

Action Plan 2023- 2024



Dry Ridge Elementary School

Big Ideas	Name/Title	Corresponding State Goal	Measures of Success	Funding	
Big Idea 1	High Quality Teaching and Learning	* State assessment results in reading and math * State assessment results in science, social studies and writing * Achievement gap * EL Progress	IP walkthrough data, Student formative assessment data, MAP data, KSA data, and RTI data.	SBDM Council, Title I, and ESSR funds as needed	
Big Idea 2	Provide a safe and healthy culture for students, staff, parents, and the community.	* Quality of School Climate and Safety	Measurement of new PBIS plan through PBIS Rewards, Leadership and School Effectiveness Survey data	SBDM Council, Title I, and ESSR funds as needed	
Big Idea 3	Continue to grow the efficacy of our teachers in the Grant County Way Special Education Model.	* State assessment results in reading and math * State assessment results in science, social studies and writing * Achievement gap * EL Progress	IP Walkthrough data on SPED Teachers, and identified PGP goals reviewed during grade level PLC meetings.	SBDM Council, Title I, and ESSR funds as needed	
Green	Yellow	Red	Strikethrough		
COMPLETE	IN PROGRESS	HAD TO BE MOVED OR HAVE NOT DONE IT YET	Abandoned		

Dry Ridge Elementary School 2023-2024 Objectives (Based on Needs Assessment)

2024 Objectives	STATE ACCOUNTABILITY AREA	Key Core Work Processes
By the end of the 23-24 school year, 50% of students will demonstrate proficiency in reading and math as measured by the Kentucky Summative Assessment.	<p><i>State Assessment Results in Reading and Mathematics</i></p> <p><i>Achievement Gap</i></p>	<p><i>KCWP 1: Design and Deploy Standards</i></p> <p><i>KCWP 2: Design and Deliver Instruction</i></p> <p><i>KCWP 3: Design and Deliver Assessment Literacy</i></p> <p><i>KCWP 4: Review, Analyze, and Apply Data Results</i></p> <p><i>KCWP 5: Design, Align, and Deliver Support</i></p> <p><i>KCWP 6: Establish Learning Environment and Culture</i></p>
Acheivement Gap - By the end of the 23-24 school year, 20% of students with disabilities will demonstrate proficiency in reading and math as measured by the Kentucky Summative Assessment.	<p><i>State Assessment Results in Reading and Mathematics</i></p> <p><i>State Assessment Results in Science, Social Studies and Writing</i></p> <p><i>Achievement Gap</i></p>	<p><i>KCWP 1: Design and Deploy Standards</i></p> <p><i>KCWP 2: Design and Deliver Instruction</i></p> <p><i>KCWP 3: Design and Deliver Assessment Literacy</i></p> <p><i>KCWP 4: Review, Analyze, and Apply Data Results</i></p> <p><i>KCWP 5: Design, Align, and Deliver Support</i></p> <p><i>KCWP 6: Establish Learning Environment and Culture</i></p>

State Required Accountability Targets

STATE ACCOUNTABILITY AREA	Status	Change	2023 Results	2024 STATE ASSESSMENT GOALS
State Assessment Results in Reading and Math (proficient and distinguished)	55.9	5	By the end of the 22-23 school year, 50% of students will demonstrate proficiency in reading as measured by state assessment. By the end of the 22-23 school year, 50% of students will demonstrate proficiency in math as measured by state assessment.	By the end of the 23-24 school year, 50% of students will demonstrate proficiency in reading as measured by state assessment. By the end of the 23-24 school year, 50% of students will demonstrate proficiency in math as measured by state assessment.
State Assessment Results in Science, Social Studies, and Writing (proficient and distinguished)	54.8	-1.3	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 23-24 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.
Achievement Gap - Students with Disability Reading and Math (proficient and distinguished)	23.1	3.9	By the end of the 22-23 school year, 20% of students with disabilities will demonstrate proficiency in reading as measured by state assessment. By the end of the 22-23 school year, 20% of students with disabilities will demonstrate proficiency in math as measured by state assessment.	By the end of the 23-24 school year, 20% of students with disabilities will demonstrate proficiency in reading as measured by state assessment. By the end of the 23-24 school year, 20% of students with disabilities will demonstrate proficiency in math as measured by state assessment.
English Learner Progress (Access and Reading and Math proficient and distinguished)	No minimum N	No minimum N	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 23-24 school year, the growth index at DRE will increase to 55% as measured by state assessment.
Quality of School Climate and Safety	73.7	0.1		

By the end of the 23-24 school year, 50% of students will demonstrate proficiency in reading and math as measured by state assessment.											
Big Rocks	July Activities 20 Days	August Activities 23 Days	September Activities 20 Days	October Activities 19 Days	November Activities 19 Days	December Activities 14 Days	January Activities 22 Days	February Activities 19 Days	March Activities 21 Days	April Activities 17 Days	May Activities 13 Days
By the end of the 23-24 school, DRE staff will effectively implement Tier 2 and Tier 3 intervention/extension activities based on priority standards.	Build master schedule that incorporates Tier 2 intervention time into the Tier 1 block for Grades 3-5. Master schedule also has dedicated blocks of at least 25 minutes in length for Tier 3 intervention in both math and reading. Plan RTI professional development for all staff members in August. Plan a calendar for PLC meetings to review RTI data every 4 weeks. Create math and reading flowchart. Create a schedule for our math, reading, and SPED vertical team meetings.	Train all staff on a clear definition of Tier 2 intervention and extension activities. Train all staff on a clear definition of Tier 3 intervention and extension activities. Train all staff on the expectations for the DRE RTI model during our August professional development days. All teacher teams will identify students in need of Tier 2 and Tier 3 support by September 1st. Train teachers on how to use reading and math flowcharts. Communicate schedule for math, reading, and SPED vertical team meetings.	Beginning the week of September 25th, the Principal and CS will conduct initial observation of RTI blocks to gather data on implementation and offer feedback and support as needed. This will take place after the RTI meetings the week of September 18th. During the week of September 25th, grade level teams will review RTI data to monitor student progress and will make adjustments as necessary. Math, Reading, and SPED teams will review vertical intervention data and analyze priority standards during their monthly vertical team meeting. Students who need Tier 3 reading support will take the MAP Reading Fluency assessment the week of September 25th to help inform the next steps in Tier 3 reading support.	Principal will conduct RTI walkthroughs the week of October 23rd. Grade level teams will work on Unit Planning and Priority Standards Contract Day. During the week of October 22nd, grade level teams will review RTI data to monitor student progress and will make adjustments as necessary. Math, Reading, and SPED teams will review vertical intervention data and analyze priority standards during their monthly vertical team meeting.	Principal and CS will conduct RTI walkthroughs the week of November 13th. During the week of November 20th, grade level teams will set new MAP goals for all students. During the week of November 27th, teachers will meet with students to discuss strengths and weaknesses prior to MAP testing. Math, Reading, and SPED teams will review vertical intervention data and analyze priority standards during their monthly vertical team meeting.	Principal and CS will continue RTI block walkthroughs to check for implementation the week of December 11th. Reading Vertical Team meeting will focus on RL 1 on December, Wednesday 6. Each grade level will bring data to the meeting so we can look for trend data on how students are able to ask and answer questions directly from the text. During the week of December 4th, PLT meetings in grades 2-5 will focus on data analysis of students with a reading intervention plan. During the week of December 11th, grade level teams will review Winter MAP data to monitor student progress and will make adjustments to RTI groups as necessary. Intermediate teacher teams will also look at data to determine students who will need a drill down diagnostic testing. SPED teams will review winter MAP data intervention data during their December PLT meeting and brainstorm interventions based on student needs and IEPs.	Principal and CS will continue RTI block walkthroughs to check for implementation the week of January 22nd. During the week of January 15th teachers and CS will analyze MAP Diagnostic Data to determine interventions and supports. During the week of January 22nd, grade level teams will review RTI data to monitor student progress and will make adjustments as necessary. Krickel McClure from OVEC will visit with our math teachers to go over concrete math strategies for struggling math students on January 17th.	Principal and CS will continue RTI block walkthroughs to check for implementation the week of February 19th. During the week of February 19th, grade level teams will review RTI data to monitor student progress and will make adjustments as necessary. Principal and Building Guiding Coalition will review building wide RTI system for the 1st semester and begin to make adjustments for the 24-25 master schedule based on feedback during their meeting on February 6th. Krickel McClure from OVEC will visit with our math teachers to go over concrete math strategies for struggling math students on February 21st.	Principal and CS will continue RTI block walkthroughs to check for implementation the week of March 18th. During the week of March 18th, grade level teams will review RTI data to monitor student progress and will make adjustments as necessary. Krickel McClure from OVEC will visit with our math teachers to go over concrete math strategies for struggling math students on March 20th. Principal and Building Guiding Coalition will review building wide RTI system for the 2nd semester and come up with a final draft master schedule for the 24-25 school year based on feedback during their meeting on April 9th. Krickel McClure from OVEC will visit with our math teachers to go over concrete math strategies for struggling math students on April 24th.	Principal and CS will continue RTI block walkthroughs to check for implementation the week of April 8th, grade level teams will review Spring MAP data to monitor student progress and will make adjustments to RTI groups as necessary. Intermediate teacher teams will also look at data to determine students who will need a drill down diagnostic testing. During the week of April 22nd, grade level teams will review RTI data to monitor student progress and will make adjustments as necessary. Principal and Building Guiding Coalition will review building wide RTI system for the 2nd semester and come up with a final draft master schedule for the 24-25 school year based on feedback during their meeting on April 9th. Krickel McClure from OVEC will visit with our math teachers to go over concrete math strategies for struggling math students on April 24th.	Principal, CS and Guiding Coalition will discuss RTI system for the year and make finalizations the 24-25 master schedule based on feedback at their meeting on May 7th.
Progress Notes	We built our master schedule with dedicated blocks for intervention. Angela has a flowchart for reading, and working on a teacher friendly for a math flowchart (7/20). We set up a calendar for RTI meetings. We are asking our guiding coalition for feedback on PLT days. We have yet to set up our vertical teams.	Training was completed by CS in August and she followed up with staff on August 29th PLT meetings. RTI meetings will be held the week of September 19th to determine Tier 3 support. This was pushed back so we could have Tier 1 data along with Fall MAP data. Teachers were training on both reading and math flow charts during August PD days. Reading Vertical will take place on the 1st Wednesday of the month. Math Vertical Team will take place on the 2nd Wednesday of the month. Science/Social Studies Vertical Team will take place on the 1st Wednesday of the month starting in October.	We did not have RTI meetings during the week of September 18th. We plan on completing RTI walkthroughs the first week in October. Grade level teams analyzed MAP data to determine the lowest students to ensure they are being served in an intervention group. During the upcoming vertical meetings, reading and math teams will analyze data and discuss goals for the students based on our current reality. MAP fluency testing was not finished during the week of September 25th. We still have students to test next week. Data will be analyzed and RIMPs will be created on a targeted student population.	We reviewed the RTI data at various PLTs in order to be proactive and make changes to student intervention as well as based on parent concerns and requests for interventions. The CS analyzed MAP diagnostic data and created Reading Improvement Plans for students who were flagged. She presented the information to the staff members involved. They discussed the interventions that would take place during the next weeks for the students who were flagged. CS analyzed the intermediate data to determine reading needs for struggling readers. She tested 5th grade students and met with the 5th grade reading teacher to discuss a reading RTI plan this set of students. During the vertical reading and math meetings, we did not discuss priority standards. We did however discuss the MAP data to look for trends that show areas of strength and weakness. CS shared information regarding the Georgia Numeracy Program for use during RTI. She planned with 2 teachers who started utilizing the resources the Numeracy Project.							

By the end of the 23-24 school year, 50% of students will demonstrate proficiency in reading and math as measured by state assessment.											
Big Rocks	July Activities 20 Days	August Activities 23 Days	September Activities 20 Days	October Activities 19 Days	November Activities 19 Days	December Activities 14 Days	January Activities 22 Days	February Activities 19 Days	March Activities 21 Days	April Activities 17 Days	May Activities 13 Days
By the end of the 23-24 school year, all reading teachers will implement the EL Reading Curriculum with fidelity and integrity.	Receive EL materials along with Principal and CS attending the admin primer EL training. Plan EL PD for teachers in August.	Principal and CS will outline the vision of what full implementation looks like. Train and support our reading teachers on their professional learning and implementation of the EL Reading Curriculum. Give reading teachers time to plan together during their reading vertical team meetings. Principal and CS will work with Building Guiding Coalition to develop a process for handling concerns and issues that may arise.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition to discuss issues and come to a collective solution. Principal and CS will meet with Building Guiding Coalition to discuss issues and come to a collective solution. Reading Vertical Team will review student data monthly to track the progress and success of the EL curriculum.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition to discuss issues and come to a collective solution. Reading Vertical Team will review student data monthly to track the progress and success of the EL curriculum.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition to discuss issues and come to a collective solution. Reading Vertical Team will review student data monthly to track the progress and success of the EL curriculum.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition on January 2nd to discuss issues and come to a collective solution. Principal and CS will meet with Building Guiding Coalition on January 10th to track the progress and success of the EL curriculum. During the month of January, primary teachers will analyze Skills Block Midyear Assessment to place students in new microphases. When students are given an EL module assessment, data will be analyzed during grade level PLTs to determine student strengths and weaknesses and instructional plans for RTI purposes.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition on January 2nd to discuss issues and come to a collective solution. Reading Vertical Team will review student data January 10th to track the progress and success of the EL curriculum. During the month of January, primary teachers will analyze Skills Block Midyear Assessment to place students in new microphases. When students are given an EL module assessment, data will be analyzed during grade level PLTs to determine student strengths and weaknesses and instructional plans for RTI purposes.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition on February 6th to discuss issues and come to a collective solution. Reading Vertical Team will review student data February 7th to track the progress and success of the EL curriculum. When students are given an EL module assessment, data will be analyzed during grade level PLTs to determine student strengths and weaknesses and instructional plans for RTI purposes.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition on March 5th to discuss issues and come to a collective solution. Reading Vertical Team will review student data March 6th to track the progress and success of the EL curriculum. When students are given an EL module assessment, data will be analyzed during grade level PLTs to determine student strengths and weaknesses and instructional plans for RTI purposes.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition on April 9th to discuss issues and come to a collective solution. Reading Vertical Team will review student data April 9th to track the progress and success of the EL curriculum. When students are given an EL module assessment, data will be analyzed during grade level PLTs to determine student strengths and weaknesses and instructional plans for RTI purposes.	Principal and CS will do targeted walkthroughs to look for the specific implementation of the EL curriculum and offer feedback. CS will provide differentiated support for teachers around the implementation of the EL curriculum. Principal and CS will meet with Building Guiding Coalition on May 1st to discuss issues, come to a collective solution, and plan next steps for the 2024-2025 school year. Reading Vertical Team will review student data on May 1st to track the progress and success of the EL curriculum and to plan next steps for the 24-25 school year. During the month of May, primary teachers will analyze End of the Year Skills Block Assessment to determine student growth for this school year. When students are given an EL module assessment, data will be analyzed during grade level PLTs to determine student strengths and weaknesses and instructional plans for RTI purposes.
Progress Notes	Princip and CS attended the training. CS sent an email to staff regarding EL PD as well as asking them what they needed from her for July.	During the month of August, the CS met with 6 EL teachers to plan lessons and implement the program. CS facilitated and tested K-2 students to for Skills Block differentiated groups. CS and teachers analyzed data during the last week in August to plan for groups. CS and principal created IA schedule to best serve our students during the skills block portion of EL implementation. CS trained teachers on how to handle concerns and issues during the AIM of August 10. Our Guiding Coalition met to set norms on August 10 and to discuss handling concerns and issues.	Reading Vertical Team meet on Tuesday, September 6th and came up with a process for documents barriers to teaching the EL curriculum and possible for solutions for the team. This document is available throughout the year and will be reviewed at each Reading Vertical Team meeting. CS continues to plan with teachers and finding resolutions to any implementation issues that arise (how to group students in Skills Block, how to find resources for small, differentiated groups). PLT time is focused on analyzing data from the EL curriculum. The CS and principal have observed in every EL classroom. Teachers are implementing the EL program as well as making adjustments to best fit the needs of our student population with input from the CS.	Teachers were able to plan for RTI groups and EL during the Contract Day in October. The principal and CS observed in 6 EL classrooms during the month of October. The few that we did not observe will be observed in November. CS assisted 7 teachers during the month of October with the EL curriculum. PLT data analysis remained focussed on the priority standards and the data from the EL curriculum.							
By the end of the 23-24 school year, we will implement a successful co-teaching model in 3 of our math classrooms	Establish co-teaching teams. Schedule summer co-teaching PD with Debbie Mays and Krickel McClure from OVEC. Build in common planning times for our co-teaching teams in the master schedule.	Meet with co-teaching teams to establish vision and expectations for our co-teaching teams. Establish PGP goals for our co-teaching teachers around their co-teaching strategies. Establish monthly meeting schedule with Debbie Mays and Krickel McClure from OVEC.	Principal will hold intro meeting with Debbie Mays from OVEC to schedule the OVEC Cohort Observation Dates. Debbie Mays will provide all co-teaching teams with the book, Co-Teaching that works from Anne Beninghoff. She will be sharing a breakdown of each chapter for the teams over the course of the next 20 weeks beginning in November.	Principal and CS will conduct walkthroughs with Debbie Mays from OVEC on 10/10. Each team will be observed and then provided feedback from Debbie Mays, the Principal and the CS during debrief meetings that will give them their next steps in the co-teaching process.	Principal and CS will conduct walkthroughs on co-teaching teams on 11/15 to look for implementation of next steps and provide further feedback. That feedback will also be shared with Debbie Mays from OVEC for data tracking purposes. Debbie Mays will send out a weekly synopsis of chapters 2 and 3 of the Co-Teaching that Works book to all of our co-teaching teams for their study and review.	Principal and CS will conduct walkthroughs on co-teaching teams on 12/14 to look for implementation of next steps and provide further feedback. That feedback will also be shared with Debbie Mays from OVEC for data tracking purposes. Debbie Mays will send out a weekly synopsis of chapters 4-6 of the Co-Teaching that Works book to all of our co-teaching teams for their study and review.	Principal and CS will conduct walkthroughs with Debbie Mays from OVEC on 1/10. Each team will be observed and then provided feedback from Debbie Mays, the Principal and the CS during debrief meetings that will give them their next steps in the co-teaching process. Debbie Mays will send out a weekly synopsis of chapters 7 - 10 of the Co-Teaching that Works book to all of our co-teaching teams for their study and review.	Zoom call will be held with Debbie Mays from OVEC on February 12th to review co-teaching walkthrough data and to plan next steps for in person observations. Debbie Mays will send out a weekly synopsis of chapters 11-14 of the Co-Teaching that Works book to all of our co-teaching teams for their study and review.	Debbie Mays from OVEC will be in building to do observations of our co-teaching teams with the Principal, CS, and DOS on March 6th. There will be a debrief meeting to discuss the observations and plan for next steps in April. Debbie Mays will send out a weekly synopsis of chapters 15-18 of the Co-Teaching that Works book to all of our co-teaching teams for their study and review.	Zoom call will be held with Debbie Mays from OVEC on April 11th to review co-teaching walkthrough data and to plan next steps for in person observations. Debbie Mays will send out a weekly synopsis of chapters 19-20 of the Co-Teaching that Works book to all of our co-teaching teams for their study and review.	Debbie Mays from OVEC will be in building to do observations of our co-teaching teams with the Principal, CS, and DOS on May 1st. There will be a debrief meeting to discuss the observations and plan for next steps for our co-teaching teams for the 24-25 school year.

By the end of the 23-24 school year, 50% of students will demonstrate proficiency in reading and math as measured by state assessment.											
Big Rocks	July Activities 20 Days	August Activities 23 Days	September Activities 20 Days	October Activities 19 Days	November Activities 19 Days	December Activities 14 Days	January Activities 22 Days	February Activities 19 Days	March Activities 21 Days	April Activities 17 Days	May Activities 13 Days
Progress Notes	Angela is bringing in Debbie, Krickel, Lynne and Malory to assist in training up our special education staff on SDI practices for co-teaching and resource time.	Principal and CS are met with the OVEC team on September 7 via Zoom to plan out next steps for co-teaching. Co-Teaching teams are: Nicole Fields/Crystal Webster, Alecia Mize/Courtney Kaffenberger, Stacey Smith/Brittany Steed All co-teachers based one of their PGP goals off of effective implementation of co-teaching. All SPED co-teachers have common planning with their general education partner and will attend grade level PLT meetings each week in the grade level that they are co-teaching with.	Meeting was held with Debbie Mays on 9/18 to plan out the observation and walkthrough schedule for the co-teaching teams for the 23-24 school year. During the meeting Debbie also shared a co-teaching walkthrough tool that will be used. That tool will be shared with the teams in the October 6th staff update.	Debbie Mays came and observed two of our co-teaching teams on October 10th. Feedback from the observation was shared with both teams. The Principal will be conducting November walkthroughs using the OVEC tool the week of November 13th.	Principal conducted Co-Teaching walkthroughs the week of November 13th using the walkthrough data tool provided by OVEC. Debbie Mays sent a synopsis of Chapter 1 of the Co-Teaching that Works book to all co-teaching teams on November 6th. She sent out the synopsis of Chapter 2 on November 13th, and chapter 3 on 11/27.						
EL (Access Testing, PSP, Family Engagement)		ELL Teacher completes seven WIDA Training Courses for administering identification and placement of ELs. She calls families to determine eligibility for EL services. All incoming students, including kindergartners, are screened to determine eligibility and proficiency levels. Mrs. Freeman meets with all content area teachers and parents of ELs to plan a PSP (language service plan) to best support the needs of the students.	EL students with higher English language proficiency are receiving language services as well as Sheltered English instruction in content area classes.	Mrs. Freeman provides instruction to ELL students according to their English Language Proficiency, as well as supports them to access their content curriculum. In addition, Mrs. Freeman continually collaborates with content and classroom teachers to help students progress in content and English language proficiency.	Mrs. Freeman provides instruction to ELL students according to their English Language Proficiency, as well as supports them to access their content curriculum. In addition, Mrs. Freeman continually collaborates with content and classroom teachers to help students progress in content and English language proficiency.						
Progress Notes		Language service plan (PSPs) meetings were held with all content area teachers and Mrs. Freeman. Students are receiving language instruction within the content area classes as well as explicit English language instruction for Newcomers. Shelley Freeman completed seven WIDA Training Courses for administering identification and placement of ELs. She calls families to determine eligibility for EL services. All incoming students, including kindergartners, are screened to determine eligibility and proficiency	Shelley Freeman worked with teachers of former EL students who have exited the active status of the ELL program. Together they created a plan for monitoring the exited students' progress and needs. The parents of these students are notified of the redesignation of their student's status. Mrs. Freeman provides instruction to ELL students according to their English Language Proficiency, as well as supports them to access	CS created Reading Improvement Plans for EL students who were flagged by the MAP Diagnostic Assessment. CS and teachers will analyze student data every four weeks to determine student improvement in the area of reading. Mrs. Freeman provided instruction to ELL students according to their English Language Proficiency, as well as supports them to access their content curriculum. In addition, Mrs. Freeman continually collaborates with content and classroom teachers to help students progress in content and English language proficiency.	Mrs. Freeman provided instruction to ELL students according to their English Language Proficiency, as well as supported them to access their content curriculum. In addition, Mrs. Freeman continually collaborated with content and classroom teachers to help students progress in content and English language proficiency.						

Big Idea #2: Dry Ridge Elementary will provide a safe, healthy, collaborative, and engaging culture for students, staff, parents, and the community.											
Big Rocks	July Activities 20 Days	August Activities 20 Days	September Activities 20 Days	October Activities 19 Days	November Activities 19 Days	December Activities 14 Days	January Activities 23 Days	February Activities 19 Days	March Activities 21 Days	April Activities 17 Days	May Activities 13 Days
Effective Implementation of PBIS Rewards System	<ul style="list-style-type: none">- Data purged from system for next school year.- Discuss potential fundraiser for PBIS Rewards store.	<ul style="list-style-type: none">- Complete initial setup for the year.- Prepare Family materials for initial setup including instructions and QR Code.	<ul style="list-style-type: none">- Open PBIS Store. Prizes will be delivered every week.- Stock PBIS store and make changes to item costs.	<ul style="list-style-type: none">- Prizes are delivered every week.- Make additional store purchases as needed.	<ul style="list-style-type: none">- Prizes are delivered every week.- Make additional store purchases as needed.	<ul style="list-style-type: none">- Prizes are delivered every week.- Make additional store purchases as needed.	<ul style="list-style-type: none">- Prizes are delivered every week.- Make additional store purchases as needed.	<ul style="list-style-type: none">- Prizes are delivered every week.- Make additional store purchases as needed.	<ul style="list-style-type: none">- Prizes are delivered every week.- Make additional store purchases as needed.	<ul style="list-style-type: none">- Prizes are delivered every week.- Make additional store purchases as needed.	<ul style="list-style-type: none">- Prizes are delivered every week.- Make additional store purchases as needed.
		<ul style="list-style-type: none">- Meet families at Open house and walk them through process of adding PBIS rewards to phone and linking students.- Assist teachers in student log-in process if needed.- Review schoolwide expectations with students.- Review process of awarding of points and store.- Ensure that EVERY staff member is able to log in and access students.- Meet with teachers to review importance of data collection and how data will be used.	<ul style="list-style-type: none">- First Fun Friday - September 29	<ul style="list-style-type: none">- Follow up with new families not connected to PBIS Rewards.- Follow up with any staff concerns and questions	<ul style="list-style-type: none">- Follow up with new families not connected to PBIS Rewards.- Follow up with any staff concerns and questions	<ul style="list-style-type: none">- Follow up with new families not connected to PBIS Rewards.- Follow up with any staff concerns and questions	<ul style="list-style-type: none">- Follow up with new families not connected to PBIS Rewards.- Follow up with any staff concerns and questions	<ul style="list-style-type: none">- Follow up with new families not connected to PBIS Rewards.- Follow up with any staff concerns and questions	<ul style="list-style-type: none">- Follow up with new families not connected to PBIS Rewards.- Follow up with any staff concerns and questions	<ul style="list-style-type: none">- Follow up with new families not connected to PBIS Rewards.- Follow up with any staff concerns and questions	<ul style="list-style-type: none">- Follow up with new families not connected to PBIS Rewards.- Follow up with any staff concerns and questions
Progress Notes	<ul style="list-style-type: none">- Fundraisers and community donations discussed.- PBIS Rewards data from previous year reviewed	<ul style="list-style-type: none">- Schoolwide expectations were gone over in Morning Meetings to start off the year- All staff are connected to appropriate groups- Majority of the parents not connected have been contacted through PBIS- Expectation of students being in 85% in PBIS each week was sent to parents in parent update and presented to teachers in Building Coalition Meeting	<ul style="list-style-type: none">- School store has been set up with items and cost- Started analyzing data to ensure students are in 70% percentile with expectations- Analyzed data for First Fun Friday - 8 out of 394 total students do not get to attend based on daily points from 9/5-9/26. Interventions will be put in place for those students during the Fun Friday activity.	<ul style="list-style-type: none">- 3 students did not receive the 1st nine weeks fun Friday- these students were pulled during the reward to review expectations	<ul style="list-style-type: none">- Data will start being pulled weekly to discuss progress in giving points and make sure teachers are reaching the percentages of giving points						
Effective Implementation of Tier 2 and Tier 3 behavior intervention support groups based on PBIS Rewards data.	<ul style="list-style-type: none">- Prepare presentation for upcoming school year including data from previous year.	<ul style="list-style-type: none">- Meet with Teachers to discuss current student tiers and get recommendations for small groups	<ul style="list-style-type: none">- Meet with Teachers every two weeks to discuss behavior data.- Meet with Teachers every 4-6 weeks to discuss students who will be moving tiers and develop plan for those students.- Create groups as needed to be held each Tuesday and Wednesday during activities.- Review student and group data to determine effectiveness.	<ul style="list-style-type: none">- Meet with Teachers every two weeks to discuss behavior data.- Meet with Teachers every 4-6 weeks to discuss students who will be moving tiers and develop plan for those students.- Same groups held Tuesday and Wednesday during activities.- Review student and group data to determine effectiveness.	<ul style="list-style-type: none">- Meet with Teachers every two weeks to discuss behavior data.- Meet with Teachers every 4-6 weeks to discuss students who will be moving tiers and develop plan for those students.- Same groups held Tuesday and Wednesday during activities.- Review student and group data to determine effectiveness.	<ul style="list-style-type: none">- Meet with Teachers every two weeks to discuss behavior data.- Meet with Teachers every 4-6 weeks to discuss students who will be moving tiers and develop plan for those students.- Look at data to create new groups focusing on student needs.- Review student and group data to determine effectiveness.	<ul style="list-style-type: none">- Meet with Teachers every two weeks to discuss behavior data.- Meet with Teachers every 4-6 weeks to discuss students who will be moving tiers and develop plan for those students.- New groups start meeting each Tuesday and Wednesday during activities.- Review student and group data to determine effectiveness.	<ul style="list-style-type: none">- Meet with Teachers every two weeks to discuss behavior data.- Meet with Teachers every 4-6 weeks to discuss students who will be moving tiers and develop plan for those students.- Same groups held each Tuesday and Wednesday during activities.- Review student and group data to determine effectiveness.	<ul style="list-style-type: none">- Meet with Teachers every two weeks to discuss behavior data.- Meet with Teachers every 4-6 weeks to discuss students who will be moving tiers and develop plan for those students.- Create groups as needed to be held each Tuesday and Wednesday during activities.- Review student and group data to determine effectiveness.	<ul style="list-style-type: none">- Meet with Teachers every two weeks to discuss behavior data.- Meet with Teachers every 4-6 weeks to discuss students who will be moving tiers and develop plan for those students.- Same groups held each Tuesday and Wednesday during activities.- Review student and group data to determine effectiveness.	<ul style="list-style-type: none">- Meet with Teachers to determine who will remain in what tier into the next school year.- Communicate with GCMS current 5th grade student tiers.- Review student and group data to determine effectiveness.
Progress Notes		<ul style="list-style-type: none">- Small groups recommendation form was sent to all teachers	<ul style="list-style-type: none">- Groups are created and meetings have started as of 9/11- Data is reviewed weekly to check for students failing in 85% percentile on schoolwide expectations- Small Groups - 9/11, 9/18, 9/26, 9/27	<ul style="list-style-type: none">- Small Groups - Nikki 10/3 (3rd Grade) Chelsie 10/4, Chelsie & Nikki 10/10, 10/17, Nikki (1st, 2nd, 1/2 of 3rd) 10/31- interventions were put in place during the fun Friday to review expectations for students that did not earn it	<ul style="list-style-type: none">- Small Groups - Chelsie 11/1 (3rd and Kindergarten), 11/6, 11/14, Nikki 11/14- interventions were put in place for students not getting to attend fun Friday (re-teaching expectations)						
Effective Implementation of SEL programming for students and staff.	<ul style="list-style-type: none">- Secure all materials needed.- Create calendar.	<ul style="list-style-type: none">- Meet with teachers to review SEL Curriculum that will be used.- Twice weekly Zones of Regulation lessons.	<ul style="list-style-type: none">- Twice weekly Zones of Regulation lessons.- Weekly Cardinals of Character lessons. Lessons are over Caring.	<ul style="list-style-type: none">- Twice weekly Zones of Regulation lessons.- Weekly Cardinals of Character lessons. Lessons are over Accountability.- Monthly Guidance Lessons	<ul style="list-style-type: none">- Twice weekly Zones of Regulation lessons.- Weekly Cardinals of Character lessons. Lessons are over Respect.- SEL professional Development for all teachers on November 7- Monthly Guidance Lessons	<ul style="list-style-type: none">- Twice weekly Zones of Regulation lessons.- Weekly Cardinals of Character lessons. Lessons are over Determination.- No push-in lesson due to short month.- Monthly Second Steps Bullying Lessons.	<ul style="list-style-type: none">- Twice weekly Sources of Strength lessons.- Weekly Cardinals of Character lessons. Lessons are over Integrity.- Monthly Second Steps Bullying Lessons.	<ul style="list-style-type: none">- Twice weekly Sources of Strength lessons.- Weekly Cardinals of Character lessons. Lessons are over No Excuses.- Monthly Second Steps Lessons.	<ul style="list-style-type: none">- Twice weekly Sources of Strength lessons.- Weekly Cardinals of Character lessons. Lessons are over Acceptance.- Monthly Second Steps Lessons.	<ul style="list-style-type: none">- Twice weekly Sources of Strength lessons.- Weekly Cardinals of Character lessons. Lessons are over Leadership.- Monthly Second Steps Lessons.	<ul style="list-style-type: none">- Twice weekly Sources of Strength lessons.- Weekly Cardinals of Character lessons. Lessons are over Success.- Monthly Second Steps Lessons.
Progress Notes		<ul style="list-style-type: none">- Zones of Regulation lessons sent to teachers to implement during morning meetings - started August 18	<ul style="list-style-type: none">- Zones of Regulation lessons continued - Chapter 3- Cardinal of Character Lesson about Caring - Started 9/11	<ul style="list-style-type: none">- Zones of Regulation lessons continued - Chapter 3 completed- Cardinal of Character - accountability lessons- Guidance Bullying Lessons - Oct. 23, 24, 25	<ul style="list-style-type: none">- Zones of Regulation lessons continued - chapter 4 and 5- Kindness Guidance Lessons - November 28, 29, 30						
Monthly Parent Engagement Activities	<ul style="list-style-type: none">- Home Visits- Truancy Prevention: Summer Community Outreach.- Community Records Updates: Summer Postcard.- Community Collaborations:	<ul style="list-style-type: none">- Backpack Snack Letters: Home Visits: Kindercamp: Parent Engagement :Open House- Community Collaborations:	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Parent Engagement: Community Collaborations:	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Student Contacts: Parent Engagement/Contacts: Community Collaborations:	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Student Contacts: Parent Engagement/Contacts: Community Collaborations:	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Parent Engagement: Community Collaborations: Shop with a Cop	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Parent Engagement: Community Collaborations:	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Parent Engagement: Community Collaborations:	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Parent Engagement: Kindergarten Registration Community Collaborations:	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Parent Engagement: Community Collaborations:	<ul style="list-style-type: none">- Backpack Snacks: Home Visits: Mix it Up Day: Parent Engagement: Community Collaborations:

Big Idea #2: Dry Ridge Elementary will provide a safe, healthy, collaborative, and engaging culture for students, staff, parents, and the community.											
Big Rocks	July Activities 20 Days	August Activities 20 Days	September Activities 20 Days	October Activities 19 Days	November Activities 19 Days	December Activities 14 Days	January Activities 23 Days	February Activities 19 Days	March Activities 21 Days	April Activities 17 Days	May Activities 13 Days
Progress Notes	Home Visits - 19 Truancy Prevention: 12 Home Visits Summer Community Outreach: Provided Enrichment activities during summer school focusing on math, science, nutrition and SEL. Community Records Updates: 20 families Summer Postcard: 410 Community Collaborations: Records Update Days with Tamala Smallwood used local community rooms at Meadowview and Locust Ridge (see above)	Backpack Snack Letters: 17 Home Visits: 7 Parent Engagement Activities: Kindercamp: 36 families participated Open House and Community Resource Supports: 216 students and families attended Community Collaborations: Choose Your Schoose: 32 DRE students recieved new shoes and socks Braves Bash: 55 DRE students recieved school supplies	Backpack Snacks: 17 Students participating Home Visits: 7 Book Vending Machine: 50 Books given through PBIS Parent Engagement: Preschool Grandparents Day: 14 families participated Community Collaborations: K-2 Grandparents Night: 95 families participated 2-5 Grandparents Night: 48 families participated Community Collaborations: Who done it? Crime Scene Investigation: 14 students participated in a 3 day afterschool program focusing on Math, Science, Geography and problem solving. Good News Club-Hosted by Revive 17 students are participating Community Holiday Assistance with CAC 7 Hill One Red Box- Thanksgiving Baskets Dry Ridge Christian Church-Full Plate Ministry	Backpack Snacks: 23 bags weekly Home Visits: 12 Student Contacts: 275 Parent Engagement/Contacts: 134 Book Vending Machine: 36 Community Collaborations: 4-H Boot Camp: 39 students (Character Ed) Dia De Los Muertos: 20 students (Art, Culture and Literacy) 8th Graders- GCHS Anti Vaping Presentation (Substance Abuse Prevention) Relatives Raising Trip to the Pumpkin Patch	Backpack Snacks: 23 bags weekly (plus one extra bag each over the break) Home Visits: 1 attendance home visit Student Contacts: 51 individual contacts 14 "Thankful to Gnome You" Gratitude and Legend program Parent Engagement/Contacts: 1 Holiday Assistance (Thanksgiving) 2 Christmas 12 parent contacts in person for attendance Book Vending Machine: 32 books Community Collaborations: 7 Hills Church provided 20 One Red Box outreach to our Families Community Action referral for Holiday Assistance 3 area local churches have contacted the FRC to see if they could help fill center needs. Walmart Grant County Sheriffs Dept. Shop with a Cop (planning) Grant County Extension Office 4-H Grant County 4-H Teen Leadership	Backpack Snacks: Home Visits: Student Contacts: Parent Engagement/Contacts: Book Vending Machine: Community Collaborations:	Backpack Snacks: Home Visits: Student Contacts: Parent Engagement/Contacts: Book Vending Machine: Community Collaborations:	Backpack Snacks: Home Visits: Student Contacts: Parent Engagement/Contacts: Book Vending Machine: Community Collaborations:	Backpack Snacks: Home Visits: Student Contacts: Parent Engagement/Contacts: Book Vending Machine: Community Collaborations:	Backpack Snacks: Home Visits: Student Contacts: Parent Engagement/Contacts: Book Vending Machine: Community Collaborations:	Backpack Snacks: Home Visits: Student Contacts: Parent Engagement/Contacts: Book Vending Machine: Community Collaborations:

Components of Turnaround Leadership Development and Support	How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases achievement for underperforming subgroups?	<p>The Principal, Curriculum Specialist, and a Teacher Representative attended the RTI at Work Conference in Glendale, Arizona. The purpose of the training was to refine our RTI process and expand it to all grade level teams and departments. From that training, we have revised our master schedule to include more time for Tier 2 and Tier 3 intervention for our students. We have also trained our teachers on clear definitions for Tier 2 and Tier 3 intervention. We are currently focusing on the EL and UFLI curriculum for reading and the Georgia Numeracy Project for math intervention strategies. RTI data is reviewed by our teachers weekly in their PLT meetings and monthly by our vertical teams in the areas of math, reading, and science/social studies. Our special education teachers are members of these teams.</p> <p>Our Special Education Teachers were trained in implementing the UFLI curriculum during Tier 3 resource time. The teachers</p>	Identification of Critical Resource Inequities	Describe the process used to review the allocation and use of resources, any resource inequities that were defined that may contribute to underperformance, and how identified resource inequities will be addressed.	<p>In April of the previous school year, I receive our projected allocations from the Superintendent. In our building, we were allocated 3 LBD Special Education Teachers, 2 MSD Unit Teachers, and 1 Autism Unit Teacher. Two of our LBD SPED teachers have experience. One of our LBD SPED teachers is in her 2nd year on an Option 6 certificate this year. One of our MSD unit teachers are just over a year into the position. The other has experience but is new to our building this year. Our Autism unit teacher previously had general education teaching experience but no SPED experience. We were also allocated 4 total positions for SPED Instructional Assistants. Due to the high needs of the students, we were able to hire another SPED IA just after the school year started to give us 5 total SPED IA's between the 3 units. We have reviewed the Maintenance of Fiscal Effort report with the Superintendent and we have found that our</p>	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	Describe the process used to review the learning culture related to your targeted subgroups and any additional actions that were determined to address the causes of underperformance.	<p>In working to meet the needs of all of our SPED students, we reached out to our District SPED team (Director of Special Education, District SEL and Compliance Specialist, and Behavior Interventionist) to do a full walkthrough and evaluation of our SPED program. During their visit to the building, they conducted both SPED and general education classroom observations, interviewed staff members, and reviewed student IEP's to determine the amount of resource minutes needed.</p> <p>To reinforce their visit and to gather more data, we asked the SPED specialists from the Ohio Valley Education Cooperative to observe our SPED units and offer feedback. Based on their feedback we were able to adjust our SPED Unit teacher schedule and IA schedule to ensure that our students were getting out into the general education setting and receiving grade level tier 1 instruction. We also identified the need for highly effective and structured SDI practices.</p>	Targeted Subgroups and Evidence Based Interventions	Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed by CSIP activities for your targeted subgroups. What evidence based practices will the school incorporate that specifically targets the subgroups achievement that contributed to the TSI identification? How will you monitor the evidence based practice to ensure it is implemented with fidelity?	<p>There are two areas that we are focusing on after reviewing academic data for our SPED population. Highly effective SDI along with targeted, and intentional RTI.</p> <p>Highly effective SDI - Our teachers have been trained in the UFL curriculum and the Georgia Numeracy Project. Representatives from the Ohio Valley Education Cooperative will conduct monthly coaching visits to help support our teachers in this work. They will be offering feedback and best practices on delivering highly effective SDI and going over implementation tools. OVEC will also provide the principal and curriculum specialist with monthly look fors that can be monitored during instructional walkthroughs and formal observations.</p> <p>(Cummings, E. (2022, October 9). Understanding specially designed instruction (SDI) in special education. Behaviorist. Retrieved November 22, 2022, from https://www.behaviorist.com/specially-designed-instruction-sdi-in-special-</p>
---	--	--	--	---	--	--	--	--	---	--	---