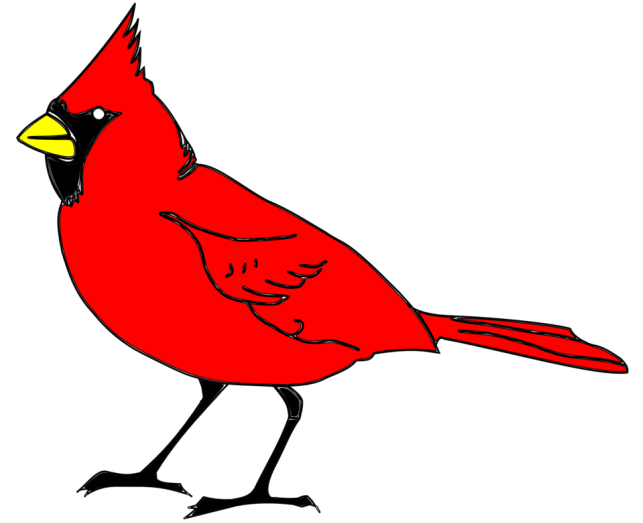


Action Plan

2019-2020



Dry Ridge Elementary

Action Plan

This action plan serves as an annual planning tool designed to move the organization toward achievement of our long-term goals.

| | 2023 ACTION PLANNING BIG IDEAS |
|-------------|---|
| BIG IDEA #1 | Meet the learning needs of students (Literacy and Math, Instructional Protocol, STAR Time, Spec Ed) |
| BIG IDEA #2 | Data Teams |
| BIG IDEA #3 | Attendance |

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| Green | Yellow | Red | Strikethrough |
| COMPLETED | IN PROGRESS | HAD TO BE MOVED OR HAVE NOT DONE IT YET | ABANDONED |

State-Required Accountability Targets

The Kentucky Department of Education requires schools and districts to set long-term and annual targets around the state assessment and accountability system areas.

*** TO BE COMPLETED FALL OF 2019 BASED ON STATE RELEASE OF DATA ***

| STATE ACCOUNTABILITY AREA | 2023 STATE GOALS | 2018-2019 ANNUAL STATE OBJECTIVES |
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| <p>PROFICIENCY <i>(reading, math)</i></p> <p>2018-2019 Reading</p> <p>2018-2019 Mathematics</p> | <ul style="list-style-type: none"> By the end of the 22-23 school year, 80% of students will demonstrate proficiency in reading as measured by state assessment. By the end of the 22-23 school year, 75% of students will demonstrate proficiency in math as measured by state assessment. | <ul style="list-style-type: none"> By the end of the 19-20 school year, 53% of students will demonstrate proficiency in reading as measured by state assessment. By the end of the 19-20 school year, 51% of students will demonstrate proficiency in math as measured by state assessment. |
| <p>SEPARATE ACADEMIC INDICATOR <i>(science, social studies, writing)</i></p> | <ul style="list-style-type: none"> By the end of the 22-23 school year, 50% of students will demonstrate proficiency in science as measured by state assessment. By the end of the 22-23 school year, 60% of students will demonstrate proficiency in social studies as measured by state assessment. By the end of the 22-23 school year, 50% of students will demonstrate proficiency in writing as measured by state assessment. | <ul style="list-style-type: none"> By the end of the 19-20 school year, 30% of students will demonstrate proficiency in science as measured by state assessment. By the end of the 19-20 school year, 40% of students will demonstrate proficiency in social studies as measured by state assessment. By the end of the 19-20 school year, 30% of students will demonstrate proficiency in writing as measured by state assessment. |
| <p>GAP</p> | <ul style="list-style-type: none"> By the end of the 22-23 school year, 30% of students with disabilities will demonstrate proficiency in reading as measured by state assessment. By the end of the 22-23 school year, 30% of | <ul style="list-style-type: none"> By the end of the 19-20 school year, 20% of students with disabilities will demonstrate proficiency in reading as measured by state assessment. By the end of the 19-20 school year, 20% of |

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| | students with disabilities will demonstrate proficiency in math as measured by state assessment. | students with disabilities will demonstrate proficiency in math as measured by state assessment. |
| <i>GROWTH (ES/MS only)</i> | <ul style="list-style-type: none"> By the end of the 22-23 school year, the growth index at DRE will increase to 55% as measured by state assessment. | <ul style="list-style-type: none"> By the end of the 19-20 school year, the growth index at DRE will increase to 55% as measured by state assessment. |

Big Idea #1: Action Plan

#1 Meet the learning needs of students.

Annual Goal(s):

By the end of the 2019 - 2020 school year, 65% of students in grades K - 5 will perform at or above grade level on the reading MAP spring assessment.

By the end of the 2019 - 2020 school year, 65% of students in grades K - 5 will perform at or above grade level on the math MAP spring assessment.

APPROACH

Literacy and Math

CORRESPONDING STATE GOAL AREA
Proficiency, Separate Academic Indicator, Growth

Key Core Work Process Strategies REFERENCE
KCWP #: Systems of Continuous Improvement
Design, Align, & Deliver Support Processes

Measures of Success: KPREP, Winter/Spring MAP assessments, common assessments

Funding: N/A

DEPLOYMENT ACTIVITIES

| <i>30 Day Activities (8/14/19 - 9/25/19)</i> | <i>Progress Notes</i> | <i>60 Day Activities (9/26/19 - 11/11/19)</i> | <i>Progress Notes</i> | <i>90 Day Activities (11/12/19 - 1/09/20)</i> | <i>Progress Notes</i> |
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| Use of grade level texts for instruction | Weekly planning with grade-level teams. | We are continuing to monitor text in PLCs and Data Team mtgs. | Based on data T are using grade level texts. All content areas. | Teachers will provide on-grade level texts with scaffolds during guided and independent reading. | Evidence of this is in analysis of lesson plans - PLC discussion - classroom observations |
| Increase of reading and writing in all content areas | Weekly planning with grade-level teams. Modeling and planning have occurred. | Mrs. Little meeting weekly with teams and individual teachers. Focus on 1st grade. | Evidence of increased reading/writing in science and SS per lesson plans, walkthroughs and observation. | Jan. 3 PD day- vertical content mtgs to review chapters from Focus book - specifically the writing connection in each content area. Share request for T to bring student writing samples to weekly PLCs | |
| Analyze summer learning students' MAP data to determine reduction of 'summer slide'. Where will this go? | Not done. | Not done. | May pick this analysis up when planning for Summer Learning begins. | | |

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| Primary focus on phonics. | Sept. 16 Met with primary teachers to review programs. No decision. | Our K/1 teachers will create and implement effective instruction in the 5 domains of reading. Continuum/checklist will be created. | 10/28/19 Phonics selected.(Phonics Dance) Assessments reviewed and discussed. Implementation determined. (Literacy First) | Teachers using checklist to track all K, 1, and 2 students. | Checked in with IAs testing - 2nd grade - T have checklist in place to track - Some 3rd grade students added for phonics instruction |
| | | 11/5/19 PD Day Read Ch 3 - How We Teach - Focus book. Pull out focus areas for tier 1 core instruction. | Collaborative activity where teachers worked together to select then present main ideas from their section. | Provide Focus book Section II chapters to content specific teachers. Follow up with vertical mtgs for next steps. | Focus of vertical meetings was math - small groups. Reading - how to make time for small groups during class time. |
| | | Intervention Teacher hired. | Schedule being created. Students being identified (projected apprentice from MAP) | Work with teacher on grade-level specific instruction and data collection. | Schedule revised - T is now pushing into reading in grades 3, 4 and 5 and pulling students into small groups during STAR time. |
| | | Timers provided to assist teachers with time constraints. | Time monitored during observations. Specific feedback given to teachers. | Continue to monitor use of time - provide feedback at walkthroughs and formal observations. | (This will now be monitored through instructional protocol.) |
| | | Nov. 6 - MAP ribbon ceremony with K - 5 students. Board created in main | | | |

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| | | hallway. | | | |
| <i>120 Day Activities (1/10/20 - 2/24/20)</i> | <i>Progress Notes</i> | <i>150 Day Activities (2/25/20 - 4/13/20)</i> | <i>Progress Notes</i> | <i>180 Day Activities (4/14/20 - 5/26/20)</i> | <i>Progress Notes</i> |
| Jan. 7 and 8 PLCs - grade level texts/resources Jan. 27/30 - R and M vertical mtgs - grade level texts | | 02/06 Staff mtg - articles to support use of grade-level texts - T share resources | | 05/07 Staff mtg - provide time for teachers to find/organize grade-level text for first units of 20-21 school year. | |
| Jan. 27/30 R and M - review writing samples | | 02/06 Staff mtg - analyze student writing samples | | Review and refine writing plan for all grade levels at DRE for 20-21 school year. | |
| Jan. 7- K, 1, 2 PLC - review T checklists for reading continuum and discuss phonics instruction for needs. (3rd gr. Jan. 9) | | Feb. 19 K, 1, 2 PLC - review T checklists for reading continuum and discuss phonics instruction for needs. (3rd gr. Feb. 20) | | Review and refine phonics instruction, checklists and reading continuum for 20-21 school year. | |
| Jan. 3 PD Day - vertical team mtgs (all contents) will review Focus book chapters for 'look-fors' and writing connection. | | Vertical team mtgs - Focus book - discuss needs of T | | Create doc with teachers - main points from Focus book- for use in the 20-21 school year. | |
| Ms. Stewart - Review 3, 4, 5 MAP results (A | | Feb. 19 Progress mtg with Ms. Stewart. | | Ms. Stewart - spring MAP analysis - Did she | |

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| students) - create new groups as needed - refine instruction | | Revise student groups analyze impact of instruction - plan for end of year | | grow A students? Plan for 20-21 Will we fill the same position? | |
| Jan. - MAP Ribbon Ceremony, grades K - 5, following winter assessments. Rewards for students on/above grade level and growth. Also recognize 2018 KPREP P and D students. | | Reveal 2019 KPREP P and D posters with event for parents and students. | | MAP Ribbon Ceremony, grades K - 5, following spring assessments. | |

Instructional Protocol

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| CORRESPONDING STATE GOAL AREA Proficiency, Separate Academic Indicator, Growth | Key Core Work Process Strategies REFERENCE KCWP # Design and Deliver Instruction |
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Funding: N/A

Measures of Success: KPREP, Winter/Spring MAP assessments, common assessments, formal evaluations

DEPLOYMENT ACTIVITIES

| <i>30 Day Activities</i> (8/14/19 - 9/25/19) | <i>Progress Notes</i> | <i>60 Day Activities</i> (9/26/19 - 11/11/19) | <i>Progress Notes</i> | <i>90 Day Activities</i> (11/12/19 - 1/09/20) | <i>Progress Notes</i> |
|---|--|--|---------------------------------------|--|-----------------------|
| Analyze walkthrough data to identify components that need | Results indicated teachers need help with learning | Weekly meeting with Angela to review data | Continuing to meet/review observation | Analyzed walkthrough data to select feedback for target/criteria and | |

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| assistance. | target/success criteria. | and discuss feedback. | schedule/review feedback. | activating schema to share with teachers at Dec Staff mtg. | |
| | | Oct. staff meeting - T modeled her method for target/success criteria. | Think about where to put this for continued T share out of IP | CS presented information and led discussion on guided practice and reflection at Dec Staff mtg. | (This combines with row above for 120, 150, 180 days.) |
| | | | | Survey given that will provide information to us about what IP areas T need/want help with. This will be individualized by need. | (This combines with row above for 120, 150, 180 days.) |
| Grades 3, 4, and 5 vertical mtgs - reading and math - share strategies for mini lesson. | Sept. 16 -math Sept. 19 - reading | We will schedule vertical mtgs for Oct. to focus on small group instruction. | Vertical mtgs did not happen but discussion of small group instruction did take place in PLCs. | Nov. 11 - Math Nov. 14 - Reading (focus - small group instruction.) | Reading scheduled for Dec. 5 - small group and STAR time - (Vertical mtgs and purposes added into Literacy columns above.) |
| <i>120 Day Activities (1/10/20 - 2/24/20)</i> | <i>Progress Notes</i> | <i>150 Day Activities (2/25/20 - 4/13/20)</i> | <i>Progress Notes</i> | <i>180 Day Activities (4/14/20 - 5/26/20)</i> | <i>Progress Notes</i> |
| Jan. 3 PD Day - share articles/info on Reflection/Closure and revised IP doc. Analyze survey from | | 02/06 Staff mtg - IP survey all T (similar to Dec) Use results to support teachers' ind. needs. | | Use walkthrough data to determine greatest needs for beginning of 20-21 school year. Share growth of IP use | |

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| Dec. staff mtg to support teachers' ind. needs. | | Share feedback from walkthrough data. | | with T. | |
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STAR Time (RTI)

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| CORRESPONDING STATE GOAL AREA Growth, Gap | | | Key Core Work Process Strategies REFERENCE KCWP #Systems of Continuous Improvement Review, Analyze, & Apply Data | | |
| Measures of Success: Measures of Success: KPREP, Winter/Spring MAP assessments, common assessments, formative assessment data | | | | | |
| Funding: Lexia - ESS (\$5,000) | | | | | |
| DEPLOYMENT ACTIVITIES | | | | | |
| <i>30 Day Activities</i> | <i>Progress Notes</i> | <i>60 Day Activities</i> | <i>Progress Notes</i> | <i>90 Day Activities</i> | <i>Progress Notes</i> |

| (8/14/19 - 9/25/19) | | (9/26/19 - 11/11/19) | | (11/12/19 - 1/09/20) | |
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| STAR Time (RTI) led teachers through discussion of small group work. | PLCs - Sept. 3 and 4 - left teachers with charge of grouping students using MAP, KPREP, and observation data. | Expectations for small group instruction shared with T during data team meetings. | Looking for use of white boards, manipulatives/hands-on materials - providing direct feedback to teachers. | Jan. 3 PD day - analysis of winter data to make decisions about small groups, intervention teacher, and STAR time. | MAP ribbon ceremony will take place in Jan. this will be added to 120 day activities |
| K/1 integration/STAR time . | Sept. 17 mtg to group students Daily 10:00 - 10:30. | Meeting scheduled for Oct 7 to finalize groups and who will be teaching. Implementation will begin on Oct. 8. | K/1 students are involved in integrated STAR time. On-going analysis of student groups during data team mtgs. | Meeting with K/1 teachers to analyze student progress and make changes in groups. | Students were moved into new groups and instruction was rearranged to accommodate the needs of students. |
| | | Intentional walkthroughs during STAR time in 4th and 5th grades. | T following our expectations for STAR time - will continue to monitor | | |
| | | IA's scheduled into 3rd grade RTI. Shared expectations for their help with 3rd grade team. | Intentional monitoring to observe use of IAs in reading and math. | PLC with 3rd grade - discussed role of IAs with reading - one phonics group will be needed | |
| Read 180/System 44 | Met with Ms. Austin and Mrs. Phillips to discuss progress/concerns. | Students not performing were removed and placed back with spec ed T. Student progress being monitored. | Need to schedule next meeting with T and CS. | Assessment will be given before break. We will review student progress to make determination about adding System 44 | |

| | | | | students. | |
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| <i>120 Day Activities (1/10/20 - 2/24/20)</i> | <i>Progress Notes</i> | <i>150 Day Activities (2/25/20 - 4/13/20)</i> | <i>Progress Notes</i> | <i>180 Day Activities (4/14/20 - 5/26/20)</i> | <i>Progress Notes</i> |
| Jan. PLCs - work with T to develop tool for tracking student progress during STAR time. | | Week of 02/24 - Review and refine STAR time student progress monitoring tool. | | Week of 04/20 - Reflect on then develop STAR time plan for 20-21 school year, including tool for monitoring student progress. | |
| Jan. 16. Meet with K/1 teams to review winter MAP results, adjust students' groups, and discuss instruction. | | Feb. 27. Meet with K/1 teams to review student progress, adjust groups, and discuss instruction. | | Apr. 23. Meet with K/1 teams to review spring MAP results, adjust student groups, discuss instruction, and plan for 20-21 school year. | |
| Jan. - Create walkthrough schedule and checklist to monitor 3rd, 4th and 5th grade STAR time. Provide feedback to teams during PLCs. | | Feb. - R and M vertical meetings - discuss STAR time - review checklists and provide feedback/support to meet ind. needs | | Apr. - R and M vertical mtgs - effectiveness of STAR time - review student progress - connect to STAR time plan for 20-21 school year. | |
| Jan.9 meet with IAs and 3rd grade team to plan instructional support for STAR time. | | Feb. 20 PLC with 3rd gr. Team + IAs to review STAR time (student progress and instructional needs) | | Apr PLC with 3rd gr. Team + IAs to review STAR time (student progress and instructional needs) begin plan for 20-21 school year. | |

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| Jan. 10. - meet with Read 180/System 44 team to review assessment results and identify 3rd graders to add to Sys. 44. Plan reward for S who grew. | | Mar. meet with Read 180/System 44 team - review student progress. Plan reward for S who grew. | | May meet with Read 180/System 44 team - review student progress. Create student roster for 20-21 school year. Refine plan for 20-21 school year. | |
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Special Education

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| CORRESPONDING STATE GOAL AREA Growth, Gap | | Key Core Work Process Strategies REFERENCE KCWP # Design and Deploy Standards Design, Align, & Deliver Support Processes | | | |
| Measures of Success: Measures of Success: KPREP, Winter/Spring MAP assessments, common assessments | | | | | |
| Funding: N/A | | | | | |
| DEPLOYMENT ACTIVITIES | | | | | |
| <i>30 Day Activities</i> (8/14/19 - 9/25/19) | <i>Progress Notes</i> | <i>60 Day Activities</i> (9/26/19 - 11/11/19) | <i>Progress Notes</i> | <i>90 Day Activities</i> (11/12/19 - 1/09/20) | <i>Progress Notes</i> |
| Review daily | Week of Sept. 3 - | Meeting bi-weekly | Discussion of student | Spec Ed team will | Student schedules |

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| schedules. Ensure students have exposure to mini-lesson. | reviewed schedules - identified barriers - discussed solutions. | with team. Review progress monitoring data. | behaviors and creation of schedule to assist. | attend Jan. 3 training for writing IEP goals. | and the T content area focus |
| | | Team restructured - reading, math, writing - new schedule implemented 10/21/19 | Meeting 10/30 Schedule in place and working! | Review winter MAP data with team and compare to student progress monitoring data. | Using target/success criteria effectively - addressing at beginning and end of lesson. |
| Conference Sept. 25 "Increasing the Achievement of Students with Disabilities" - spec ed team, 5th reading T, 3rd math T, CS, me | Expectation will be to share info with reg ed teachers for supporting N and A students. | Add reps from every grade level to this team. This team shared at Oct. staff mtg. Peer observations discussed. | Need to schedule mtg to decide direction for this team. Purpose - how to support staff? | Feedback received from team - they want to proceed with plan for school-wide team - School Improvement Team - next step is to select teachers for all grade-levels' representation. | |
| Spec Ed PLC - every 2 wks - review progress monitoring data. | Meetings scheduled for 7:30 AM on Wednesdays. Next mtg - 09/18/19 | Meetings taking place. | | Unit T PLCs scheduled - every 2 weeks- we will review progress monitoring data, schedule and rotation of students. | |
| | | | | Add text-to-speech to assist students with common assessments. | Reg ed teachers able to utilize and support students in their classrooms. |
| <i>120 Day Activities (1/10/20 - 2/24/20)</i> | <i>Progress Notes</i> | <i>150 Day Activities (2/25/20 - 4/13/20)</i> | <i>Progress Notes</i> | <i>180 Day Activities (4/14/20 - 5/26/20)</i> | <i>Progress Notes</i> |

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| Jan. 3 - Sped Ed team will break down winter MAP data - identify N or below grade-level students and make an instructional plan for their growth. | | Feb. 28 - meet with team to review progress monitoring data. Identify N or below grade-level students, change interventions. | | Apr meet with team to review progress monitoring data. Review and refine plan for 20-21 schedules. | |
| Jan. 3 team will attend training for writing IEP goals. | | Mar. team will pull IEP folders for review of goals. Plan for attending off-site school visit with district team. | | Apr. Review IEPs for change from resource minutes to collab for early 20-21 ARC mtgs. Discuss student placements for 20-21 school year. | |
| Jan. select teachers from grades K, 1, 2, and 4 to join School Improvement Team. Purpose will be to support all teachers with Tier I instruction for N and A students. Meet to determine next steps. | | Feb. 25 team will meet to prepare for Mar staff mtg. | | Mar. 31 team will meet to prepare for Apr. staff mtg. Plan for opening of 20-21 school year and continued support of teachers. | |
| Jan. Both spec ed teams will create doc for tracking progress of KPREP students. These will be reviewed at all bi-monthly mtgs. | | Mar. Identify N/A students on KPREP tracking doc. Include reg ed teachers for collaboration to improve student learning. | | May Both spec ed teams will analyze student progress data and refine plan for programs for 20-21 school year. | |

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Big Idea #2: Action Plan

| APPROACH | | | | | |
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| Data Teams | | | | | |
| CORRESPONDING STATE GOAL AREA Proficiency, Growth, Other Academic Indicator, Gap | | | Key Core Work Process Strategies REFERENCE KCWP # Review, Analyze, & Apply Data Establishing Learning Culture & Environment | | |
| Measures of Success: Measures of Success: KPREP, Winter/Spring MAP assessments, common assessments, Data Team tracking tool | | | | | |
| Funding: N/A | | | | | |
| DEPLOYMENT ACTIVITIES | | | | | |
| 30 Day Activities (8/14/19 - 9/25/19) | Progress Notes | 60 Day Activities (9/26/19 - 11/11/19) | Progress Notes | 90 Day Activities (11/12/19 - 1/09/20) | Progress Notes |
| Review Data Team document | Updated document sent to teachers 09/02/19. | Reading teachers have been instructed to lexile the reading passages used on formative assessments. We are monitoring formatives to determine levels of questioning (Blooms). | continuing | Jan. 3 PD Day - teachers will self-reflect on data team doc and impact on instruction/student learning. | The doc will be updated in Jan. to include columns for spec ed and below-grade-level students. Spec ed teachers will review these docs as well. |
| How will we track student progress over | Multiple sources of data are being | I will create a document where | My data document includes KPREP and | Use PLCs to review student progress - | Plans are included in 120, 150, 180 day plan for tracking |

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| time? | analyzed and reviewed. | multiple sources of data will be tracked and updated during PLCs/data team meetings. | MAP projected proficiencies. | common assessments, formative data and winter MAP | student progress during STAR time and with both spec ed teams. |
| A schedule will be created for Grade-level teams to meet every 2 weeks (with or without admin) to discuss data and share instructional strategies. | First round of meetings began 09/04 and will continue next week 09/09. | Continuing. | T are uploading documents. | Teachers will provide hard copies of data doc for review. Feedback will be provided if not face-to-face mtg. | |
| | | Spec ed students identified in doc to be shared with spec ed teachers so they can support | Need to monitor closely - some doing well and some not so much | | (This is being added to first row above in 120 day activity.) |
| | | | | Teachers have been asked to post data outside classrooms (formative/common assessments). Do students know where they are? | |
| <i>120 Day Activities (1/10/20 - 2/24/20)</i> | <i>Progress Notes</i> | <i>150 Day Activities (2/25/20 - 4/13/20)</i> | <i>Progress Notes</i> | <i>180 Day Activities (4/14/20 - 5/26/20)</i> | <i>Progress Notes</i> |
| Jan.- add column to data doc for spec ed/below-grade-level students. Spec ed teams will monitor | | Feb.staff mtg - provide feedback and share examples of effective docs that have been completed | | Apr. School Improvement team will analyze use of data docs and impact on student learning. | |

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| progress through these docs, too. | | and that demonstrate student learning. | | They will make recommendations at May staff mtg. For 20-21 school year. | |
| Jan. - update my docs with winter MAP results and projected proficiencies. Share with all stakeholders. | | Feb - Create school Data Team to review data from all grade levels and begin analysis of school-wide data collection processes | | Data Team will make recommendations for 20-21 school year. | |
| Jan. CS and principal will review data docs (or face-to-face mtgs) to create and share list of research-based, best instructional strategies for teachers. | | Mar. staff mtg - School Improvement Team will share/connect strategies for Tier I instruction. | | May - CS and principal will analyze combined work from various school teams to make determinations about data doc for 20-21 school year to be shared with staff on closing day. | |
| Jan. All teachers will update data charts in hallways. | | Mar. All teachers will update data charts in hallways. Data Team will write system that includes posting data in hallway. | | May - Data Team will share system with staff. | |
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Big Idea #3: Action Plan

#3 Attendance

Annual Goal(s): Our student attendance goal is 97%.

APPROACH

Attendance Team

CORRESPONDING STATE GOAL AREA
Proficiency, Growth

Key Core Work Process Strategies REFERENCE
KCWP # # Establishing Learning Culture & Environment
Systems of Continuous Improvement

Measures of Success: Attendance Data reports

Funding: Family Resource Center Funded

DEPLOYMENT ACTIVITIES

30 Day Activities
(8/14/19 - 9/25/19)

Progress Notes

60 Day Activities
(9/26/19 - 11/11/19)

Progress Notes

90 Day Activities
(11/12/19 - 1/09/20)

Progress Notes

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| Team will follow the district protocol. | First meeting (08/30/19) established meeting days/times, agenda, report to be viewed, reviewed roles of each member, began list of interventions and celebrations. | Our Oct meetings need to be scheduled. | Meetings done. Minutes in drive. | Mid-year review of attendance system. | Not done. |
| | | | | Check-in/sticker charts for students with attendance concerns. Plan incentives for classrooms - | Continues |
| <i>120 Day Activities (1/10/20 - 2/24/20)</i> | <i>Progress Notes</i> | <i>150 Day Activities (2/25/20 - 4/13/20)</i> | <i>Progress Notes</i> | <i>180 Day Activities (4/14/20 - 5/26/20)</i> | <i>Progress Notes</i> |
| Jan. A- TEAM will meet to set mtg schedule, review district's system and review/revise DRE interventions. | | Mar. - A-TEAM will write system specific to DRE. | | May - A-TEAM will review/refine attendance plan for 20-21 school year. | |
| Jan. Update check-in students for | | Mar. Analyze this question - Has daily | | May - Create plan for students with chronic | |

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| attendance calendars. | | attendance improved for students who use the check-in monthly calendars? | | absences to begin interventions the first day of 20-21 school year. | |
| Jan. Update overall student attendance in main hallway. Goal is 97%. | | Mar. Update overall student attendance in main hallway. Goal is 97%. | | May Update overall student attendance in main hallway. Goal is 97%. | |
| Jan. Plan reward for weekly attendance trophy homeroom winners. Implement in Feb. | | Mar. Plan reward for weekly attendance trophy homeroom winners. Implement in Apr. | | May Plan reward for weekly attendance trophy homeroom winners. | |
| Jan. Plan monthly attendance drawings with FRC (end-of-month and random). | | Mar. Plan monthly attendance drawings with FRC (end-of-month and random). | | May - Plan reward for students with perfect and improved attendance in second semester. | |