialist, Principal

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Role of Special Education Teachers	All special education teachers will: a.) be trained on research-based literacy and math strategies b.) attend monthly district-wide PLC meetings to review data and plan for improvement in gap closure.	Behavioral Support Program, Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$0	Teachers, Director of Student Instructional Services, Curriculum Specialist, Principal
Instructional Expectations	The expectations for instruction in the classroom are: utilization of the workshop model, student engagement, descriptive feedback, learning targets, regular use of formative assessments, and growth mindset. All of these strategies will impact the reduction of Novice students. Teachers will be supported in these areas through our book study, "Seven Strategies of Assessment for Learning".	Professional Learning, Academic Support Program	09/03/2015	05/31/2017	\$0	Teachers, Curriculum Specialist, Principal
Math PLC meetings	Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discusses and shared c. Plan will be developed/implemented/ revised that addresses areas of concern	Professional Learning, Academic Support Program	01/04/2016	05/31/2017	\$0	Curriculum Specialist, Teachers, Principal
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Instructional Time	A plan for summer learning will be developed for students in grades K - 2 who are below level in literacy and/or math. These students will be identified as needing additional intervention and support to assist them in these areas.	Academic Support Program	01/04/2016	05/31/2017	\$5000	Teachers, Assistant Superintendent, Curriculum Specialist, Principal
Total					\$5000	

KDE Needs Assessment

Introduction

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

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/information tells us that we need to focus interventions on our gap students (special education) and reduce our number of novice students in reading and math.

The data/information tells us specific students as well as specific grade levels and content areas that need to be supported.

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?

One area of strength for DRE was writing. Our writing teachers have attended professional development and are leading a writing PLC for our school to continue to make improvements in this area. A writing plan was developed and will be implemented the second semester. This plan will provide support for novice writers and hopefully sustain our proficient/distinguished writers.

Another area of strength was in gap points. Students made gains in the areas of reading, math, social studies and writing. We will continue to monitor our gap students closely through formative assessments and regular data analysis.

Opportunities for Improvement

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

Reading is an area we need to improve. We are working closely with teachers to develop and sustain the workshop model for all reading classes. In addition, our reading PLC brought back AR for our school and students. We will analyze formative assessments regularly to monitor student progress. Finally, a plan has been developed to provide specific interventions to identified students in grades 3 - 5 during a protected block of time each day.

Conclusion

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

Our writing plan will assist our students with writing to demonstrate learning (ERQs) across all content areas. The focus will be students in 4th and 5th grades. Also, we will develop our teachers and their use of the workshop model in both reading and math classrooms. Providing descriptive feedback to students will continue to be a focus in monthly staff meetings and weekly PLCs, with teachers providing evidence of the feedback they are providing to students. Finally, we will provide intense support for identified students (grades 3 - 5) in the areas of reading and math.

KDE Compliance and Accountability - Schools

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.

Planning and Accountability Requirements

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

Goal 1:

Dry Ridge Elementary will increase the averaged combined reading and math scores from 50.2 to 60.0 in the 2016 - 2017 school year.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2016 as measured by the results from the K - PREP assessment..

Strategy1:

Professional Learning Communities - All teachers will participate in monthly, content-specific Professional Learning Communities.

Category: Professional Learning & Support

Research Cited:

Activity - ELA PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discusses and shared c. Plan will be developed/implemented/revised that addresses areas of concern	Professional Learning Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum Specialist, Teachers, Principal

Activity - Math PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discusses and shared c. Plan will be developed/implemented/revised that addresses areas of concern	Academic Support Program Professional Learning	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum Specialist, Teachers, Principal

Goal 2:

Dry Ridge Elementary will reduce the percent of Novice students in reading and math from 20.4% to 16.4% in the 2016 - 2017 school year.

Measurable Objective 1:

A 20% decrease of All Students will demonstrate a proficiency and in math in English Language Arts by 05/31/2017 as measured by results of the 2016 - 2017 KPREP assessment..

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Dry Ridge Elementary

Strategy1:

Novice Reduction - Students identified as novice will be monitored regularly.

Category: Continuous Improvement

Research Cited:

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A writing plan will be developed for our 4th and 5th grade teachers to: a.) improve student writing to demonstrate learning in all content areas b.) improve student writing on extended response questions.	Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

Activity - Identification of Novice students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be identified (KPREP, DRA, teacher input) and added to a "watch list" of student names. Regular monitoring of these students through common assessments, formative assessments, and teacher input will determine if students are making progress. If not, specific interventions will be identified to support student learning.	Behavioral Support Program	11/02/2015	05/31/2017	\$0 - No Funding Required	Principal, Counselor, Curriculum Specialist, Teachers

Narrative:

One area that we are addressing from the 2015 TELL survey is under Teacher Leadership - The faculty has an effective process for making group decisions to solve problems. We are making improvements in this area by discussing problems (according to data/information from assessment results) with content groups and allowing them opportunities to discuss, create and implement their problem-solving strategies.

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

Goal 1:

Dry Ridge Elementary will increase the averaged combined reading and math scores from 50.2 to 60.0 in the 2016 - 2017 school year.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2016 as measured by the results from the K - PREP assessment..

Strategy1:

Unit Development - Teachers will develop, revise and refine common assessments and pacing guides in ELA and Math.

Category: Continuous Improvement

Research Cited:

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Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will be organized to: a. Monitor student achievement. b. Analyze test data c. Review/revise assessments d. Revise instruction based on data results	Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum specialist, Teachers, Principal

Strategy2:

Standards-Based Reporting - Teachers will continue to refine their understanding and implementation of standards-based reporting for students and parents.

Category: Professional Learning & Support

Research Cited:

Activity - Continuous Improvement in Standards-based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet together/and/or with the curriculum specialist to refine and understand the process for effective reporting of student mastery of common core standards.	Professional Learning	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist

Activity - Parent Support for SBG	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K - 5 will review the components of standards-based grading with parents during Open House.	Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy3:

Designing and Implementing Instruction - All teachers will receive instruction and support in the identified areas of best instructional practices.

Category: Professional Learning & Support

Research Cited:

Activity - Book Study/Staff Meeting Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Areas of focus for this strategy are the workshop model, student engagement, descriptive feedback, learning targets and growth mindset. Teachers will be supported in these areas through our book study, "Seven Strategies of Assessment for Learning" and the work of Carol Dweck.	Professional Learning	01/04/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy4:

Professional Learning Communities - All teachers will participate in monthly, content-specific Professional Learning Communities.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Dry Ridge Elementary

Activity - ELA PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discusses and shared c. Plan will be developed/implemented/ revised that addresses areas of concern	Professional Learning Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum Specialist, Teachers, Principal

Activity - Math PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discusses and shared c. Plan will be developed/implemented/ revised that addresses areas of concern	Academic Support Program Professional Learning	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum Specialist, Teachers, Principal

Strategy5:

Professional Learning - Our school will continue to provide on-going, job-embedded, research-based professional learning in the areas of literacy and math.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive support for improvement in the areas of Student Engagement and Communicating with Students. This will be done by: a. focus during monthly staff meetings on engagement and communicating with students b. regular, descriptive feedback following classroom observations c. discussion during content PLC meetings d. peer observations (organized by the curriculum specialist and/or principal)	Professional Learning	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum Specialist, Teachers, Principal

Strategy6:

Common Assessments - Teachers in grades K - 5 will give common assessments in reading and math. These assessments will be analyzed in order to improve academic achievement.

Category: Continuous Improvement

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive instruction/support during monthly staff meetings focused on the book, "Seven Strategies of Assessment for Learning".	Professional Learning	09/03/2015	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

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Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit assessment results (reading and math) to be analyzed during grade level PLC meetings, or grade levels may analyze the results independently. Results will be analyzed to determine instructional needs and modify plans for individual students' learning.	Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

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.

Goal 1:

Dry Ridge Elementary will increase the averaged combined reading and math scores from 50.2 to 60.0 in the 2016 - 2017 school year.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2016 as measured by the results from the K - PREP assessment..

Strategy1:

Designing and Implementing Instruction - All teachers will receive instruction and support in the identified areas of best instructional practices.

Category: Professional Learning & Support

Research Cited:

Activity - Book Study/Staff Meeting Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Areas of focus for this strategy are the workshop model, student engagement, descriptive feedback, learning targets and growth mindset. Teachers will be supported in these areas through our book study, "Seven Strategies of Assessment for Learning" and the work of Carol Dweck.	Professional Learning	01/04/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy2:

KDE Comprehensive School Improvement Plan

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Common Assessments - Teachers in grades K - 5 will give common assessments in reading and math. These assessments will be analyzed in order to improve academic achievement.

Category: Continuous Improvement

Research Cited:

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit assessment results (reading and math) to be analyzed during grade level PLC meetings, or grade levels may analyze the results independently. Results will be analyzed to determine instructional needs and modify plans for individual students' learning.	Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers receive instruction/support during monthly staff meetings focused on the book, "Seven Strategies of Assessment for Learning".	Professional Learning	09/03/2015	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Principal

Strategy3:

Professional Learning Communities - All teachers will participate in monthly, content-specific Professional Learning Communities.

Category: Professional Learning & Support

Research Cited:

Activity - ELA PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discussed and shared c. Plan will be developed/implemented/revised that addresses areas of concern	Academic Support Program Professional Learning	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum Specialist, Teachers, Principal

Activity - Math PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K - 5 will participate in monthly ELA PLCs. During this time: a. Teachers who have attended trainings/workshops will present information b. Instructional strategies will be discussed and shared c. Plan will be developed/implemented/revised that addresses areas of concern	Professional Learning Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum Specialist, Teachers, Principal

Strategy4:

Unit Development - Teachers will develop, revise and refine common assessments and pacing guides in ELA and Math.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Dry Ridge Elementary

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC meetings will be organized to: a. Monitor student achievement. b. Analyze test data c. Review/revise assessments d. Revise instruction based on data results	Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Curriculum specialist, Teachers, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Dry Ridge Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42% to 52% in the 2016 - 2017 school year.

Measurable Objective 1:

52% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Math and in English Language Arts by 05/31/2017 as measured by results of the 2017 KPREP assessment..

Strategy1:

Summer Learning - A summer learning opportunity will be developed for students in grades K - 2 who are below level in literacy and/or math.

Category: Continuous Improvement

Research Cited:

Activity - Extended Instructional Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A plan for summer learning will be developed for students in grades K - 2 who are below level in literacy and/or math. These students will be identified as needing additional intervention and support to assist them in these areas.	Academic Support Program	01/04/2016	05/31/2017	\$5000 - Title I School Improvement (ISI)	Teachers, Assistant Superintendent, Curriculum Specialist, Principal

Strategy2:

English Language Learners - Classroom teachers will collaborate with our EL teacher to support the academic achievement and success of our EL students.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom Teachers will collaborate with our EL teacher to support our EL students in all areas - academically and socially. The EL teacher will share strategies with teachers that will be utilized during instruction to support student learning.	Academic Support Program	09/07/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principal

Strategy3:

Early Childhood - Teachers selected to serve on the Success in Early Childhood Education committee will help determine needs for ensuring student are reading on level by third grade.

Category: Continuous Improvement

Research Cited:

Activity - SECE Committee will determine needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers in grades P - 2 will work together to support SECE (Success in Early Childhood Education) by determining needs that will ensure all students read on level by the third grade. These teachers will attend regular meetings to share information and create a plan.	Professional Learning Academic Support Program Parent Involvement	09/07/2015	05/31/2017	\$0 - No Funding Required	Teachers, Director of Elementary Support Services

Strategy4:

Professional Learning for Closing the Gap - Certified support staff will receive training and meet regularly to develop plans for helping our at-risk students.

Category: Professional Learning & Support

Research Cited:

Activity - Role of Special Education Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will: a.) be trained on research-based literacy and math strategies b.) attend monthly district-wide PLC meetings to review data and plan for improvement in gap closure.	Professional Learning Behavioral Support Program Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Teachers, Director of Student Instructional Services, Curriculum Specialist, Principal

Activity - Role of the Guidance Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DRE's guidance counselor will: a.) meet monthly with the counseling team (led by Director of Student Instructional Services) b.) identify at-risk students (using data from assessments, behavior, attendance, etc.) and develop a plan for assisting with gap closure for this group of student.	Professional Learning Behavioral Support Program Academic Support Program	01/04/2016	05/31/2017	\$0 - No Funding Required	Counselor, Director of Student Instructional Services, Principal

Strategy5:

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Response to Intervention - The RTI team (teachers, curriculum specialist, RTI teacher, counselor, principal, FRC director) will meet regularly to analyze student data, review progress monitoring, and make determinations about next steps.

Category: Continuous Improvement

Research Cited:

Activity - Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI team will: a.) analyze data to ensure the RTI process is effective, efficient and meets the needs of students b.) assist teams in utilizing instructional time to support students in RTI c.) monitor improvement in Tier 1 instruction using research-based strategies (Seven Strategies of Assessment for Learning).	Behavioral Support Program Academic Support Program	09/07/2015	05/31/2017	\$0 - No Funding Required	Teachers, Curriculum Specialist, Counselor, FRC director, RTI teacher, Principal

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

KDE Assurances - School

Introduction

KDE Assurances - School

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.	Yes		

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.	Yes		

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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.	Yes		

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		

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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.	Yes		

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.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components 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 serve identified Title I students.	Yes		

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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		

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.	Yes		

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.	Yes		

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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		

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		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

The Missing Piece

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.

Stakeholders

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

Bobbie Jo Pelfrey - Principal

Angela Little - Curriculum Specialist

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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.71

	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	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 staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	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

Decision Making

Overall Rating: 2.29

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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.	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.	Proficient

	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.	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.	Proficient

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 3.0

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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 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).	Proficient

	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 staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 an educational advocate or how to access an educational advocate when needed.	Proficient

	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: 1.67

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	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.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

	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.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.17

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	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.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

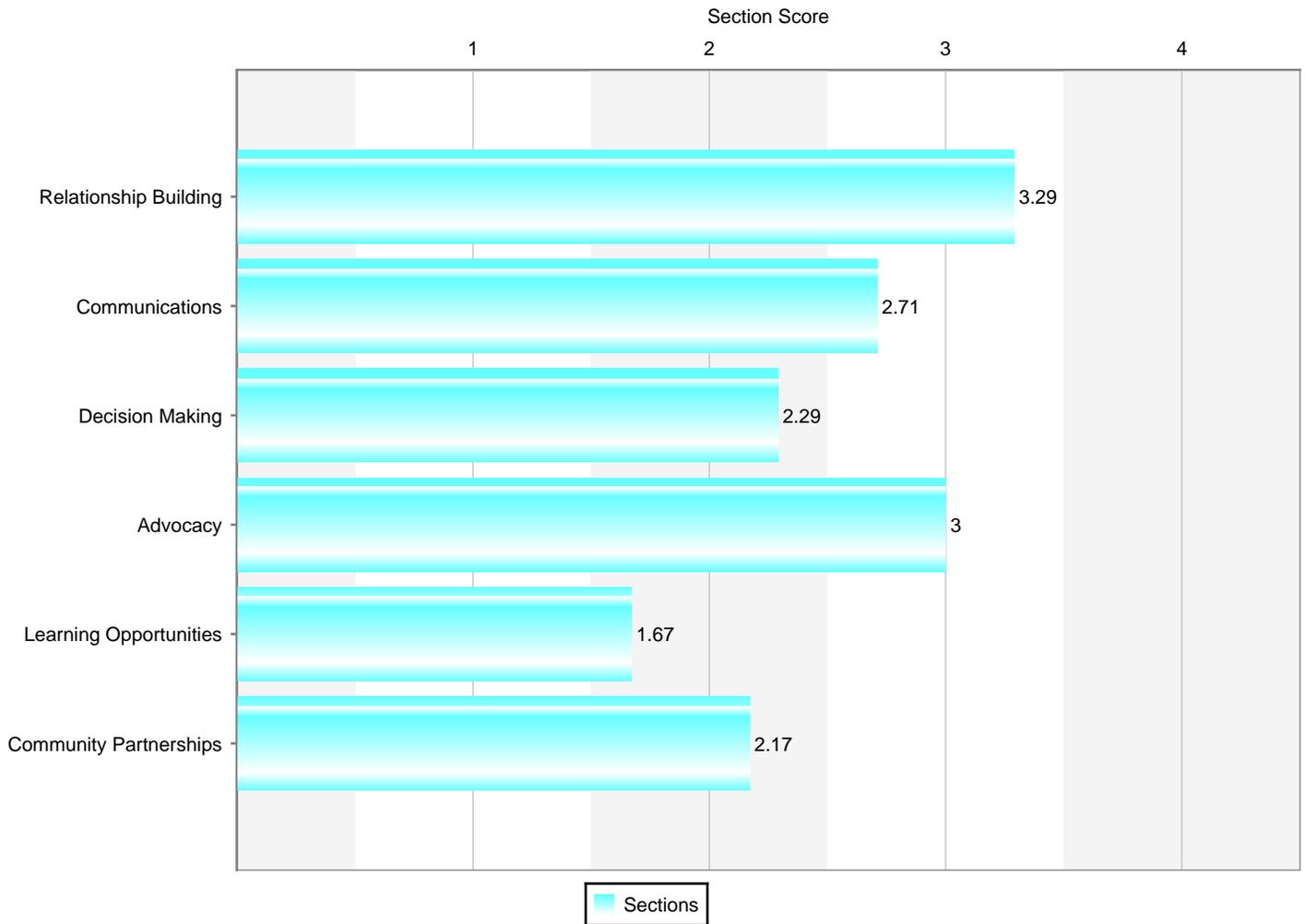
Reflection

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

This year our SBDM has been focused on improving parent relationships with our school, and an early survey was well received and provided useful information to our council, administrators, and teachers. One area for improvement that has been discussed is sharing academic results with stakeholders (parents) as well as the plan for making improvements in supporting student achievement.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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.

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.

An analysis of the 2015 KPREP results by all certified staff, as well as administrative staff, was conducted in the fall of 2015. Staff members analyzed assessment results, identified areas of strengths as well as areas for improvement, and gave input on the next steps needed to improve student learning. These steps are reviewed and discussed regularly during weekly PLC meetings, monthly staff meetings, and monthly content PLC meetings. Adjustments are made as needed or when data indicates a change.

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

Stakeholders were myself (principal), curriculum specialist, district office representatives, and certified teaching staff in the areas of reading, math and writing.

The responsibilities included identifying specific gap areas, areas for growth, novice numbers, and strengths (and how they would be maintained). Another responsibility was the development of accurate data collection (formative and summative) that would support conversations about student progress and lead change for improvements in student learning.

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 improvement plan will be the focus of the January SBDM meeting, and following approval copies will be provided to all staff members for their review.

The plan will be monitored and information about its progress will be shared at SBDM meetings, content PLC meetings, and as needed during monthly staff meetings.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	There is a current policy in place. Review of the policy is currently pending following meeting at the district level to review school plans.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Jan. 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Currently under review.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Dry Ridge Elementary

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	No	The safe zone areas have been reviewed by the Fire Marshal and are available to teachers in their safety plan. These are reviewed at the beginning of the school year and practiced regularly as required by board policy.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire - 08/18/15 Lockdown - 09/03/15 Severe Weather - 08/19/15 Earthquake - 09/01/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Due to low assessment results in the area of writing, a barrier that was identified was the absence of designated writing teachers in grades 4 and 5.

What sources of data were used to determine the barriers?

KPREP assessment scores, common assessment scores, and teacher input

What are the root causes of those identified barriers?

Students were not receiving continual, growing instruction in writing to support their needs.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

The majority of DRE teachers receive ratings in the Accomplished range. There are pockets of Exemplary ratings along with ratings in Developing.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

All students are assigned/grouped heterogeneously with no specific focus on low income or ethnicity.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

All students are assigned/grouped heterogeneously with no specific focus on low income or ethnicity.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Student data is analyzed, discussed, and evaluated regularly during grade level meetings. The results assist the administrative team with identifying areas of strength as well as areas for growth. Professional development is then planned to support teachers.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Potential candidates are screened through a rigorous interview process that consists of specific questions designed to highlight the candidates strengths in these areas.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

New Teachers' monthly meetings.

New Teachers' meetings at the district level.

Teacher leader opportunities.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

KTIP resource teachers

grade level colleagues/mentors

Peer observation opportunities

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

1. Areas for growth are identified
2. Professional development is planned with the teacher and curriculum specialist
3. Peer observations are scheduled.
4. Mentors are identified and assigned.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL survey results are shared with all staff members. Those areas on the survey that need improvement are discussed, reviewed, and a plan is made to include teacher input to support needed improvement.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

DRE will increase the culture for learning across our school. We will provide new teachers with support through monthly meetings, resource teachers, grade level mentors and peer observation opportunities. Each month there will be specific topics selected to discuss from our Curriculum for New Teachers as well as guest speakers (other DRE personnel).