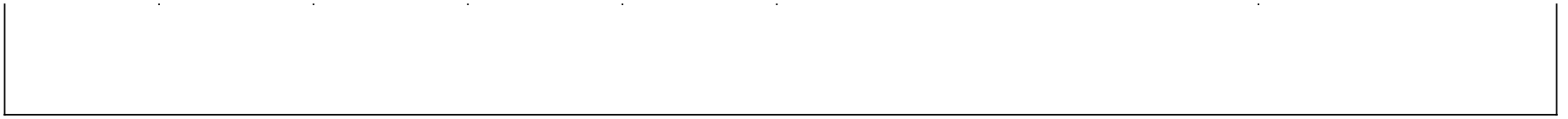# Action Plan   2020-2021

DRY RIDGE ELEMENTARY
CARDINALS

Dry Ridge Elementary School

State Required Accountability Targets

STATE ACCOUNTABILITY AREA	2023 STATE GOALS	2020-2021 ANNUAL STATE OBJECTIVES
PROFICIENCY *(reading, math)*	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.	By the end of the 20-21 school year, 53% of students will demonstrate proficiency in reading as measured by state assessment. By the end of the 20-21 school year, 51% of students will demonstrate proficiency in math as measured by state assessment.
SEPARATE ACADEMIC INDICATOR *(science, social studies, writing)*	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.	By the end of the 20-21 school year, 30% of students will demonstrate proficiency in science as measured by state assessment. By the end of the 20-21 school year, 40% of students will demonstrate proficiency in social studies as measured by state assessment. By the end of the 20-21 school year, 30% of students will demonstrate proficiency in writing as measured by state assessment.
GAP - Students with Disability *Reading P and D /Math P and D*	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 students with disabilities will demonstrate proficiency in math as measured by state assessment.	By the end of the 20-21 school year, 20% of students with disabilities will demonstrate proficiency in reading as measured by state assessment. By the end of the 20-21 school year, 20% of students with disabilities will demonstrate proficiency in math as measured by state assessment.
GROWTH (ES/MS only)	By the end of the 22-23 school year, the growth index at DRE will increase to 55% as measured by state assessment.	By the end of the 20-21 school year, the growth index at DRE will increase to 55% as measured by state assessment.

Big Idea #1	Meet the learning needs of students			
Big Idea #2	Provide a safe and healthy culture			
Big Idea #3	Provide a high-quality staff			

Color Coding Key			
Green	Yellow	~~Strikethrough~~	
COMPLETED	IN PROGRESS	~~ABANDONED~~	

Reopening School

Action Item	Progress Notes	Next Steps
Set model classrooms for appropriate social distancing in the classroom	Completed in early August	Evaluate effectiveness when in person instruction resumes on 9/28.
Set up safety protocols for movement in the building	Completed early August	Evaluate effectiveness when in person instruction resumes on 9/28.
Take staff through safety protocols for when in person instruciton resumes	Completed in early August	Continue to monitor for any necessary changes when in person instruction resumes
Set up online sign up for Open House to reduce in building traffic	Completed in early August	Open House was successfully held on 8/25
Get teachers up to speed on Google Classroom and Screencastify	Google PD and Screencastify PD was held during August PD Days.	Ongoing support for teachers provided as needed.
Student Technology Assessment and device assessment	Completed by homeroom teachers in August	Chromebooks were handed out at Open House on 8/25. Devices are now distributed on a as needed basis in the main office.
Multiple communications during the week to familes about signing up for lunch and paper packet drop off and pick up.	Updates go out on Dojo and Facebook at least twice a week.	Ongoing while on NTI.
Collect Chromebooks once students return from NTI	Discussing plan with School Media Specialist and Technology Dept.	Collect chromebooks, sanitzie them and get them back into service once students return on 9/28
Bring K-1 students back into the building a week earlier		

Big Idea #1

Annual Goal(s):

By the end of the 2020-2021 school year, 55% of students in grades K - 5 will perform at or above grade level on the MAP Reading Assessment.

APPROACH

Literacy: Every Class, Every Day

CORRESPONDING STATE GOAL AREA Proficiency, Separate Academic Indicator, Growth

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

Measures of Success: Baseline data collection, MAP Assessment data, and ongoing formative assessment progress monitoring

Funding: SBDM Funds and Title I Funds as needed.

30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes show it is resolved or to show what else we need to work on.	60 Day Activities 10/12/2020 to 11/20/2020	Progress Notes	90 Day Activities 11/23/2020 to 1/21/2021	Progress Notes	120 Day Activities 1/22/2021 to 3/5/2021	Progress Notes	150 Day Activities 3/8/2021 to 4/23/2021	Progress Notes	180 Day Activities 4/26/2021 to 6/7/2021	Progress Notes
Primary students will have a solid foundation in the area of phonemic awareness and phonics so that students have a solid foundation in being able to decode.	Review phonics continuum in September to determine needs of groups or individual students. Provided phonics instruction guidlines and expectations for all primary teachers.	Monthly PLCs focused on phonics continuum data shows students are progressing. Focus on differentiated groups will continue to take place during RtI and phonics lessons.	62% of 1st grade students are where they should be for November. 36% of 2nd grade students have mastered the phonics continuum for second grade.	Continue to monitor where students are in the K-2 phonics continuum during PLCs. Use IP to ensure the components are being utilized during RtI and core phonics instruction.		60-65 percent of primary students will be at benchmark for their grade level at the end of the nine weeks according to the Literacy First Assessment Continuum. Primary teachers will analyze phonics results in mid-January and plan/provide differentiated instruction during RTI. Teachers will assign specific		70 percent of primary students will be at benchmark for their grade level at the end of the nine weeks according to the Literacy First Assessment Continuum. Primary teachers will analyze phonics results the beginning of March and plan/provide differentiated instruction during RTI. Teachers will assign specific		80 percent of primary students will be at benchmark for their grade level at the end of the nine weeks according to the Literacy First Assessment Continuum. Primary teachers will analyze phonics results the end of April and plan/provide differentiated instruction during RTI. Teachers will assign specific	
Increase use of authentic reading and writing in all content areas (Completed). Use of lesson plans and walkthroughs to monitor authentic literacy.	Master schedule now reflects a writing block.	Administrative Instructional Protocol walkthroughs will be used to ensure that authentic writing is taking place during every lesson.	The admin team has noticed an uptick in writing during Tier I instruction. Writing During the Activating Schema and Reflective writing needs to be a focus as we move forward.	Continue to monitor writing during instructional protcol walkthroughs to ensure students are writing everyday. Focus on increasing writing during the activating schema and guided practice	Principal and Curriculum Specialist are both conducting 5 IP visits virtually a week to check for fidelity. Expectations and refreshers around the Instructional Protocol are included each	Analyze the on-demand informational prompt during the week of January 18th as a week to check for instructional plans to address student writing needs based on data analysis.		Monitor that authentic student writing is taking place within the first 3-5 minutes of the lesson as presented in the John O'Connor PD during Instructional Protocol walkthroughs.		Analyze writing propmt checks on short answer and extended responses.	
Set perameters in place to ensure all students receive differentiated instruction outside of the core instruction and to ensure all students receive the core instruction.	Master schedule was created to ensure students would not be pulled from core instruction. MAP data was analyzed during PLC meetings. The data was used to set up intervention groups. During this time instructional strategies were put in place.	Building RTI system shared with staff on 10/5.		Physical RTI groups began on 10/5. Data will be collected on a weekly basis and date review meetings to track student progress will occur every six weeks.	MAP Assessment data will be used to design intervention strategies for individual students. RtI data is reviewed every six weeks for any needed changes. Conduct Winter MAP goal setting meeting with students.	Continuation of System 44/Read 180 Reading RtI groups monitored by admin walkthroughs, PLC's and data documents. Data will be reviewed on 10/27 and 12/8. Winter MAP Assessment will be given to all students in early January of 2021.	Winter MAP Assessments will be completed and the data analyzed for student growth during PLC meetings. Winter MAP data will be used to further guide needed interventions during RTI time. Future goal planning for spring MAP testing will take place during this time.	Spring MAP Assessments will be completed and the data analyzed for student growth during PLC meetings. Data will be used to further guide needed interventions during RTI time.		Use Spring MAP data to tailor interventions used during RTI time.	
Hit the reset button with the staff on the importance of the instructional protocol and redefine the why.	We hit the reset button with the staff during our August PD Days. The IP tool was explained and given to all staff members.	Begin Instructional Protocol walkthroughs using the IP rubric the week of 10/5 to begin building towards 100% fidelity in the use of the Instructional Protocol.	Instructional Protocol walkthroughs began by building admin team. The results are discussed at our weekly admin team meetings. The IP rubric was broken down for the staff during their PLC meetings.	Continue IP walkthroughs to ensure 100% fidelity with the staff with an increased emphasis on writing during the Activating Schema and the Reflective portion of the lesson.	Instructional Protocol walkthroughs continue by building admin team. The results are discussed at our weekly admin team meetings. The IP rubric was broken down for the staff during their PLC meetings.	Continue IP walkthroughs to ensure 100% fidelity with the staff. Complete follow up trainings with those who are not implementing the IP with fidelity. Immediate follow up given to those who score a 0 on any part of the rubric. IP data is reviewed at Monday Admin team meetings. Review the activating schema information again. Focus of the IP walkthroughs will focus on authentic writing during the activating schema and reflective portion of the lesson.		Continue IP walkthroughs to ensure 100% fidelity with the staff. Complete follow up trainings with those who are not implementing the IP with fidelity. Immediate follow up given to those who score a 0 on any part of the rubric. IP data is reviewed at Monday Admin team meetings. The focus of the walkthroughs will be looking for authentic writing during the reflective portion of the lesson.		Review of yearly IP data to ensure our goal of 100% use of hte Instructional Protocol has been met.	
In order to support student learning in literacy, school will research and purchase instructional programs to use during RtI.	We will meet with instructional leaders on 9/21 to determine next steps with the programs reviewed.	Check to ensure programs purchased are implemented during RTI times. IXL training was scheduled and attended by teachers.		IXL and Lexia are used as supplemental programs during RTI time and during virtual instruction.	Continue the use of IXL and Lexia as supplemental instruction during RTI and during any possible virtual instruction NTI period.	Continue the use of IXL and Lexia as supplemental instruction during RTI and during any possible virtual instruction NTI period. Review IXL and Lexia data during PLC meetings to monitor student progress and to make any necessary changes to student programs for RTI.		Continue the use of IXL and Lexia as supplemental instruction during RTI and during any possible virtual instruction NTI period. Review IXL and Lexia data during PLC meetings to monitor student progress and to make any necessary changes to student programs for RTI.		Conduct IXL ending assessments to gauge student progress througout the year	
Set up New Teacher meetings to ensure growth in IP, understanding standards, teaching strategies as well as support in other areas that affect student growth in literacy.	New Teacher meetings have been occuring and have been focused on teacher needs during virtual and in person instruction.	New Teacher (NT) meeting and individual teachers focused on unpacking standards and pacing guides. Measure growth by IP data and observations.	New teachers still need more support in unpacking standards and finding resources.	New Teacher training on reading comprehension strategies during New Teacher meetings. Coach new teachers in the use of reading comprehension strategies.	New teacher meeting focused on thinking strategies.	New teacher meeting will focus on decoding strategies. Coach new teachers in the use of these strategies during core and/or RtI instruction.		Review specific literacy standards if student data does not show progressing. Create a list of instructional strategies for teachers to use that may not have been used in prior lessons. Ensure the use of reading instructional strategies and implementation of literacy standards via observations.		Have teachers reflect on their growth and understanding of the literacy strategies from the beginning of the year until now.	
				In order to reach our most critical need students during NTI, we will bring in Unit Students, Kindergarten and targeted students in 1st -6th Grades for in person Reading and Math intervention 2 days a week during virtual NTI instruction.	Continue to bring in Unit Students, and targeted students in Grades PK-5 for in person Reading and Math intervention 2 days a week during virtual NTI instruction.						
				Conduct Reading vertical team meetings to determine non-negotiable grade level skills and analyze what common problem areas teachers are noticing and how we address them.							

		Increase family involvement in literacy and math through the KY Dinner Table Project. Students and families have to read recepies and use math for measurements when they are preparing the meal.	25 DRE families particpated in the #KYdinnertableproject. A total of 34 DRE students actively particpated in the activity by posting evidence of completed tasks.	Continue to promote literacy and numeracy at home in December. Families picked up chicken noodle soup meal kit for the KY Dinner Project. The kit also includes the student writing a letter to Santa.		Increase family involvement in literacy and math through the KY Dinner Table Project. Students and families have to read recepies and use math for measurements when they are preparing the meal.				
						Begin to implement the Grant County Model of Co-Teaching in small groups with a team of 2 SPED Teachers and 2 General Education Teachers.	Training is scheduled for January 2021	Check for implementation and progress of the Grant County Co-Teaching model through Instructional Protocol walkthroughs		Determine next steps on training the entire staff on how to implement the Grant County Model for co-teaching.

Big Idea #1

Annual Goal(s):
By the end of the 2020-2021 school year, 55% of students in grades K - 5 will perform at or above grade level on the MAP Math Assessment.

APPROACH

MATH: NUMERACY

CORRESPONDING STATE GOAL AREA Proficiency, Separate Academic Indicator, Growth	Key Core Work Process Strategies KCWP #: Systems of Continuous Improvement Design, Align, & Deliver Support Processes

Measures of Success: Baseline data collection, MAP Assessment data, and ongoing formative assessment progress monitoring

Funding: SBDM Funds and Title I Funds as needed

30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes	60 Day Activities 10/12/2020 to 11/20/2020	Progress Notes	90 Day Activities 11/23/2020 to 1/21/2021	Progress Notes	120 Day Activities 1/22/2021 to 3/5/2021	Progress Notes	150 Day Activities 3/8/2021 to 4/23/2021	Progress Notes	180 Day Activities 4/26/2021 to 6/7/2021	Progress Notes
Vertical meeting prior to the start of school to determine next steps in math (Completed)	The math department decided to administer baseline testing of critical skills from prior grade level will be tested in the beginning of the September.	Intervention Groups begin 10/5 to address specific student need based on Tier 1 formative assessments	Intervention Groups begin 10/5 to address specific student need based on Tier 1 formative assessments	Implementation of IXL during Math RtI time as a supplemental tool to be used for remediation or enrichment. Schedule and conduct vertical math meetings to discuss numeracy, place value concepts and computational fluency and how to address these skills. The Math vertical team will also discuss and establish non-negotiable skills for each grade level.	Teacher have conducted the IXL diagnostic and have started using perscribed IXL content as supplemental work during RTI time and as assigned work during full virtual NTI.	Continue to use IXL as a supplemental tool during RTI time and as assigned during any period of full virtual instruction. Conduct Math vertical team meetings to analyze data on student numeracy, place value, computational fluency skills or other non-negotialbe skills to determine if students are progressing in the specified areas for each grade level. Monthly grade level PLC meeting will focus on short answer and use of agreed upon graphic organizer to ascertain strengths and weaknesses.	Analyze student data on specified non-negotiables during grade level PLCs monthly.Continue to use IXL as a supplemental tool during RTI time and as assigned during any period of full virtual instruction. Conduct Math vertical team meetings to analyze school-wide data on student numeracy, place value, computational fluency skills or specified non-negotialbe skill.		Continue to use IXL as a supplemental tool during RTI time and as assigned during any period of full virtual instruction. Conduct Math vertical team meetings to analyze data on student numeracy, place value, computational fluency skills or a specifies non-negotiable skill.		
Physical RtI groups begin on 10/5. Data will be collected on a weekly basis and data review meetings to track student progress will occur every six weeks.	MAP Assessment data will be used to design intervention strategies for individual students. RtI data is reviewed every six weeks for any needed changes. Conduct Winter MAP goal setting meeting with students.	Use of IXL, Zearn, and Scotpad in RtI groups monitored by admin walkthroughs, PLC's and data documents. Data will be reviewed on 10/27 and 12/8 (analysis of math learning checks).	12/8: PLC data shows we need to directly teach	Winter MAP Assessments will be completed and the data analyzed for student growth during PLC meetings. Winter MAP data will be used to further guide needed interventions during RTI time.		Spring MAP Assessments will be completed and the data analyzed for student growth during PLC meetings. Data will be used to further guide needed interventions during RTI time.		Use Spring MAP data to tailor interventions used during RTI time. Review IXLand Zearn assigned interventions to ensure they are aligned with the new data.			
Create a master schedule to increase teacher collaboration	Master schedule gives grade levels a common planning time to meet. Master schedule also gives regular education teachers and special education teachers time to collaborate.										
Set up New Teacher meetings to ensure growth in IP, understanding standards, teaching strategies as well as support in other areas that affect student growth in literacy.	We have met with teachers over several meetings to support them in IP System.	Breakdown Math standards and teach new math strategies to SPED team and New Teachers during New Teacher meetings and SPED PLC's.		New Teacher meeting will focus on the CRA model. Coaching will take place using the CRA mat. CS will set up a coaching cycle with new, sped teachers to model the use of CRA mat.		New teacher meeting will focus on how to increase math engagement and writing during virtual and in-person instruction. Teachers will attend a Jon O'Conner training and implement strategies during math instruction. CS and principal, with input from math teachers, will determine PD needs for Sped Teachers. PD will be provided during the 2021-2022 school year.		Monitor strategies learned in previous 30 days to determine effectiveness of training via IP walkthroughs. Survey sped teachers to determine what specific needs they have so next steps can be developed or revised.		New teachers will reflect on math practices from beginning of the year until now to determine effectiveness of math trainings.	
				Bring in Unit Students, Kindergarten and targeted students in 1st -5th Grades for in person Math intervention 2 days a week during virtual NTI instruction.		Bring in Unit Students, Kindergarten and targeted students in 1st -5th Grades for in person Math intervention 2 days a week during virtual NTI instruction.					
				Conduct math vertical team meetings to determine non-neogotiaible grade level skills and analyze what common problem areas teachers are noticing and how we address them.		Vertical meeting will focus on math professional development needs. Create a plan to monitor student mastery of non-negotiables at each grade level. Determine how we will assess student learning of non-negotiables.		Review non-negotiable data. Brainstrom ideas on how to increase student achievement in this area.		Review MAP data for trends and develop an instructional plan for the rest of the school year.	
PULL OUT SPED TEACHER INFO OUT											

Big Idea #2

Annual Goal(s):

By the end of the 2020-2021 school year, 70% of the DRE staff will respond with a positive view of the overall social and learning climate of the school. **Data to be measured by a mid year and end of year survey to all staff members**

APPROACH

School Climate

CORRESPONDING STATE GOAL AREA N/A	Key Core Work Process Strategies

Measures of Success: Staff PD Review, Mid Year and End of the year staff administrative evaluation

Funding:

30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes	60 Day Activities 10/12/2020 to 11/20/2020	Progress Notes	90 Day Activities 11/23/2020 to 1/21/2021	Progress Notes	120 Day Activities 1/22/2021 to 3/5/2021	Progress Notes	150 Day Activities 3/8/2021 to 4/23/2021	Progress Notes	180 Day Activities 4/26/2021 to 6/7/2021	Progress Notes
Reset the staff by building our "WHY"	Completed during the August PD Days										
Create a School Improvement Committee to improve the overall climate of the staff.	Committee has been created and is meeting at least monthly to implement ideas to improve staff morale.	Monthly School Improvement Committee meetings to discuss ways to improve the morale of the staff.	The Guidance Counselor takes a Sunshine Cart with snacks and drinks around to staff members once a month on Friday's. The admin team also provided a carmel apple bar for the staff on Halloween.	School Improvement Committee meets monthly to determine ways to lift the morale of the staff internally.	The admin team went out and picked up lunch for each department the weke of 12/7. The admin team provided a catered lunch for the staff on 12/14, a hot chocolate bar for the staff on 12/16, a gingerbread house contest on 12/17, and a Graeters Ice Cream Sundae Bar on 12/18.	School Improvement Committee meets on January 22 and February 19 to plan ways to improve staff morale.		School Improvement Committee meets on March 19 and April 23 to plan ways to improve staff morale.		School Improvement Committee meets on May 14 to plan ways to improve staff morale.	
Create a clear line of communication amongst the staff and administration	Staff receives weekly staff update which is a live Google Document every Friday with important information.	Continue weekly staff updates. Staff update emails are sent every Friday.	Staff updates are sent out every Friday with the exception of the Friday before Thanksgiving break.	Continue weekly staff updates. Staff update emails are sent every Friday.		Continue weekly staff updates. Staff update emails are sent every Friday.		Continue weekly staff updates. Staff update emails are sent every Friday.		Continue weekly staff updates. Staff update emails are sent every Friday.	
Create Leadership team to build collaboration and communication among grade level teams	Created a building leadership team with representatives from each grade level and department so everyone has a voice in building operations and decisions.	Building Leadership Team met in October and November with a focus on common academic issues across grade levels and preparing for virtual instruction.	The discussion of the BLT team led to vertical team meetings in both Reading and Math to discuss common issues across grade levels and work on grade level non-negotiables.	BLT meetings will focus on the condensed KYFT rubric, the foundations of good virtual instruction from John O'Connor, and the use of our sensory path.		BL will meet on January 25 to review and discuss non-negotiaable grade level reading skills. BLT will meet on on February 22 to review and discuss the non-negotiable grade level math skills. BLT will begin planning Summer PD for the 2021-2022 school year in the areas of literacy and numeracy.		BLT will meet on March 22 to review and discuss non-negotiable grade level writing skills. BLT meet on April 19 to review and publish to grade level teams non-negotiable grade level skills in reading, writing, and math. BLT will continue planning Summer PD for the 2021-2022 school year in the areas of literacy and numeracy.		BLT will meet on May 17 to finalize Summer PD plans for the 2021-2022 school year.	
Reset Teacher mindset around growth using the R Factor Training	Completed during the August PD Days. Ongoing discussions and check ins will occur during PD Days.	A refresher note around the R factor will be included in the staff update at least once a month beginning on 10/2.	The October refresher was around being an energy creator and not an energy vampire.	A refresher note around the R factor will be included in the staff update at least once a month.	The November refresher was on the ability to adjust and adapt.	January Refresher was a 4 part series around controlling your attitude. February was around resellance. March was around caring being an action, not an emotion.		The April refresher will be around a work ethic vs. a want ethic.		The May refresher will be around getting better. We will also discuss the PD around the DRE Culture Playbook centered around the R Factor.	

Big Idea #2

Annual Goal(s):

By the end of the 2020-2021 school year, 70% of the DRE staff will respond with a positive view of the overall social and learning climate of the school. **Data to be measured by a mid year and end of year survey to all staff members**

APPROACH

PBIS

CORRESPONDING STATE GOAL AREA N/A	Key Core Work Process Strategies

Measures of Success: Staff PD Review, Mid Year and End of the year staff administrative evaluation

Funding:

30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes	60 Day Activities 10/12/2020 to 11/20/2020	Progress Notes	90 Day Activities 11/23/2020 to 1/21/2021	Progress Notes	120 Day Activities 1/22/2021 to 3/5/2021	Progress Notes	150 Day Activities 3/8/2021 to 4/23/2021	Progress Notes	180 Day Activities 4/26/2021 to 6/7/2021	Progress Notes
Establish PBIS Committee with a focus on moving away from trinket type award to a currency based system using Class Dojo.	PBIS Committee designed the DRE PBIS Framework that was complete with PBIS expectations and PBIS reward experiences.	Hold Lunch with the Principal, Donuts with the Principal, and Cookies with the Curriculum Specialist PBIS reward events.	Lunch with the Principal was held on 10/30. Cookies with the Curriculum Specialist was held on 11/13. Donuts with the Principal was held on 11/20.								
		Cardinal of Character Award Program begins week of 10/5 with Teachers teaching lessons on Caring and Accountability in October and Respectfulness in November. Students will be nominated for a Cardinal of Character Award by their teachers. Award winners will be recognized on Friday's. Award winners will receive a certificate, have their picture displayed in the hallway, and get a positive phone call home to inform the parents that their student was selected as a Cardinal of Character.	117 Students recognized for the Cardinal Traits of Caring, Accountability and Respectfulness.	Cardinal of Character program continues with virtual lessons on being respectful to end November and Determination in December.	12 students recognized (as of 12/11/2020) for Cardinal Traits of Determination.	Cardinal of Character program continues with virtual lessons on Integrity in January, No Excuses in February and Acceptance in March.		Cardinal of Character program continues with virtual lessons on Acceptance in March and Leadership in April.		Cardinal of Character program continues with virtual lessons on Leadership in April and Success in May.	
Review the framework and expectations around Zones of Regulation	Teachers provided with Zones of Regulation Training and resources.	Continues creation of Zones of Regulation content to be used during morning meeting time. The content will focus on recognizing behaviors, expected vs unexpected behaviors and coping tools.	9 Lessons focusing on recognizing behaviors, expected vs unexpected behaviors and coping tools were created and delivered to students.	Continues creation of Zones of Regulation content to be used during morning meeting time. The content will focus on emotional triggers and how our Zones change throughout the day.		Continues creation of Zones of Regulation content to be used during morning meeting time. The content will focus on overall emotional regulation, utilizing coping tools and developing the individual ability to cope through emotions.					
		Begin PBIS Walkthroughs in conjunction with Instructional Protocol Walkthroughs to check for PBIS fidelity.	Conducted 9 PBIS walkthroughs between 10/13-11/20	Continue PBIS Walkthroughs in conjunction with Instructional Protocol Walkthroughs to check for PBIS fidelity. Focus on 4:1 ratio of positive to negative feedback.		Continue PBIS Walkthroughs in conjunction with Instructional Protocol Walkthroughs to check for PBIS fidelity. Focus on use of Class Dojo to acknowledge and enforce Appropriate Behavior.		Continue PBIS Walkthroughs in conjunction with Instructional Protocol Walkthroughs to check for PBIS fidelity. Focus on Teacher responses being consistent, calm, respectful, and instructional.		Continue PBIS Walkthroughs in conjunction with Instructional Protocol Walkthroughs to check for PBIS fidelity. Focus on classroom attention signals being utilized.	
Conduct home visits as part of intervention for students who are not participating during full virtual instruction.				Conduct home visits as part of intervention for students who are not participating during full virtual instruction.		Conduct home visits as part of intervention for students who are not participating during full virtual instruction.		Conduct home visits as part of intervention for students who are not participating during full virtual instruction.			

Big Idea #2

Annual Goal(s):

By the end of the 2020-2021 school year, 70% of the DRE staff will respond with a positive view of the overall effectiveness of the school leadership team. **Data to be measured by a mid year and end of year survey sent to all staff members**

APPROACH

School Leadership Effectiveness

CORRESPONDING STATE GOAL AREA N/A			Key Core Work Process Strategies

Measures of Success: Mid Year and End of the Year Staff Administrative Evaluation

Funding:

30 Day Activities 8/26/2020 to 10/8/2020	Progress Notes	60 Day Activities 10/12/2020 to 11/20/2020	Progress Notes	90 Day Activities 11/23/2020 to 1/21/2021	Progress Notes	120 Day Activities 1/22/2021 to 3/5/2021	Progress Notes	150 Day Activities 3/8/2021 to 4/23/2021	Progress Notes	180 Day Activities 4/26/2021 to 6/7/2021	Progress Notes			
PD Surveys used during PD days to determine leadership effectiveness	PD Surveys reflected that all summer PD sessions were very well received by the staff.			Review feedback from IXL PD Survey		Provide John O'Connor PD on Great Instruction, especially in the virtual world. Review feedback from PD session.								
Begin sending staff updates every Friday through a live Google Doc.	Staff receives weekly update on Fridays in a live Google Doc. Staff also receives emails from administration as needed.	Provide ongoing and transparent communication to the staff	Staff receives weekly update on Fridays in a live Google Doc. Staff also receives emails from administration as needed.	Staff receives weekly update on Fridays in a live Google Doc. Staff also receives emails from administration as needed.		Provide ongoing and transparent communication to the staff		Provide ongoing and transparent communication to the staff		Provide ongoing and transparent communication to the staff				
Staff will fill out quarterly administrative effectiveness feedback forms to gauge the effectiveness of the administrative team.	Feedback forms will be reviewed in the appropriate weekly admin team meeting.	Staff will fill out 1st Quarter administrative feedback form by October 29th. The Administrative team will then review the data together.	Data was reviewed on 11/2. 72% of the staff rate the administrative team as either accomplished or exemplary.	Staff will fill out 2nd Quarter administrative feedback form by January 19th. The Administrative team will then review the data together at the January 25th admin team meeting				Staff will fill out 3rd Quarter administrative feedback form by March 22nd. Administrative team will then review the data together at the March 29th admin team meeting.		Staff will fill out 4th Quarter administrative feedback form by May 17th. The Administrative team will then review the data together at the May 24th admin team meeting				