

Action Plan 2024- 2025



Dry Ridge Elementary School



Student-Centered Excellence

STATE ACCOUNTABILITY AREA	2023-2024 STATUS SCORE	2023-2024 CHANGE SCORE	2025 STATE GOAL (End of Year Goal)	2027 STATE GOALS (Three Year Goal)
State Assessment for Reading and Mathematics	63.7 Medium	Increase	By the end of the 24 - 25 school year, Dry Ridge Elementary School will increase proficiency in Reading from 38% to 50%. By the end of the 24 - 25 school year, Dry Ridge Elementary School will increase proficiency in Math from 45% to 52% .	By the end of the 26 - 27 school year, Dry Ridge Elementary School will increase proficiency in reading to 55% By the end of the 26 - 27 school year, Dry Ridge Elementary School will increase proficiency in math to 55%.
Science, Social Studies and Writing	64.2 Medium	Increase	By the end of the 24 - 25 school year, Dry Ridge Elementary School will increase proficiency in Science from 42% to 50%. By the end of the 24 - 25 school year, Dry Ridge Elementary School will increase proficiency in Social Studies from to 30% to 45%. By the end of the 24 - 25 school year, Dry Ridge Elementary School will increase proficiency in Writing from 54% to 60%.	By the end of the 26 - 27 school year, Dry Ridge Elementary School will increase proficiency in Science to 45%. By the end of the 26 - 27 school year, Dry Ridge Elementary School will increase proficiency in Social Studies to 50%. By the end of the 26 - 27 school year, Dry Ridge Elementary School will increase proficiency in Writing to 60%.
Achievement Gap	29.9 Very Low	Increase	By the end of the 24 - 25 school year, Dry Ridge Elementary School will increase proficiency in reading for disability (IEP) gap group from 9% to 15% . By the end of the 24 - 25 school year, Dry Ridge Elementary School will increase proficiency in math for disability (IEP) gap group from 12% to 18% .	By the end of the 26 - 27 school year, Dry Ridge Elementary School will increase reading proficiency in our disabilities gap group to 35%. By the end of the 26 - 27 school year, Dry Ridge Elementary School will increase math proficiency in our disabilities (IEP) gap group to 40%.
English Learners	NA	NA	By the end of the 24 - 25 school year, all EL students will increase their ACCESS Composite by at least 0.5 points.	By the end of the end of the 26-27 school year, all EL students will increase their ACCESS Composite by 1.5 or will move to monitoring status.
Quality of School Climate and Safety	74.1 Low	Increase	By the end of the 24-25 school year, the QSCS status score will increase; from 74.1 to 85 .	By the end of the 26-27 school year, the QSCS status score will increase to 85

2024-2025 Objectives (Based on Needs Assessment)			
2024-2025 Objectives	Measure	STATE ACCOUNTABILITY AREA	Key Core Work Processes
Dry Ridge Elementary School will fully implement the PLC process by the end of the 2024-2025 school year.	<ul style="list-style-type: none">- increased proficiency on the Grant County Schools Professional Learning Community rubric- increased scores on common assessments for all content areas- increase in projected proficiency and growth on MAP scores	<i>State Assessment Results in Reading and Mathematics</i> <i>State Assessment Results in Science, Social Studies and Writing</i> <i>Achievement Gap</i> <i>English Learners</i>	<i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i>
Dry Ridge Elementary School will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2024-2025 school year.	<ul style="list-style-type: none">- increase percent of "meets expectation" rating on Instructional Visit tool data	<i>State Assessment Results in Reading and Mathematics</i> <i>State Assessment Results in Science, Social Studies and Writing</i> <i>Achievement Gap</i> <i>EL Progress</i>	<i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i>
Dry Ridge Elementary School will adopt and deploy high-quality instructional resources to ensure student growth in reading and math by the end of the 2024-2025 school year.	<ul style="list-style-type: none">- increase in the percentage of students who show mastery of priority standards on common assessments-increased growth and/or projected proficiency on MAP scores	<i>State Assessment Results in Reading and Mathematics</i> <i>State Assessment Results in Science, Social Studies and Writing</i> <i>Achievement Gap</i> <i>EL Progress</i>	<i>KCWP 1: Design and Deploy Standards</i> <i>KCWP 2: Design and Deliver Instruction</i> <i>KCWP 3: Design and Deliver Assessment Literacy</i> <i>KCWP 4: Review, Analyze, and Apply Data Results</i> <i>KCWP 5: Design, Align, and Deliver Support</i> <i>KCWP 6: Establish Learning Environment and Culture</i>

Dry Ridge Elementary School will implement a high-quality teacher induction program to retain teachers by the end of the 2024-2025 school year.	- 10% decrease in teachers with 1-3 years experience according to the school report card	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap EL Progress	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Dry Ridge Elementary School will provide effective supports for EL/Multilingual learners by the end of the 2024-2025 school year.	- average increase of 0.5 on ACCESS scores	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap EL Progress	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Dry Ridge Elementary School will provide effective supports for Special Education students by the end of the 2024-2025 school year.	- increase in the percentage of special education students who show progress on IEP goals -increased growth and/or projected proficiency on MAP scores (special education sub-group)	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Dry Ridge Elementary School will fully implement PBIS plans focused on academic behaviors by the end of the 2024-2025 school year.	- increase in documented positive behaviors based on dojo data	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap Quality of School Climate and Safety	KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture

Dry Ridge Elementary School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for the next grade band by the end of the 2024-2025 school year.	- documentation of progress on the SUCCEED plan for grades K-5	Quality of School Climate and Safety	KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Dry Ridge Elementary School will effectively implement the Grant County Schools Attendance Protocol by the end of the 2024 - 2025 school year.	- 15% increase in ADA	State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap English Learners Quality of School Climate and Safety	KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Dry Ridge Elementary School will implement a highly effective safety plan by the end of the 2024-2025 school year.	- safety walkthroughs	Quality of School Climate and Safety	KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture

High Quality Instruction and Closing the Gap											
Funding Sources:						Measures of Success: GCS PLC Rubric, Common Assessment Data, MAP Data (as applicable), Tier 2 and 3 Intervention Data					
STRATEGIES	Dry Ridge Elementary School will fully implement the PLC process by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Systemize the Role of Guiding Coalition	Admin team will revisit guiding coalition protocols (goals, purpose and responsibility) Develop a plan for coalition team	Form and train guiding coalition Develop goals and scheduling of meetings Determine what the celebrations look like	Analyze/Review MAP data from 2023-2024 Talk about expectations of MAP testing environment, goals with students, etc. Plan celebration for October.	Analyze Fall MAP across grade levels data Discuss next steps Celebration for Fall MAP. Combine the guided coalition and PBIS committee.	Read chapter from RTI at Work regarding guiding coalition principles. Review MAP and KSA data. Complete the PLC Rubric	Share Guiding Coalition Responsibility from RTI At Work Book pages 49-50 on collective responsibility. Follow up with expectations from the chapter regarding the guiding coalition roles. Share expectation for guiding coalition members to spearhead PLT meetings for their respective grade levels.	Discuss glows and grows of PLT work for the week of December. Review MAP data and set grade level goals for the rest of the year. Review MTSS plan to ensure guidelines are shared with all shareholders.	Review progress on goals set by each grade level. Discuss guiding coalition goals from the article: https://allthingsplc.info/there-really-are-differences-between-what-leadership-teams-do-and-what-guiding-coalitions-do/	Review expectations for MAP testing. Discuss glows and grows of PLTs from each grade level in order to share ideas for growth and celebrate successes.	Analyze MAP data and instructional plan per grade level and academic area.	Review schedule options for the 2025-2026 school year in order to maximize instructional time and RTI time
Implement Priority Standards	Ensure teachers have access to priority standards for reading and math.	Share priority standards with staff. Discuss the "Why" we have priority standards and share expectations for implementation for priority standards during Tier 1 and Tier 2.	During PLT meetings ensure that priority standards are the focus of data anlysis. Admin and teachers will plan interventions based on priority data analysis. CS will plan with teachers who need assistance with planning for priority standards.	During the month of October teachers will analyze the reading fluency map data to determine the students who are not yet decoding at grade level (RF priority standard for all grade levels). Analyze MAP to identify students who may need more support as well as drill down and classroom data to determine if there students need more support with the priority standards during RTI. Reading and math teachers will set goals for upcoming unit based on priority standards only.	During PLT meetings ensure that priority standards, effective implementation of the HQIR and student learning is the focus. Admin and teachers will discuss/create Tier 2 and 3 interventions based on priority data analysis. CS will plan with teachers who need assistance with planning for priority standards. PLT work will focus on data analysis of priority standards and unit assessment planning and/or revision for the month of November. CS will start full fledge coaching cycles during this month.	Implement MAP testing to determine porgress for all students on the focus of priority standards. Student goal setting for MAP to ensure consistent results across grade levels. Complete math unit miyear check to determine student retention of priority standards taught thus far. Complete EL benchmark testing to determine progress on phonics skills.	On January 3, teachers will work on unit planning for Envision and the lesson internalization protocol for EL which includes a focus on priority standards.	Follow up with unit planning on any NTI days. PLT will focus on data analysis of priority standards. Ensure RTI instruction will focus on priority standards.	Follow up with unit planning on any NTI days. Ensure PLT focus on data analysis of priority standards. Ensure RTI instruction will focus on priority standards.	Follow up with unit planning on any NTI days. PLT will focus on data analysis of priority standards. Ensure RTI instruction will focus on priority standards. Analyze MAP data to determine the effectiveness of focusing on priority standards affected student growth.	Plan next steps for the 25-26 school year regarding priority standards. Determine what priority standards needed more instruction. Have teachers complete a reflection on their implementation and instruction of priority standards.
Develop and Refine Common Assessments	Meet with CS and Elementary Director to discuss plan for common assessments.	Allow time during August Contract Days for teachers to work on Unit Planning which includes common assessments.	Set up expectations that during PLT meetings teachers and admin can develop common assessments and/or have the team review a common assessment to ensure alignment to the grade level standards. Review of common assessment data may lead to changes and refinement of the common assessment as well.	Ensure grade level PLT meetings are focused on common assessments in some aspect (team review of common assessments to ensure alignment to the grade level standards, data analysis of common assessment, or refinement of the common assessment based on student data).	Teachers and CS will continue to develop common assessments for reading and math that align to the priority standards. Teachers will set goals with students on the priority standards during the month of November and post the goals for students to see.	Midyear check on PGP goals and unit planning on new HQIR assessment piece. CS will plan with teachers who need assistance on planning for, implementing priority standards and planning assessments to show student learning. Analysis of common assessments will take place during weekly PLTs.	CS will plan with teachers who need assistance on planning for, implementing priority standards and planning assessments to show student learning. Analysis of common assessments will take place during weekly PLTs.	CS will plan with teachers who need assistance on planning for, implementing priority standards and planning assessments to show student learning. Analysis of common assessments will take place during weekly PLTs.	CS will plan with teachers who need assistance on planning for, implementing priority standards and planning assessments to show student learning. Analysis of common assessments will take place during weekly PLTs.	CS will plan with teachers who need assistance on planning for, implementing priority standards and planning assessments to show student learning. Analysis of common assessments will take place during weekly PLTs.	CS will plan with teachers who need assistance on planning for, implementing priority standards and planning assessments to show student learning. Analysis of common assessments will take place during weekly PLTs.
Implement Systematic and Systemic Tier 2 Intervention	Review MTSS System with admin team to plan for implementation of PLCs for this coming school year.	Share new MTSS system with teachers and staff so everyone has the same vision regarding Tier 2 implementation.	CS will support teachers in providing Tier 2 instruction via individual or group planning, providing feedback from observations and PLT meetings. CS will also provide ideas adn resources for Tier 2 interventions. Share expectations for PLC meetings for both Tier 2 and Tier 3. Share agenda that will be used to document student progress and teacher implementation of intervention. Analyze data and create groups for reading and math.	Provide feedback to PLC teams regarding the implementation and documentation of Tier 2 student progress data, collaboration among colleagues and intervention implementation. Reivew PLT guidelines and expectations. Model PLT expectations. Attend weekly PLTs since they will be more teacher-led than CS led.	CS, principal and counselor will complete walkthroughs to ensure Tier 2 is occurring. This admin team will meet to discuss the data as well as meet with grade level teams to share data analysis and set next steps. Provide support in the focus areas of the Dufour expectations by being the led learner and collaborator. Celebrate grade levels who are exceling at the PLT guidelines.	CS, principal and counselor will complete walkthroughs to ensure Tier 2 is occurring. This admin team will meet to discuss the data as well as meet with grade level teams to share data analysis and next steps.	During our January 3rd PD Day, grade level PLTs and Vertical Team PLTs will spend the day crafting their plan for the next 4 weeks of instruction. Their task is to analyze their grade level data and determine who their bubble students are. They then have to identify 2 positives from their data and 2 areas for growth going forward. Finally, they had to develop a plan for both Tier 2 and Tier 3 intervention for the next 4 weeks to help address the noted areas of growth. Principal and CS will continue RTI block walkthroughs to check for implementation the week of January 22nd. RTI meetings will take place on 1/27. Review of Reading Improvement Plans will be on 1/27 as well. Plans will be analyzed and changes will be made to interventions if needed. Charting of progress for students below profoeincy will continue and discussed at RTI and PLT meetings. Create data analysis protocol steps for teachers to follow when presenting data. During the January staff meeting admin will share the expected protocol to be used to share data analysis during the PLT meeting. Review of RTI plan with staff????? Dates will be set for RTI walkthroughs to take place for the month of February.	PLTs will meet on February 2/4 to review intervention plans and make necessary adjustments to Tier 2 and Tier 3 intervention activites based on the data. Teachers will follow the new protocol when presenting Tier 2 data during PLT meetings. Data will be linked in the agenda. Principal and CS will complete RTI block walkthroughs to check for implementation the week of February 19th.	RTI meetings will take place on 3/24. Review of Reading Improvement Plans will be on 4/24 as well. Plans will be analyzed and changes will be made to interventions if needed. Charts will be updated with student progress. New instructional plans will be created if needed. Teachers will follow the new protocol when presenting Tier 2 data during PLT meetings. Data will be linked in the agenda.	MAP Growth data analysis will take place the week after the MAP testing window closes. Charting of progress for students below proficiency will continue and discussed at RTI and PLT meetings. RTI meetings will take place on 4/28. Review of Reading Improvement Plans will be on 4/24 as well. Plans will be analyzed and changes will be made to interventions if needed. Charts will be updated with student progress. New instructional plans will be created if needed. Teachers will follow the new protocol when presenting Tier 2 data during PLT meetings. Data will be linked in the agenda.	Analysis of MAP data, MAP reading fluency and end of the year math data will be used for determine is Tier 2 instruction was effective.

Implement the grade level Data Analysis Protocol as the guide for PLT meetings	Discuss as an admin team what a comprehensive data analysis tool will be used during PLTs for academics and behavior.	Share with teachers the protocol for data analysis in August.	The admin team will assist teachers in data collection for Tier 2 and 3 to ensure the intervention is working.	The admin team will ensure data is presented and consistent with the school expectations.	Attend weekly PLTs to ensure data is consistent among the grade level and vertical teams.	Ensure data tool is being used and analysis is taking place during PLT meetings. Model use of data analysis with MAP data. During PLT after MAP testing, students will list the names of the students that did not score in the 60th percentile grouped by reading and math.	As part of the data analysis protocol, the For each student identified specific interventions/strategies will be listed in order for the student to reach next goal. This will occur during the January Faculty Meeting. As a school, we will look for commonalities across the grade levels to identify if there is a school wide need. We will take time to identify what went well and celebrate the positives. Create data analysis protocol steps for teachers to follow when presenting data.	During PLTs and the monthly Faculty Meeting, grade level teams will present the updated data on the students that were identified. The presentation will include the student's areas of growth, interventions used, how often and the progress shown from those interventions. By presenting this at a faculty meeting, it promotes ownership of the work and allows othe faculty members to suggest ideas and/or take ideas away.	During PLTs, Teachers will review mid-term progress for Tier 2 and 3 students using collected data from interventions. Admin will support by providing feedback on the effectiveness of interventions and identifying any necessary adjustments. Vertical teams will compare data trends to identify common strengths and gaps across grade levels. This discussion will aim to refine strategies and ensure alignment in addressing schoolwide needs	Admin will ensure that all grade levels are prepared for the Spring MAP administration.Use PLT meetings to analyze results from spring assessments (e.g., classroom-based assessments or initial MAP results). Focus on students who may require additional interventions before year-end.	Teachers will finalize their grade-level data binders, ensuring that all student data, including Spring MAP scores and intervention progress, is up to date. During PLTs, teachers and admin will reflect on the overall effectiveness of the year's data analysis process. They will identify what worked well, challenges faced, and recommendations for the following year
Provide Professional Learning and support for Teachers	CS will plan new teacher EL training for new teachers.	Share information and system expectations regarding effective PLCs and RTI during a contract day.	The CS will lead grade level meetings the week of September 9 and the week of 16th to build a deeper understanding of PLCs and RTI. The CS will support teacher teams who need assistance by taking the lead role in the PLC process and expectations.	The CS, principal and counselor will support teacher teams who need assistance by taking the lead role in the PLC and RTI process and expectations. Support will be based on observation data from the end of September when teacher teams begin teacher led PLC work.	The admin team will collect observaton data to determine support for teams during the PLC process and anlyaze data to provide support as needed during our role groups meetings (academic, SEL and guiding coalition meetings). Highlight areas that are lacking during the PLC process in the staff update or during staff meeting. Use the guiding coalition as teacher leaders to model the process. Continue to provide PL to the guiding coalition members.	The admin team will collect observation data to determine support for teams during the PLC process and anlyaze data to provide support as needed during our role groups meetings (academic, SEL and guiding coalition meetings).	During a staff meeting, use observation data to reflect on PLC progress. Highlight successes and address areas for growth. We will review the results of the PLC rubric completed by the Guiding Coalition. Revisit key principles from RTI at Work and set specific goals for the second semester to improve PLC effectiveness.	Facilitate a book study (RTI at Work Chapter 6 and 7) discussion during the February) staff meeting focused on effectively implementing Tier 2 and 3 interventions. CS will guide teachers in using observation and assessment data to design interventions aligned with individual student needs	Vertical PLC session to align RTI practices and discuss how interventions at one grade level impact student success at the next. Provide additional training on interpreting Spring MAP data and using it to adjust Tier 1, 2, and 3 interventions for the remainder of the year	during PLCs teachers bring examples of students not making progress despite interventions. Use the RTI at Work framework to problem-solve and adjust strategies	At the final staff meeting, celebrate the growth of PLCs and RTI practices, recognizing teacher leaders and teams who demonstrated exceptional collaboration and impact. Identify practices that we need to adjust and/or improve for the 2025-2026 school year.
Implement Systematic and Systemic Tier 3 Intervention	Attend the District retreat to reivew new MTSS system. Complete the Tier 3 work the admin team began last year to determine waht needs to be implemented this school year.	Provide teachers with the expectations for Tier 3 during an August Contract Day (per the updated MTSS System). Set RTI meetings dates for the school year with the guiding coalition. Share RTI graphs with teachers. Allow time for teachers to share insight into what worked for the students last school year.	CS will support teachers in providing Tier 3 instruction via individual or group planning, providing feedback from observations and PLT meetings. CS will also provide ideas and resources for Tier 3 interventions. Share expectations for PLC meetings for both Tier 2 and Tier 3. Share agenda that will be used to document student progress and teacher implementation of intervention.	MAP data analysis to ensure we are targeting students who are well below grade level. Complete RTI meeting in October. Provide feedback to PLC teams regarding the implementation and documentation of Tier 3 student progress data, collaboration among colleagues and intervention implementation.	Admin team will observe during Tier 3 time to ensure implementation of support. Use RTI meetings to determine effectiveness of data collection and understanding of goals and interventions.	Ensure use of Tier 3 intervention is taking place via RTI observations. Analyze Tier 3 data at the monthly RTI meeting to make decisions on student progress.	RTI meetings will take place on 1/7 to review intervention plans and make necessary adjustments to Tier 3 intervention activities based on data. Teachers will also plan out the next 2 weeks of Tier 3 intervention time. Principal and CS will complete RTI block walkthroughs to check for implementation the week of January 6th.	RTI meetings will take place on February 2/4 to review intervention plans and make necessary adjustments to Tier 2 and Tier 3 intervention activities based on the data. Principal and CS will complete RTI block walkthroughs to check for implementation the week of February 19th. On February 4th, grade level teams will review RTI data to monitor student progress and will make adjustments as necessary.	PLTs will meet on 3/4 to review intervention plans and make necessary adjustments to Tier 2 and Tier 3 intervention activities based on the data. Teachers will also plan out the next 4 weeks of Tier 2 and Tier 3 intervention time. Principal and CS will complete RTI block walkthroughs to check for implementation the week of March 3rd.	PLT's will meet on February 2/24 to review intervention plans and make necessary adjustments to Tier 2 and Tier 3 intervention activities based on the data. Teachers will also plan out the next 4 weeks of Tier 2 and Tier 3 intervention time. Principal and CS will complete RTI block walkthroughs to check for implementation the week of February 19th. On February 24th, grade level teams will review RTI data to monitor student progress and will make adjustments as necessary.	Review school data to determine effectiveness of insterventions.
Objective 2 and Measures of Success - Enhance Instructional Protocol											
Funding Sources:						Measures of Success: Instructional Visit Data					
STRATEGIES Dry Ridge Elementary School will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2024-2025 school year.											
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Refocus on Characteristics of Each IP Component	Review components of the IP process to determine focus areas for the next few months.	Train new teachers in all components of IP. Complete IP overview and sort with entire staff during Opening Day to review the components with the entire staff. CS will plan with new teachers and model components individual teachers feel most uncomfortable with.	New teacher meeting will focus on IP follow up to determine needs. An announced observation will take place this month for all new teachers with a follow up meeting to discuss strengths and weaknesses. Staff meeting will highlight mini-lesson.	Set up coaching cycles based on individualized needs pertaining to the IP. Highlight guided practice at staff meeting (engagement, productive struggle, structures).	Set up coaching cycles based on individualized needs pertaining to the IP based on observation data. Highlight IP component from principal and CS data analysis of walkthroughs and provide trainig on this component during the November staff meeting.	Set up coaching cycles based on individualized needs pertaining to the IP based on observation data. Highlight IP component from principal and CS data analysis of walkthroughs and provide training on this component during the November staff meeting.	January Staff Meeting - The PL will focus on EBIS Clarifying and Sharing Learning Goals. As we reset for the second semester, this is a good time to review how to write Learning Targets and use them throughout the lesson.	February Staff Meeting - The PL will focus on EBIS Explicit Instruction. Explicit Instruction will be connected to the mini-lesson portion of the Instructional Protocol.	March Staff Meeting - The PL will focus on EBIS Meaningful Feedback. CS and Admin will provide examples of Meaningful Feedback and how it can be used to check for learning and understanding throughout the lesson. Using the IP, teachers will understand how to use meaningful feedback from students. We will also discuss how teachers can provide meaningful feedback to their students. Teachers will be trained on Continuous Classroom Improvement on the March Contract Day.	Gather data during faculty meetings and PLTs on how effective feedback from IP walkthroughs are to teachers. Create a time for teachers to share with admin about how they can improve feedback given to them.	Share data that was gathered in the previous month. Provide admin's plan on how to be provide more meaningful feedback and professional learning to enhance instructional protocol.
Embed Academic Behaviors and SEL in IP	Admin will discuss school academic and SEL behaviors that will be consistent in our school.	Counselor will present new matrix to staff that includes the behaviors that will be explicitly and intentionally taught to students.	Counselor and CS will plan with teachers to embed the focus behaviors into lessons or provide teachers with lessons to teach the expected behaviors.	Admin team will look for the SOAR expecations during walkthroughs beginning this month to determine level of implementation. Support will be provided to those in need.	Teachers will continue to embed SOAR expectations into instructional protocol. Admin team will provide guidance on how to use the teachable moments in the classroom as learning experiences for students rather than teaching SEL in isolation.	Teachers will continue to embed SOAR expectations into instructional protocol. Admin team will provide guidance on how to use the teachable moments in the classroom as learning experiences for students rather than teaching SEL in isolation. This is an ongoing process. The admin team is supporting teachers that need more guidance or assistance with intentionality of the SOAR expectation within the learning community.	Counselor leads a faculty meeting to revisit the SOAR matrix and discuss the implementation successes and challenges from the first semester. Teachers collaborate in grade-level teams to share strategies for embedding SOAR behaviors into lessons, focusing on Self-Awareness and Respect for January's emphasis.	Counselor and CS work with teachers to emphasize Ownership as the monthly focus. Teachers incorporate lessons or activities that help students take responsibility for their learning and behavior.	March focus: Adaptability. Counselor shares resources for integrating adaptability into academic contexts, such as handling change during group projects or flexible problem-solving in math. Adapatability will also focus on different testing situations such as MAP and KSA.	CS will work with teachers design projects that incorporate SOAR expectations for Respect and Ownership.	During the final faculty meeting, reflect on the impact of embedding SOAR expectations into academics. Teachers share their most effective practices and lessons learned. Admin team collects teacher feedback on SEL implementation to refine the process for the next year

Provide Professional Learning and Support for Teachers	Create a plan to share the IP model with staff.	Present information on IP components and expectations.	New teacher meeting will focus on IP follow up to determine needs. An announced observation will take place this month for all new teachers with a follow up meeting to discuss strengths and weaknesses. Staff meeting will highlight engagement using Total Participation Techniques.	Set up coaching cycles based on individualized needs pertaining to the IP. Highlight guided practice at staff meeting (engagement, productive struggle, structures). Math Teacher attended Math workshop October staff meeting will focus on mini-lesson with teachers using Rally Robin to discuss the looks fors of a mini-lesson.	November staff meeting - Focus on data analysis protocol that we will use in PLT and faculty meeting. The PL was focused on Evidence Based Instructional Strategies. The focus for the month was Classroom Discussion. EI Teachers attend UFLI Training. <u>EBIS</u>	December staff meeting - The PL will focus on Inquiry Based Learning that will be led by Missy Colson. The December EBIS focus will be Questioning as this aligns with Inquiry Based Learning. KDE Early Literacy Director Walk -Through	January Staff Meeting - The PL will focus on EBIS Clarifying and Sharing Learning Goals. As we reset for the second semester, this is a good time to review how to write Learning Targets and use them throughtout the lesson.	February Staff Meeting - The PL will focus on EBIS Explicit Instruction. Explicit Instruction will be connected to the mini-lesson portion of the Instructional Protocol.	March Staff Meeting - The PL will focus on EBIS Meaningful Feedback. CS and Admin will provide examples of Meaningful Feedback and how it can be used to check for learning and understanding throughout the lesson. Using the IP, teachers will understand how to use meaningful feedback from students. We will also discuss how teachers can provide meaningful feedback to their students.	Gather data during faculty meetings and PLTs on how effective feedback from IP walkthroughs are to teachers. Create a time for teachers to share with admin about how they can improve feedback given to them.	Share data that was gathered in the previous month. Provide admin's plan on how to be provide more meaningful to improve instruction.
Objective 3 and Measures of Success - Adoption and Implementation of High-Quality Instructional Resources											
Funding Sources:						Measures of Success: Common Assessment Data, MAP Data (as applicable)					
STRATEGIES	Dry Ridge Elementary School will adopt and deploy high-quality instructional resources to ensure student growth in reading and math by the end of the 2024-2025 school year.										
	<i>July Activities</i>	<i>August Activities</i>	<i>September Activities</i>	<i>October Activities</i>	<i>November Activities</i>	<i>December Activities</i>	<i>January Activities</i>	<i>February Activities</i>	<i>March Activities</i>	<i>April Activities</i>	<i>May Activities</i>
Launch High-Quality Instructional Resources	Provide teachers with access to HQIR. Create EL presentation for new teachers.	Attend math training on new resource in order to support teachers with implementation and understanding of curricular design. Present EL presentation to new teachers implementing EL so they understand its curricular design. Be available as teachers begin to grapple with the new HQIRs. If math training does not have a protocol for for lesson and unit internalization; create one and share with teachers. Plan follow up meeting to share with math teachers the protocol (analyze overview of standard clusters for 1st unit, analysis of mid or end assessment, analysis of lesson progression, deep dive into individual lesson (analysis of layout, higher order questions, how to plan lesson through the IP lens, formative data collection).	Work with other CS and Director to set goals for both EL and Envision implementation and to develop professional learning for both curriculums. Plan with math teachers to ensure the protocol of unit/lesson/assessment analysis takes place (analyze overview of standard clusters for 1st unit, analysis of mid or end assessment, analysis of lesson progression, deep dive into individual lesson (analysis of layout, higher order questions, how to plan lesson through the IP lens, formative data collection).	Begin regular data analysis of HQIR data to determine effectiveness of program. Observations will take place to determine effectiveness of HQIR and pacing; provide feedback on implementation of the HQIR through the lense of the IP.	Ongoing planning with new teachers on how to best use the resource for guided practice. Analysis of HQIR assessments to determine student learning and next steps with Tier 2 and 3.	Map assessment will be administered to determine positive student growth using the HQIR. Principal and CS analysis of data to determine areas of need for coaching and drill down data testing. Principal and CS will do targeted walkthroughs to look for the specific implementation of the HQIRs and offer feedback. CS will provide differentiated support for teachers around the implementation of the HQIRs. Vertical Teams will review student data on February 7th to track the progress and success of the HQIRs. When students are given HQIR assessmentst, 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 HQIRs and offer feedback. CS will provide differentiated support for teachers around the implementation of the HQIRs. Vertical Teams will review student data on February 7th to track the progress and success of the HQIRs. When students are given HQIR assessmentst, 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 HQIRs and offer feedback. CS will provide differentiated support for teachers around the implementation of the HQIRs. Vertical Teams will review student data on February 7th to track the progress and success of the HQIRs. When students are given HQIR assessmentst, 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 HQIRs and offer feedback. CS will provide differentiated support for teachers around the implementation of the HQIRs. Vertical Teams will review student data on February 7th to track the progress and success of the HQIRs. When students are given HQIR assessmentst, 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 HQIRs and offer feedback. CS will provide differentiated support for teachers around the implementation of the HQIRs. Vertical Teams will review student data on February 7th to track the progress and success of the HQIRs. When students are given HQIR assessmentst, data will be analyzed during grade level PLTs to determine student strengths and weaknesses and instructional plans for RTI purposes.	Teachers will complete HQIR unit planning during the contract day in May.
Facilitate Curriculum-Based Professional Learning for HQIR	Review KDE's suggestions for PL while implementing an new HQIR.	Begin learning alongside math teachers during our training on the 13th and lead PL with the EL curriculum on the 13th.	September vertical meetings will be guided by the following questions- What instructional practices from the new curriculum have you used? Have you noticed a sequence of learning in your new curriculum? What problems have you faced implemeting the practices or the sequence of learning? The goal is to encourage a rich discussion that will allow all teachers to learn from each other or collaborate to problem solve issues with the new resource.	October feedback from teachers will be focused on a glow and a grow reflection based on HQIR implementation. Based on observations of implementation, the CS will lead teachers in deepening their knowledge of growth areas during IP face to face meetings.	During November vertical meeting, teachers will discuss glows and grows based on thier feedback on essential elements and essentials that must be taught when implementing the HQIR. CS will attend the HQIR cadre at NKCES.	CS will continue to work with teachers on areas they are struggling with. CS has been planning lessons, modeling and co-teaching with teachers, implementing the 3 Act Math Task and co-creating assessments from the HQIRs.	CS will continue to work with teachers on areas they are struggling with understanding or implementing the curriculum. CS will continue to co-plan lessons, model and/or co-teach with teachers, as well as implementing the 3 Act Math Task and co-create assessments from the HQIRs.	CS will continue to work with teachers on areas they are struggling with understanding or implementing the curriculum. CS will continue to co-plan lessons, model and/or co-teach with teachers, as well as implementing the 3 Act Math Task and co-create assessments from the HQIRs.	CS will continue to work with teachers on areas they are struggling with understanding or implementing the curriculum. CS will continue to co-plan lessons, model and/or co-teach with teachers, as well as implementing the 3 Act Math Task and co-create assessments from the HQIRs.	CS will continue to work with teachers on areas they are struggling with understanding or implementing the curriculum. CS will continue to co-plan lessons, model and/or co-teach with teachers, as well as implementing the 3 Act Math Task and co-create assessments from the HQIRs.	CS will continue to work with teachers on areas they are struggling with understanding or implementing the curriculum. CS will continue to co-plan lessons, model and/or co-teach with teachers, as well as implementing the 3 Act Math Task and co-create assessments from the HQIRs.
Monitor and Support Implementation of HQIR	Provide teachers with access to HQIR. Create EL presentation for new teachers.	Provide training in EL and attend the math training in order to support teachers throughout the school year.	Individual or small group planning sessions will take place during September to address differentaiated needs. Show Savvas training videos during math vertical meetings. Plan out what teachers need to see in order for effective implementation. Train teachers how to administer math readiness assessment. Analyze math data during a September PLT.	Analysis of latest end of unit assessment data from the HQIR to determine effectiveness of implementation. Analysis of MAP data.	Observe in classrooms to ensure fidelity of HQIR. Support classroom teachers to areas of HQIR implemenation as needed.	Observe in classrooms to ensure fidelity of HQIR. Support classroom teachers to areas of HQIR implementation as needed. Analyze initial MAP data to determine effectiveness on HQIR based on student achievement with grade levels and guiding coalition.	Observe in classrooms to ensure fidelity of HQIR. Support classroom teachers to areas of HQIR implemenation as needed. Deep dive analysis of student MAP data to determine HQIR effectiveness for the first half of the school year. Discuss with teachers in vertical meetings the "Glows" and "Grows of the programs to determine next steps in support.	Observe in classrooms to ensure fidelity of HQIR. Support classroom teachers to areas of HQIR implementation as needed. Vertical meetings will focus on information gained from the HQIR Cadre with NKCES.	Observe in classrooms to ensure fidelity of HQIR. Support classroom teachers to areas of HQIR implementation as needed.	Observe in classrooms to ensure fidelity of HQIR. Support classroom teachers to areas of HQIR implementation. CS will attend HQIR Cadre meeting at NKCES and bring back informatin that will support HQIR implementation.	Observe in classrooms to ensure fidelity of HQIR. Support classroom teachers to areas of HQIR implementation as needed. Vertical meetings will focus on information gained from the HQIR Cadre with NKCES.
Objective 4 and Measures of Success - Train and Retain Teachers											
Funding Sources:						Measures of Success: Decrease in teachers with 1-3 years experience					
STRATEGIES	Dry Ridge Elementary School will implement a high-quality teacher induction program to retain teachers by the end of the 2024-2025 school year.										
	<i>July Activities</i>	<i>August Activities</i>	<i>September Activities</i>	<i>October Activities</i>	<i>November Activities</i>	<i>December Activities</i>	<i>January Activities</i>	<i>February Activities</i>	<i>March Activities</i>	<i>April Activities</i>	<i>May Activities</i>

Develop and Implement New Teacher Support Plan	Plan new teacher training presentation. Enusure teachers have access to new math and reading materials.	Provide new teacher training at DRE.New Teacher Training Provide new teacher training in EL.New Teacher Intro to EL. Attend math PD with new teachers.	Plan with teachers to effectively implement HQIR. Model lessons using the HQIR. Set up monthly new teacher meetings to share information regarding PGP, standards based grading and IP focus.	Plan with teachers to effectively implement HQIR. Model lessons using the HQIR. Meet monthly at the minimun with all new teachers to share information regarding IP focus. or planning lessons that align to IP. Set up coaching cycles with new teachers after formal IP observations. Meet with new teachers to check on what standards need to be taught. Check in with mentor teachers to determine how the CS can support the mentees.	Complete coaching cycle and determine next steps for growth. Conitue to use NKCES for classroom management support for new teachers. Set up weekly planning meetings with new teachers in order to enure understanding of the standards embedded within the resources and how to highlight them during the mini-lesson. Focus on how to handle the classroom hebehavior issues they are experiencing.	Complete coaching cycle and determine next steps for growth. Focus on curriculum development for the next module in EL and next topic in math. Focus will be on understanding of how to use vertical standards to drill down for Tier 3 ideas for teaching.	As the first round of observations will be complete, the Principal and CS will work with new teachers to identfy areas of focus instruction for the second semester. This will be based on the individual and supports/ PL will be provided based on those needs. The NKCES mentor will also review classroom management strategies and update collective commitments if needed.	Provide a mid-year reflection session focused on identifying strengths and growth areas. Revisit classroom management strategies with NKCES support, highlighting updates to collective commitments.	Continue coaching cycles to support new teachers in implementing high-quality instructional resources (HQIR). Model lessons demonstrating effective strategies for mini-lessons and engagement techniques.	Focus weekly planning meetings on end-of-year standards and preparing students for transitions (e.g., state testing, grade-level changes). Conduct the final round of formal observations, followed by coaching cycles to address specific instructional goals	Assist new teachers in analyzing student data to identify growth areas and set instructional goals for the next year. Facilitate collaborative discussions on what worked well and areas for improvement.
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Objective 5 and Measures of Success - Support Multilingual Learners

Funding Sources:	Measures of Success: WIDA ACCESS Results
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STRATEGIES	July Activities/Evidences	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Individualized instruction appropriate to students' current LPL to develop English language skills to use in class and beyond, via pull out or push in strategies	Lesson plans, student word samples, scores tracking sheet, ACCESS scores, Can-Do descriptors	Screen students new to WIDA school; review ACCESS Scores and PSPs; get to know you lesson plans to assess functional application of LPL skills and build rapport	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Conduct ACCESS Testing	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.	Weekly lesson plans that focus on vocabulary building in context, explicit reading skills instruction and practice, general comprehension, retelling the story for language use, writing practice using sentence frames and stems or literature response writing for higher LPL students.
Monitoring of students tested out or students receiving "check-in" services	Monitoring status forms, google forms responses, personal emails, yearly ML checklist	Review year checklist to ensure that monitoring is reflected appropriately in the schedule	Getting to know students' unique strengths and personalities to determine types of services best suited to their needs, be it pull-out, push-in, or check-in.	Monitoring google form revised and sent out to content teachers; responses organized onto yearly monitoring form for their cumulative folder.	email correspondence as needed for monitored and check-in students.	Send out monitored student form again at end of 2nd quarter; organize and record responses on form for cum folder.	email correspondence as needed for monitored and check-in students.	email correspondence as needed for monitored and check-in students.	Send out monitored student form again at end of 2nd quarter; organize and record responses on form for cum folder.	email correspondence as needed for monitored and check-in students.	File monitoring form in cum folders for exited students
Collaborating with other Multilingual Specialists/ professional development	Meeting agendas, conference notes, topic lists for GCS ML PLNs, personal emails collaborating	PD days at the beginning of the school year to collaborate and organize across the multiple schools, screener shadowing at Sherman; WIDA trainings for screener		GCS MLL PLN meetings ~2x/month	OVEC MLL PLN 11/1; GCS MLL PLN meetings ~2x/month; NKCES WIDA ELD standards training 11/18	OVEC MLL PLN 12/6; GCS MLL PLN meetings ~2x/month; WIDA ACCESS trainings online	ACCESS Testing shadowing KN at CMZ 1/7; GCS MLL PLN meetings ~2x/month	GCS MLL PLN meetings ~2x/month	OVEC MLL PLN 3/7; GCS MLL PLN meetings ~2x/month	OVEC MLL PLN 4/18; GCS MLL PLN meetings ~2x/month	GCS MLL PLN meetings ~2x/month
Collaborating with content educators and admin	email correspondence, copies of adapted resources made together, collaborative conferences	Attend school open house 8/21 with teachers to assist Spanish speaking families, PSP meetings; email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	Oct.15th collaborate with teachers during Family Literacy Night; email or conversations before/after school, collaborative parent communications or conferences	Nov. 4th collaborate with parent conferences day; email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences	email or conversations before/after school, collaborative parent communications or conferences
Professional learning provided to other relevant individuals	PSP information provided to teachers at PSP meeting, ML newsletter and info sheets, email consultations,	PD session about MLLs offered on PD day in August via Ms. Northcutt and Mrs. Freeman; Informational sheets accompanying the PSP meetings	ML newsletter sent out to teachers; ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ML newsletter sent out to teachers; ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ML newsletter sent out to teachers; ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.	ongoing consultations through email or in-person questions; providing translation services information to relevant persons.
Promote parent engagement and support	Sign in sheet from family engagement events, personal emails, forwarded community resources, Remind text thread, translated PSP paperwork, parent conference notes or schedules	DRE open house 8/1 (off location) attend and assist Spanish-speaking families, introduce myself; introduction letter and program information sent home; email, text, phone, and in-person meetings for PSPs	Ongoing communication home via Remind text and email	Oct. 3 ML family field trip to Country Pumpkins; Oct. 15th during Family Literacy Night meet and greet with parents and provide ML literacy information; Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email	Ongoing communication home via Remind text and email

Achievement Gap - Support for Special Education

Funding Sources:	Measures of Success: common assessment data, MAP growth and/or projected proficiency data
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STRATEGIES	Dry Ridge Elementary School will provide effective supports for Special Education students by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Provide Professional Learning for Teachers		Work with the director to assign staff to specific sessions on the district PD days. Create follow up meeting with sped teachers to set goals for school year that will lead to individualized or group PL.	During PLT with sped read ways to collaborate with regular education teachers. https://www.spedprepacademy.com/blog/special-education-and-general-education-collaborating-together in order to build a shared understanding about collaboration.	Review KSA student data with teachers to determine an action plan for students to move them in the areas of reading and math. Determine what professional learning needs to take place to ensure action plan is implemented effectively.	Take next steps in the area of professional learning to address identified needs from students. The professional learning could be in the academics and behavioral/emotional needs as well.	Analyze data to determine if our professional learning is translating into student growth.	As part of resetting for the second semester, SE teachers will meet to reflect on practices from the first semester. CS and Admin will recommend PL based on observations from the first semester.	Set specific goals for the remainder of the school year for individual students based on reviews of IEP.	Observe classroom practices to ensure strategies from professional learning sessions are being implemented effectively CS and/or Admin will follow up with teachers if strategies need adjusted.	Analyze data from the semester to evaluate if professional learning has translated into student growth.	Gather feedback from teachers to shape the professional learning focus for the next school year.
Refocus SDI & PDM to increase student growth		Review information from Sped Director on SDI from the KASA session.	Share ideas for SDI with teachers at a sped PLT in September.	OVEC consultant reviewed selected IEPs to ensure SDI being used was meeting the IEP goals	DOSE will meet with SE team on contract day	Training on UFLI in the MSD Classroom and in the Special Education Resource Rooms	OVEC Consultants will work with Autism Unit to review IEPs and suggest SDI and interventions to meet the IEP goals	OVEC Consultants will work with MSD Unit (K-2) to review IEPs and suggest SDI and interventions to meet the IEP goals	OVEC Consultants will work with MSD Unit (3-5) to review IEPs and suggest SDI and interventions to meet the IEP goals	Review SDI that has been put in place and compare to progress monitoring of IEP goals	Discuss next steps for improving practices for the upcoming school year.

Safe and Healthy Culture

Objective 1 and Measures of Success - Implement PBIS and SEL Plans

Funding Sources:

Measures of Success: PBIS Data, SEL Data

STRATEGIES	Dry Ridge Elementary School will fully implement PBIS plans focused on academic behaviors by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Refine PBIS expectations to prioritize academic behaviors	Admin training on Dojo for effective implementation during the 24-25 school year.	Train teachers Dojo setup during a Contract Day in August.					Reteach SOAR expectations after Christmas break - slide will be sent				
	Create schoolwide goal for 24-25 school year.	Define school goals to ensure clarity and consistency. Define what each aspect of SOAR.		Weekly SEL Lessons - these can be based on the expectations and data collected		Reteach SOAR expectations after Thanksgiving break - Slides will be sent	Weekly SEL lessons - based on expectations and data collected from DOJO for month of December			Reteach SOAR expectations after Spring break - slide will be sent	Stay consistent with expectations and addressing behaviors
		Review behavior flowchart to include redirection and reteaching.	Review expectations during staff meeting	Discuss Fun Friday Assemby - Staff Meeting Oct. 15	Terrific Tuesday - Nov. 26	Weekly SEL Lessons - these can be based on the expectations and data collected from DOJO for the month of November	SOAR celebration	Weekly SEL lessons - based on expectations and data collected from DOJO for month of January	Weekly SEL lessons - based on expectations and data collected from DOJO for month of February	Weekly SEL lessons - based on expectations and data collected from DOJO for month of March	Weekly SEL lessons - based on behavior concerns at this time and data from DOJO for month of April
			Analyze data on expectations so far during staff meeting	SOAR celebration - October 25	Weekly SEL Lessons - these can be based on the expectations and data collected from DOJO for the month of October	Discuss behavior celebration with Guiding Coalition	Present December Dojo Data at faculty meeting	Monthly Fun Friday	SOAR Celebration	Monthly Fun Friday	SOAR Celebration
			Discuss behavior celebration with Guiding Coalition	Guiding Coalition/PBIS Committee meeting - Oct. 16 - refined common area expectations	Present October Dojo Data at faculty meeting - Nov. 7 go over the individual expectations data	Present November Dojo Data at faculty meeting	Discuss School Culture results from last year state assessment at faculty meeting	Present January Dojo Data at faculty meeting	Present February Dojo Data at faculty meeting	Present March Dojo Data at faculty meeting	Present April Dojo Data at faculty meeting
Monitor PBIS Implementation							Review/Reset classroom expectations during faculty meeting				
							Utilize walkthrough tool				
							Guiding Coalition/PBIS Committee Meeting				
							Discuss practices (at PLT or faculty meeting) to embed SEL into content areas using <u>Embed SEL</u>				
	Create walkthrough tool based on schoolwide expectations	Create a practice Dojo class to present to teachers	Start walkthroughs utilizing walkthrough tool	Utilize walkthrough tool	Utilize walkthrough tool	Utilize walkthrough tool	Discuss School Culture results from last year state assessment at faculty meeting	Utilize walkthrough tool	Guiding Coalition/PBIS Committee Meeting - plan next SOAR celebration	Guiding Coalition/PBIS Committee Meeting	Guiding Coalition/PBIS Committee Meeting
		Show teachers the graphs and data collection that will be used for the year through Dojo	Start PBIS Committee	Guiding Coalition/PBIS Committee Meeting Oct. 16	Guiding Coalition/PBIS Committee Meeting	Collect Data from DOJO	SOAR celebration 1/31 - recognize SOAR shoutouts, students that received Cardinal of Character awards, MAP growth	Discuss a new practice for embedding SEL into content areas at PLT or faculty meeting	Discuss School Culture results from last year state assessment at faculty meeting	Continue PBIS walkthroughs based on feedback and previously identified teachers	Continue PBIS walkthroughs based on feedback and previously identified teachers
	Prepare presentation for upcoming school year		Share any data from Dojo with percentages of postive interactions	Terrific Tuesday - behavior celebration Oct. 1	Collect Data from DOJO	Discuss those prevention skills in behavior flowchart at faculty meeting		Monthly Fun Friday	SOAR Celebration	Monthly Fun Friday	SOAR Celebration
Monitor SEL implementation							Small Groups & Counseling lessons created and adapted based on needs, data and Cardinal of Character				
	Develop calendar for classroom counseling lessons	Develop counseling lessons that go along with Cardinal of Character	Develop counseling lessons that go along with Cardinal of Character	Develop counseling lessons that go along with Cardinal of Character	Small Groups & Counseling lessons created and adapted based on needs, data and Cardinal of Character	Use Walkthrough Tool data to address needs	Small Groups - focusing on Social Skills and Success Skills	New Small Groups K-5	Small Groups	New Small Groups - K-5	Small Groups
	Cardinal of Character monthly lessons	Look for Cardinal of Character and SEL strategies using walkthrough tool	Look for Cardinal of Character and SEL strategies using walkthrough tool	Look for Cardinal of Character and SEL strategies using walkthrough tool	Use Walkthrough Tool data to address needs	Cardinal of Character - Determination	Cardinal of Character - Integrity	Cardinal of Character - No Excuses	Cardinal of Character - Acceptance	Cardinal of Character - Leadership	Cardinal of Character - Success
							Guidance Lessons - focus on KSA Culture Survey	Guidance Lessons - focus on Understanding and Trust	Guidance Lessons - focus on Support	Guidance Lessons - focus on Perseverance	Guidance Lessons

Objective 2 and Measures of Success - Implement Deeper Learning/SUCCEED plan at all grade levels

Funding Sources:

Measures of Success: SUCCEED Plan

STRATEGIES	Dry Ridge Elementary School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for the next grade band by the end of the 2024-2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Implement SUCCEED/Deeper Learning Plan	Admin staff will learn the deeper learning competencies are how they are related to SUCCEED	During PD Days, admin will present DL competencies and SUCCEED to staff. As a group, develop a system on how we will use the DL Competencies and SUCCEED language in daily lessons.	Hang posters of SUCCEED in each classroom and throughout the building. During walkthroughs, look for evidence of SUCCEED. Use SUCCEED in daily announcements	Continue to look for evidence of SUCCEED in classrooms and on daily lesson. Talk with GT teacher about Defense of Learning. Work with 4th grade on POG pieces	Deeper Learning team will contact 5th grade about defenses of learning and work samples. CS and Principal will work with 5th grade to ensure their is a plan for the work samples. Will connect SUCCEED to the DRE SOAR Expectations	Deeper Learning team will contact 5th grade about defenses of learning and work samples. CS and Principal will work with 5th grade to ensure their is a plan for the work samples. Work with 2nd grade on the POG of Competent and Communicative	Admin and DL team will work with Kindergarten team to determine a POG for Self Awareness and 1st grade team to determine a POG for Understanding of Others. Continue to connect SUCCEED POG to the SOAR Criteria.	Admin and DL team will work with 3rd grade on POG for Ethical, Engaged, and Determined. 4th grade will determine POG for Self Aware, Understanding of Others, Competent and Communicative	Admin and DL team will continue to determind pieces for 3rd grade on POG for Ethical, Engaged, and Determined. 4th grade will determine POG for Self Aware, Understanding of Others, Competent and Communicative. 5th grade will have pieces for POG Ethical, Engaged and Determined	Admin and DL Team will finalize POG pieces for Grades K-3, and Grade 5. POG pieces will be submitted to the Deeper Learning Team.	Admin and DL team will work with 4th grade team to finalize POG pieces. POG pieces will submitted to the Deeper Learning Team,

Objective 3 and Measures of Success - Improve Student Attendance

Funding Sources:

Measures of Success: Student Attendance data

STRATEGIES	Dry Ridge Elementary School will effectively implement the Grant County Schools Attendance Protocol by the end of the 2024 - 2025 school year.										
	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities

Objective 4 and Measures of Success - Ensure High-Quality Safety Measures

Funding Sources:

Measures of Success: Safety walkthrough data

	Dry Ridge Elementary School will implement a highly effective safety plan by the end of the 2024-2025 school year.
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STRATEGIES	July Activities	August Activities	September Activities	October Activities	November Activities	December Activities	January Activities	February Activities	March Activities	April Activities	May Activities
Ensure effectiveness of SRO	Develop expectations for SRO - assigned areas, meeting with students	Arrival & Dismissal: SRO gets acquainted with school routines and procedures. Lunch Times: Introduce the SRO to students and staff during lunch periods. Classroom Visits: Begin introductory visits to each classroom to meet students and staff.	Arrival & Dismissal: Establish a consistent presence during these times. Lunch Times: Participate in lunch periods, engaging with students and addressing any concerns. Classroom Visits: Schedule and begin regular classroom visits, focusing on safety and positive interactions. High-Needs Students: Set up regular mentoring sessions with identified students.	Arrival & Dismissal: Continue consistent presence. Lunch Times: Maintain engagement during lunch, observing student interactions. Classroom Visits: Conduct safety presentations or Q&A sessions in classrooms. High-Needs Students: Monitor progress and adjust mentoring strategies as needed.	We have a permanent SRO at DRE now. We are giving him to get the know the students and bulding. We have worked with him to develop a schedule that ensures he will be visible to students.	SRO will begin to meet with the Risen Stars group. He will talk with the fourth grade teachers about specific goals the group needs to work on. Maintain engagement during and be visible in hallways during arrival and dismissal.	SRO will create a schedule for classroom visits. Similar to the guidance lessons, the SRO will lead lessons based on leadership, conflict resolution and character education based on the needs of the grade level. The classroom visits will take place during activity time as not to disrupt instruction. In January, the SRO will focus on grades 3-5.	SRO will continue his classroom visits during activity time. This month the SRO will focus on grades K-2. The SRO will also begin to be part of the DRE Crisis Team.	The SRO will have one on one check ins with students who can benefit from the extra support. These check ins will be beyond the Risen Stars group. The purpose of these check ins are to indetify students that could potentially be part of the Risen Stars groups in 25-26 and to get to know the individual needs of the students.	As the construction project begins on the exterior in the Spring, the SRO will work with the construction crew and the maintenance team to ensure the parking lots are safe for cars and buses and that the construction equipment is not a safety issue to students.	The SRO will again visit classrooms. The focus of these visits is Summer Safety. The SRO will address issues such as bicycle safety, how to contact and speak with 911, swimming safety and any other summer activities that the SRO would like to include