KENTUCKY DEPARTMENT OF EDUCATION

KDE Comprehensive School

Improvement Plan

Mary A. Goetz Elementary School

Ludlow Independent

Jason Steffen, Principal
512 Oak St.
Ludlow, KY 41016

TABLE OF CONTENTS

The Missing Piece

Improvement Plan Stakeholder Involvement

KDE Assurances - School

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mary A. Goetz Elementary is a suburban/urban, K-6 elementary school that services the community of Ludlow, Kentucky. Ludlow is a small river town of of 4,400 residents located on the Ohio River 3 miles downstream from Cincinnati, Ohio. Mary A. Goetz is the only elementary school in the Ludlow Independent School District. Although small is size, the city has a rich tradition as a river and railroad town for the past 150 years. Along with the rich history of the town, Ludlow Independent Schools continue to have high academic standards. Of our 500 students in our elementary school, 71% of the students qualify for free or reduced lunch. The community of Ludlow consists of over 30% renter occupied properties that cause a transient population for our students. The school is the focus of the community and provides stability for our students and hub of activities for them.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Being the stability of our community, the school is focused on preparing our students to be college and career ready. Each student is important to our mission and goal of our school and district. Our Board of Education has provided ample resources to assure the success of our students. Students in grades Kindergarten to 5th grade are instructed using Math In Focus math curriculum that aligns to the KCAS. Students in grades 6th to 12th are instructed using Springboard in both Math and English Language Arts. All students are benchmark assessed in Reading and Math three times a year in all grade levels. Research-based intervention programs have been purchased in both Reading and Math to address the needs of our struggling students. Resources are provided to support a vast array of activities and athletics for all students, at no cost to our students. With the support and resources, students are expected to attend and perform at a proficient levels.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the past four years, a process has been put in place to assess all students and tier their individual instruction based on the thoseneeds. An assessment protocol is established, along with a Response to Intervention process is in place to instruct students. A comprehensive K-12 Math Currriculum is implemented, a comprehensive K-6 Writing Curriculum is implemented, along with a 5-12 English Language Arts curriculum that is college prep. Gifted and Talented Program is streamlined for identification and services provided. Job-embedded professional development each Wednesday addresses curriculum improvements. Band is now offered to our 6th grade students. An Arts and Humanities teacher was hired to instruct all 4 aspects of Arts and Humanities. And we continue to provide more opportunities for our students outside of the school day in the areas of academics and athletics.

Additional Information

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

Mary A. Goetz will continue to provide the most innovative curriculum and opportunities for our students and our community. The resources provided to our students and faculty will continue to ensure our students' success. Through our assessments, we are continually refining and improving our academics and services provided to our students. Our Comprehensive School Improvement Plan address these areas and continual monitoring of this plan with ensure its refinement and implementation.

Mary A. Goetz Comprehensive School Improvement Plan 2014-2015

Overview

Plan Name

Mary A. Goetz Comprehensive School Improvement Plan 2014-2015

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Mary A. Goetz Elementary School will increase the averaged combined reading and math K-PREP scores to meet the delivery targets set through 2017 as identified in the School Report Card.	Objectives: 2 Strategies: 4 Activities: 24	Organizational	$301600
2	Mary A. Goetz Elementarywill increase the gap scores to meet delivery targets set through 2017 as identified in the School Report Card.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
3	All Program Review areas will show documented annual improvement.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$105000
4	All faculty and students will work to make Mary A. Goetz Elementary a safe, respectful, and responsible environment where all students can obtain proficiency.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	$158500
5	By the end of 3rd grade, all students will be proficient in Reading and Math.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$66000
6	All administration and faculty will increase their awareness of the PGES system.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$1000

Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined reading and math K-PREP scores to meet the delivery targets set through 2017 as identified in the School Report Card.

Measurable Objective 1:

collaborate to increase the combined reading and math average from 44.7 to 51.6 by 06/04/2015 as measured by the School Report Card.

Strategy 1:

CIITS - CIITS assessment will be used to address assessment and assessment data, along with lesson planning for all teachers.

Category: Continuous Improvement

Research Cited: Intentional Planning, Formative Assessment, and Data Driven Instruction

Activity - CIITS Common Planning Time Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning time will be provided for teachers to develop knowledge and awareness of the CIITS program in developing assessments mirroring content strands.	Professional Learning	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Activity - CIITS Extended Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS training sessions will be offered after school and during the summer for teachers in Grades 3-6, so that they can implement CIITS components into their curriculum maps and lesson plans.	Professional Learning	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Cooperative Extension Service

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will meet monthly with grade levels to review and analyze student level data for teachers and school-wide instructional improvements.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration

Activity - CIITS Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create common and formative assessments in CIITS to monitor student progress on the common core standards in English Language Arts and Math.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Strategy 2:

Curriculum Implementation - Curriculum willl be mapped, aligned, and monitored on a regular basis by administration to ensure appropriate depth of knowledge is

instructed and coverage of content.

Category: Continuous Improvement

Research Cited: Research-based curriculum in the areas of Reading, Math, Writing, and Interventions.

Activity - Classroom Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-through will be conducted weekly by the Prinicpal to ensure that best practices are being implemented in all classrooms, and feedback will be provided to teachers.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration

Activity - Assessment Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit recently administered formative and summative assessments on a monthly basis to school administration.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will conduct Instructional Rounds bi-weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator

Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 have fully implemented the Math in Focus curriculum as aligned by math curriculum map. Follow-up professional development will be provided on an on-going basis to update and refocus instruction	Direct Instruction	08/21/2014	06/04/2015	$1000	School Council Funds	Administration and Teachers

Activity - Springboard Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts and Math teachers in grade 6 will fully implement the Springboard curriculum as aligned by the content curriculum map provided by the College Board. Updated professional develop will be offered in month prior to start of school year	Direct Instruction	08/21/2014	06/04/2015	$500	School Council Funds	Grade 5-6 Teachers and Administration

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Activity - Modeling Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Activity - Mirroring Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types. Examples to be used include Springboard Assessments, Math In Focus Assessements, READY Book, CIITS Assessments, etc	Direct Instruction	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will closely follow curriculum map for English Language Arts, Mathematics, and Writing. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used for salaries/hiring of additional teachers so that class sizes can be reduced. This will allow for more individualized instruction and a strengthened curriculum, which will increase student proficiency.	Class Size Reduction	08/21/2014	06/04/2015	$212000	Title I Part A	Superintendent, Principal, SBDM

Activity - MAP Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Academic Support Program	08/21/2014	06/04/2015	$100	School Council Funds	Classroom Teachers

Strategy 3:

Tiered Intervention Process and Instruction - Students in all grades levels will be identified and recieve appropriate tiered instruction and intervention.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Reading Assistant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students identified for Tier 2 intervention in Reading will recieve 30 minutes of individualized computer based reading program, Reading Assistant, to improve fluency, vocabulary, and comprehension.	Direct Instruction	08/21/2014	06/04/2015	$8000	Title I Schoolwide	Administration and Teachers

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students in grades K-3 will recieve Tier 2 and Tier 3 intervention daily in reading through the Read to Achieve Teacher. Reading intervention programs include Reading Recovery and CIM to improve early literacy skills	Academic Support Program	08/21/2014	06/04/2015	$48500	Read to Achieve	Administration and Read to Achieve Teacher

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students in grades 4-6 will recieve 30 minutes of daily intervention in math through classroom teacher/instructional assistant using Do The Math intervention	Academic Support Program	08/21/2014	06/04/2015	$5000	School Council Funds	Administration, Special Education Teachers, Classroom Teachers

Activity - Extended School Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Grades 1st-6th identified as Apprentice on Spring KPREP or between the 40th and 60th percentile on MAP assessment will recieve Extended School School (ESS) after school, twice a week.	Academic Support Program	08/21/2014	06/04/2015	$5500	State Funds	ESS Coordinator and ESS Teachers

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-6 will be assessed three times each year using benchmark assessments of Measures of Academic Progress, along with K-3 students being assessed with Dynamic Indicators of Basic Early Literacy Skills . Teachers will set growth goals with students, and share results with students and parents. Results will be analyzed by the principal and each grade level team. Curriculum and teaching strategies will be adjsuted based on the data analysis, as needed. Students demonstrating performance below proficiency will be targeted for intervention.	Policy and Process	08/21/2014	06/04/2015	$5000	School Council Funds	Administraton and Teachers

Activity - Assessment Data Reported to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All assessment data will be provided to parent through quarterly report cards. Along with benchmark data, progress monitoring data will also be provided at that time.	Parent Involvement	08/21/2014	06/04/2015	$1000	School Council Funds	Administration and Teachers

Measurable Objective 2:

collaborate to meet the identified delivery targets in writing by 06/04/2015 as measured by The School Report Card.

Strategy 1:

Intentional Writing Block - Each grade level will have an intentional 30-45 minute writing block daily to address language mechanics, on-demand prompts, and extended responses.

Category: Continuous Improvement

Research Cited: Research Based Writing Practice

Activity - Implementation of Comprehensive Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mary A. Goetz Elementary has implemented a comprehensive K-6 Writing Curriculum that addresses the 6 traits of writing, along with the 3 modes of writing. The curriculum is sequential and grade-level appropriate.	Direct Instruction	08/21/2014	06/04/2015	$15000	School Council Funds	Administration, SBDM, Writing Cluster Leaders

Activity - On-Demand Scrimmaging	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will scrimmage On-Demand prompts in a testing environment quarterly. Results of scrimmage will drive re-teaching and instructional needs.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration, Teachers, Writing Cluster Leaders

Goal 2: Mary A. Goetz Elementarywill increase the gap scores to meet delivery targets set through 2017 as identified in the School Report Card.

Measurable Objective 1:

collaborate to increase the gap scores to meet the identified delivery targets by 06/04/2015 as measured by the School Report Card. Comb Reading/Math: 44.7 to 51.6; Reading: 47.4 to 54; Math: 42 to 49.3; Social Studies: 49.4 to 55.8; Writing: 31.2 to 39.8.

Strategy 1:

Response to Intervention Grouping - Data from K-PREP, Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, and Read Live will be used to target students who are performing below proficiency. These students will receive tiered interventions on a daily basis to support their growth.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Strategy 2:

Professional Learning Communities - Professional Learning Communities will be held twice monthly with the Principal to focus on students identified in the gap group.

Interventions and progress monitoring will be discussed.

Category: Management Systems

Research Cited: Data Driven Instruction

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice monthly, the principal will meet with grade level teams to discuss students identified in the gap group. Data, progress monitoring, and interventions will be discussed so that further steps for support can be implemented.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Goal 3: All Program Review areas will show documented annual improvement.

Measurable Objective 1:

collaborate to improve scores in the Primary, Writing, Arts & Humanities, Practical Living & Career Studies Program Reviews by 06/04/2015 as measured by the School Report Card.

Strategy 1:

Program Improvement - Program Review Committees are set up for each of the required programs: Primary Program, Writing, Arts & Humanities, and Practical Living & Career Studies. Program Review Committees will meet quarterly to review the progress of the program components, and assess the status in each area. Teams will collect evidence to support each component requirement. The overall goal of each committee is to identify areas of improvement to improve the program to ensure student proficiency and involvement in that program.

Category: Learning Systems

Research Cited: Integrated Humanities Programs

Activity - Program Review Proficiency Demonstration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Program Review Teams will meet three times per year with the faculty to discuss the components of their programs, strategies for integration of their program, and what evidence items are needed from each teacher. | Policy and Process | 08/21/2014 | 06/04/2015 | $0 | No Funding Required | Administration , Program Review Teams |

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will meet quarterly to review the status of each component, and assess each indicator of the program.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration , Program Review Teams

Activity - Strategies for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will identify 1-2 components each quarter that need imporvement. The Committee will work to improve the identified need by putting into place the improvement strategy/activity.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration , Program Review Teams

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Policy and Writing Continuum is reviewed yearly for effectiveness. School-wide writing curriculum has been adopted for grades K-6, along with summertime professional development for implementation and refinement. This will be reviewed quarterly at grade level meetings with Writing Cluster Leaders.	Direct Instruction	08/21/2014	06/04/2015	$0	No Funding Required	Administration , Writing Cluster Leaders,Teachers

Activity - SPARK Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Physical Education Department is implementing SPARK Curriculum, which addresses all content strands for physical education and health. All students are seen on a 3 day rotation for 45 minutes each time.	Direct Instruction	08/21/2014	06/04/2015	$50000	Grant Funds	PEP Grant Coordinator, PEP Grant Site Coordinator, Physical Education Teacher, Administration

Activity - Arts and Humanities Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full-time Arts and Humanities teacher sees all students on a 3 day rotation for 45 minutes each time. Instruction includes all 4 disciplines of Arts and Humanities of Dance, Drama, Music, and Art	Direct Instruction	08/21/2014	06/04/2015	$55000	School Council Funds	SBDM, Administration , Arts/Humanities Teacher

Goal 4: All faculty and students will work to make Mary A. Goetz Elementary a safe, respectful, and responsible environment where all students can obtain proficiency.

Measurable Objective 1:

collaborate to obtain an annual attendance rate of 96% by 06/04/2015 as measured by data entered in Infinite Campus.

Strategy 1:

Attendance Monitoring - Administration will monitor absences and tardies on a daily basis, assessing consequences as outlined in the Student Handbook. Personal parent phone calls will be made daily when students are absent. Truancy protocol will be followed, as outlined in the Student Handbook. Administration will collaborate with all appropriate faculty/staff and parents/families to assure that all students attend school on a daily basis.

Category: Management Systems

Research Cited: Compulsory Attendance, Response to Intervention

Activity - Incentive Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will implement an incentive program to reward students quarterly who have strong daily attendance.	Behavioral Support Program	08/21/2014	06/04/2015	$500	Other	Administration and Learning Environment Committee

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Learning Environment Committee

Strategy 2:

Removing Barriers to Learning - All faculty members will make appropriate referrals when they have a student in need. Faculty will make use of the services provided by the FRYSC, Nurse, School Therapist, Guidance Counselor, Director of Student Services, and School Resource Officer.

Category: Stakeholder Engagement

Research Cited: Reducing Barriers to Learning

Activity - Making Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty members will refer students to the appropriate support staff member when they see that a student is facing a barrier to learning.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	All Faculty and Staff

Activity - Student Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon receiving a student referral, support staff members will act appropriately in a timely manner in providing the services needed. Staff members will communicate with parents/families as needed.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Support Staff

Activity - Positive Behavior Intervention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Entire school will follow common expectations for behavior. Students following these expectations will receive positive rewards and incentives in the form of Panther Bucks. These Panther Bucks can be redeemed each month at the Panther Store for items.	Behavioral Support Program	08/21/2014	06/04/2015	$1000	School Council Funds	Dean of Student, Learning Environment Committee

Activity - Mentoring Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase participation in the Adult One to One Reading and Peer Mentoring Program so that more students can receive mentoring services.	Behavioral Support Program	08/21/2014	06/04/2015	$1000	School Council Funds	Administration, Learning Environment, Classroom Teachers

Activity - SHINE Before and After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 21st Century Learning Center Grant provides before and after school programing to 125 students a day. Programming includes homework help, physical activity, enrichments, and field trips for students. Students are fed a meal immediately after school before programming begins. Students rotate through 3 enrichments/activities and dismissed at 5:30pm. Programming is during the summer months from 9:00am to 1:00pm.	Extra Curricular	08/21/2014	06/30/2015	$150000	Grant Funds	CCLC Coordinator, Administration, Program Teachers

Strategy 3:

Communication and Engagement - Increasing communication with students, paretns, families, and community members will increase involvement and engagement in school and extra-curricular activities, thus increasing academic success and and daily attendance.

Category: Stakeholder Engagement

Research Cited: Reducing Barriers to Learning

Activity - Teacher Webpages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain current information on their webpage, including curriculum resources, current activities, and classroom policies. Teachers will actively communicate with students and parents via class webpage.	Community Engagement	08/21/2014	06/04/2015	$0	No Funding Required	Administration and Teachers

Activity - School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, Facebook, Mobile App, and mailings | Community Engagement | 08/21/2014 | 06/04/2015 | $0 | No Funding Required | Administration |

Strategy 4:

Positive Climate Activities - A variety of activities will be put into place so that positive student-faculty relationships can be fostered and strengthened. Students will feel

supported and encouraged to perform well in school and attend daily. Students who have barriers to learning will recieve the support they need.

Category: Integrated Methods for Learning

Research Cited: Positive Behavior Intervention

Activity - Quarterly Spirit Rally	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-6 will attend quarterly recognition programs that recognize students for achieving academic success during the previous quarter. Recognition includes Reading Counts goal, Honor Roll, Citizenship, Academic Competition winners, and attendance winners.	Behavioral Support Program	08/21/2014	06/04/2015	$1000	School Council Funds	Administration and Learning Environment Committee

Activity - School Sponsored Extra-Curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School sponsored extra-curricular activities for all students. All students have the opportunity to participate in basketball in grades 1-6. After school activities are offered in Student Technology Leadership Program, Academic Team, Quick Recall, Governor's Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular	08/21/2014	06/04/2015	$5000	District Funding	Administration, Activities Coordinator, Club Sponsors

Goal 5: By the end of 3rd grade, all students will be proficient in Reading and Math.

Measurable Objective 1:

demonstrate a proficiency by all students at the end of 3rd grade in reading and math by 06/04/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

Strategy 1:

Kindergarten Readiness - All students entering Kindergarten will possess the academic skills needed to enter Kindergarten and be successful at Kindergarten

curriculum.

Category: Early Learning

Research Cited: Early Childhood Education

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All incoming Kindergarten students will be screened prior to school year in the Kindergarten skill areas. Results will be communicated to parents prior to school year to address areas of need for each student. | Policy and Process | 08/21/2014 | 06/04/2015 | $500 | School Council Funds | Director of Preschool, Administration, Teachers, FRYSC Director |

Activity - Extended Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Preschool Program will be offered to 3 year old students that qualify under federal guidelines. All 4 year olds in the school district are offered preschool, free of charge, regardless of qualifying guidelines.	Academic Support Program	08/21/2014	06/04/2015	$10000	District Funding	Director of Preschool, Superintendent

Strategy 2:

Tiered Interventions for Identified Students - Benchmark data, progress monitoring data, and classroom performance will be used to determine tiered intervention for students in the areas of reading and math. Early Childhood Literacy Programs include: Reading Street, Leveled Literacy Intervention, Reading Assistant, Ed Mark, Headsprout, and Great Leaps.

Category: Early Learning

Research Cited: Response to Intervention

Activity - Partnership with Childrens Inc to offer a full day Kindergarten program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in Kindergarten are offered a greatly reduced rate for the 2nd half of the day Kindergarten program on-site. Students that choose the full day option are offered Specials, Lunch, and reinforcement of the Kindergarten curriculum	Academic Support Program	08/21/2014	06/04/2015	$0	No Funding Required	Administration, Childrens Inc, Primary Teachers, Special Education Teachers

Activity - DIBELS Benchmark & Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in the primary grades are benchmarked 3 times a year on early literacy skills. Students identified for intervention are progress monitored once a week to assess progress.	Policy and Process	08/21/2014	06/04/2015	$1500	School Council Funds	Administration, Primary Teachers, Special Education Teachers

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Identified students in grades K-3 receive Tier 2 and Tier 3 reading intervention through the Read to Achieve teacher. Programs used to address the early literacy skills are Reading Recovery and CIM | Academic Support Program | 08/21/2014 | 06/04/2015 | $48500 | Read to Achieve | Administration, Read to Achieve Teacher, Primary Teachers |

Activity - Extended School Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students based on MAP and DIBELS are offered Extended School Service twice a week for 1 hour each day to intervene on basic early literacy skills	Academic Support Program	08/21/2014	06/04/2015	$5500	State Funds	ESS Coordinator, ESS Teachers, Administration

Goal 6: All administration and faculty will increase their awareness of the PGES system.

Measurable Objective 1:

collaborate to increase awareness of the PGES system among all faculty members by 06/04/2015 as measured by professional learning documentation in CIITS.

Strategy 1:

Evaluator Training-Teachscape - The Principal will work through the Teachscape modules and complete his certification of the program on an on-going basis.

Category: Principal PGES

Research Cited: Professional Growth and Effectiveness Model

Activity - Teachscape Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will complete the Teachscape modules and recieve their certification	Professional Learning	08/21/2014	06/04/2015	$0	No Funding Required	Principal

Strategy 2:

School Climate Survey - The Leadership Team will evaluate the results of the TELL and Val-Ed surveys. Strategies for improvement will be established in the noted areas of concern.

Category: Principal PGES

Research Cited: Professional Growth and Effectiveness Model

Activity - Survey Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leadership team will review the results of the TELL and Val-Ed surveys and establish strategies to improve the noted areas of concern.	Professional Learning	08/21/2014	06/04/2015	$0	No Funding Required	Administration

Strategy 3:

PGES Implementation - Professional Development during and after school to work with Professional Growth Plans, Student Growth Goals, and Evaluation System

Category: Teacher PGES

Research Cited: Professional Growth and Effectiveness Model

Activity - District Advisory Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent will convey updates and information on the PGES system to the District Advisory Team, who will then share that information with the grade level/department team.	Professional Learning	08/21/2014	06/04/2015	$0	No Funding Required	Superintendent, District Advisory Team

Activity - Common Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Planning Time will be used to share PGES, CIITS, and PD360 information and resources with teachers to increase their awareness of PGES	Professional Learning	08/21/2014	06/04/2015	$0	No Funding Required	Principal

Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Evaluation Plan was adopted and will be reviewed/revised during the implementation year. Plan includes timelines, number of observations, and process.	Policy and Process	08/21/2014	06/04/2015	$0	No Funding Required	Superintendent and Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will recieve Peer Observation Training and will Peer Review other teachers in the building as a part of the PGES observation process.	Policy and Process	08/21/2014	06/04/2015	$1000	School Council Funds	Adminstration and all staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Assistant	Students identified for Tier 2 intervention in Reading will recieve 30 minutes of individualized computer based reading program, Reading Assistant, to improve fluency, vocabulary, and comprehension.	Direct Instruction	08/21/2014	06/04/2015	$8000	Administration and Teachers
				Total	$8000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SHINE Before and After School Program	The 21st Century Learning Center Grant provides before and after school programing to 125 students a day. Programming includes homework help, physical activity, enrichments, and field trips for students. Students are fed a meal immediately after school before programming begins. Students rotate through 3 enrichments/activities and dismissed at 5:30pm. Programming is during the summer months from 9:00am to 1:00pm.	Extra Curricular	08/21/2014	06/30/2015	$150000	CCLC Coordinator, Administration, Program Teachers
SPARK Curriculum	Physical Education Department is implementing SPARK Curriculum, which addresses all content strands for physical education and health. All students are seen on a 3 day rotation for 45 minutes each time.	Direct Instruction	08/21/2014	06/04/2015	$50000	PEP Grant Coordinator, PEP Grant Site Coordinator, Physical Education Teacher, Administration
				Total	$200000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Making Referrals	Faculty members will refer students to the appropriate support staff member when they see that a student is facing a barrier to learning.	Policy and Process	08/21/2014	06/04/2015	$0	All Faculty and Staff

Strategies for Improvement	Program Review Committees will identify 1-2 components each quarter that need imporvement. The Committee will work to improve the identified need by putting into place the improvement strategy/activity.	Policy and Process	08/21/2014	06/04/2015	$0	Administration, Program Review Teams
Certified Evaluation Plan	Certified Evaluation Plan was adopted and will be reviewed/revised during the implementation year. Plan includes timelines, number of observations, and process.	Policy and Process	08/21/2014	06/04/2015	$0	Superintendent and Principal
Modeling Proficiency	Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	08/21/2014	06/04/2015	$0	Administration and Teachers
Writing	Writing Policy and Writing Continuum is reviewed yearly for effectiveness. School-wide writing curriculum has been adopted for grades K-6, along with summertime professional development for implementation and refinement. This will be reviewed quarterly at grade level meetings with Writing Cluster Leaders.	Direct Instruction	08/21/2014	06/04/2015	$0	Administration, Writing Cluster Leaders,Teachers
Team Meetings	Twice monthly, the principal will meet with grade level teams to discuss students identified in the gap group. Data, progress monitoring, and interventions will be discussed so that further steps for support can be implemented.	Policy and Process	08/21/2014	06/04/2015	$0	Administration and Teachers
Program Review Proficiency Demonstration	Program Review Teams will meet three times per year with the faculty to discuss the components of their programs, strategies for integration of their program, and what evidence items are needed from each teacher.	Policy and Process	08/21/2014	06/04/2015	$0	Administration, Program Review Teams
CIITS Assessment	Teachers will create common and formative assessments in CIITS to monitor student progress on the common core standards in English Language Arts and Math.	Policy and Process	08/21/2014	06/04/2015	$0	Administration and Teachers
Curriculum Maps	Teachers will closely follow curriculum map for English Language Arts, Mathematics, and Writing. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Policy and Process	08/21/2014	06/04/2015	$0	Administration and Teachers
Communication	Leadership Team will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	08/21/2014	06/04/2015	$0	Administration and Learning Environment Committee
Partnership with Childrens Inc to offer a full day Kindergarten program	All students in Kindergarten are offered a greatly reduced rate for the 2nd half of the day Kindergarten program on-site. Students that choose the full day option are offered Specials, Lunch, and reinforcement of the Kindergarten curriculum	Academic Support Program	08/21/2014	06/04/2015	$0	Administration, Childrens Inc, Primary Teachers, Special Education Teachers
Teachscape Completion	The principal will complete the Teachscape modules and recieve their certification	Professional Learning	08/21/2014	06/04/2015	$0	Principal

Math Intervention	Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	08/21/2014	06/04/2015	$0	Administration and Teachers
Student Support Services	Upon receiving a student referral, support staff members will act appropriately in a timely manner in providing the services needed. Staff members will communicate with parents/families as needed.	Policy and Process	08/21/2014	06/04/2015	$0	Support Staff
Assessment Analysis	Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	08/21/2014	06/04/2015	$0	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator
District Advisory Team	The Superintendent will convey updates and information on the PGES system to the District Advisory Team, who will then share that information with the grade level/department team.	Professional Learning	08/21/2014	06/04/2015	$0	Superintendent, District Advisory Team
Learning Targets	Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	08/21/2014	06/04/2015	$0	Administration and Teachers
Mirroring Assessments	Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types. Examples to be used include Springboard Assessments, Math In Focus Assessments, READY Book, CIITS Assessments, etc	Direct Instruction	08/21/2014	06/04/2015	$0	Administration and Teachers
Reading Intervention	All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program	08/21/2014	06/04/2015	$0	Administration and Teachers
Assessment Data Monitoring	Teachers will submit recently administered formative and summative assessments on a monthly basis to school administration.	Policy and Process	08/21/2014	06/04/2015	$0	Administration
Team Meetings	Program Review Committees will meet quarterly to review the status of each component, and assess each indicator of the program.	Policy and Process	08/21/2014	06/04/2015	$0	Administration, Program Review Teams
CIITS Implementation	Administration will meet monthly with grade levels to review and analyze student level data for teachers and school-wide instructional improvements.	Policy and Process	08/21/2014	06/04/2015	$0	Administration
Classroom Walk-Throughs	Walk-through will be conducted weekly by the Prinicpal to ensure that best practices are being implemented in all classrooms, and feedback will be provided to teachers.	Policy and Process	08/21/2014	06/04/2015	$0	Administration
CIITS Common Planning Time Training	Common planning time will be provided for teachers to develop knowledge and awareness of the CIITS program in developing assessments mirroring content strands.	Professional Learning	08/21/2014	06/04/2015	$0	Administration and Teachers

CIITS Extended Training	CIITS training sessions will be offered after school and during the summer for teachers in Grades 3-6, so that they can implement CIITS components into their curriculum maps and lesson plans.	Professional Learning	08/21/2014	06/04/2015	$0	Administration and Cooperative Extension Service
Instructional Rounds	The Leadership Team will conduct Instructional Rounds bi-weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	08/21/2014	06/04/2015	$0	Administration
On-Demand Scrimmaging	Students will scrimmage On-Demand prompts in a testing environment quarterly. Results of scrimmage will drive re-teaching and instructional needs.	Policy and Process	08/21/2014	06/04/2015	$0	Administration, Teachers, Writing Cluster Leaders
Teacher Webpages	Teachers will maintain current information on their webpage, including curriculum resources, current activities, and classroom policies. Teachers will actively communicate with students and parents via class webpage.	Community Engagement	08/21/2014	06/04/2015	$0	Administration and Teachers
Common Planning Meetings	Common Planning Time will be used to share PGES, CIITS, and PD360 information and resources with teachers to increase their awareness of PGES	Professional Learning	08/21/2014	06/04/2015	$0	Principal
Survey Analysis	The leadership team will review the results of the TELL and Val-Ed surveys and establish strategies to improve the noted areas of concern.	Professional Learning	08/21/2014	06/04/2015	$0	Administration
School Communication	Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, Facebook, Mobile App, and mailings	Community Engagement	08/21/2014	06/04/2015	$0	Administration
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Preschool Program	The Preschool Program will be offered to 3 year old students that qualify under federal guidelines. All 4 year olds in the school district are offered preschool, free of charge, regardless of qualifying guidelines.	Academic Support Program	08/21/2014	06/04/2015	$10000	Director of Preschool, Superintendent
School Sponsored Extra-Curricular Activities	School sponsored extra-curricular activities for all students. All students have the opportunity to participate in basketball in grades 1-6. After school activities are offered in Student Technology Leadership Program, Academic Team, Quick Recall, Governor's Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular	08/21/2014	06/04/2015	$5000	Administration, Activities Coordinator, Club Sponsors
				Total	$15000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Size Reduction	Title I funds will be used for salaries/hiring of additional teachers so that class sizes can be reduced. This will allow for more individualized instruction and a strengthened curriculum, which will increase student proficiency.	Class Size Reduction	08/21/2014	06/04/2015	$212000	Superintendent, Principal, SBDM
				Total	$212000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Service	Students in Grades 1st-6th identified as Apprentice on Spring KPREP or between the 40th and 60th percentile on MAP assessment will recieve Extended School School (ESS) after school, twice a week.	Academic Support Program	08/21/2014	06/04/2015	$5500	ESS Coordinator and ESS Teachers
Extended School Service	Identified students based on MAP and DIBELS are offered Extended School Service twice a week for 1 hour each day to intervene on basic early literacy skills	Academic Support Program	08/21/2014	06/04/2015	$5500	ESS Coordinator, ESS Teachers, Administration
				Total	$11000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Comprehensive Writing Curriculum	Mary A. Goetz Elementary has implemented a comprehensive K-6 Writing Curriculum that addresses the 6 traits of writing, along with the 3 modes of writing. The curriculum is sequential and grade-level appropriate.	Direct Instruction	08/21/2014	06/04/2015	$15000	Administration, SBDM, Writing Cluster Leaders
Kindergarten Screening	All incoming Kindergarten students will be screened prior to school year in the Kindergarten skill areas. Results will be communicated to parents prior to school year to address areas of need for each student.	Policy and Process	08/21/2014	06/04/2015	$500	Director of Preschool, Administration, Teachers, FRYSC Director
Positive Behavior Intervention System	Entire school will follow common expectations for behavior. Students following these expectations will receive positive rewards and incentives in the form of Panther Bucks. These Panther Bucks can be redeemed each month at the Panther Store for items.	Behavioral Support Program	08/21/2014	06/04/2015	$1000	Dean of Student, Learning Environment Committee

Arts and Humanities Department	A full-time Arts and Humanities teacher sees all students on a 3 day rotation for 45 minutes each time. Instruction includes all 4 disciplines of Arts and Humanities of Dance, Drama, Music, and Art	Direct Instruction	08/21/2014	06/04/2015	$55000	SBDM, Administration, Arts/Humanities Teacher
MAP Goal Setting	English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Academic Support Program	08/21/2014	06/04/2015	$100	Classroom Teachers
Benchmark Assessments	Students in K-6 will be assessed three times each year using benchmark assessments of Measures of Academic Progress, along with K-3 students being assessed with Dynamic Indicators of Basic Early Literacy Skills . Teachers will set growth goals with students, and share results with students and parents. Results will be analyzed by the principal and each grade level team. Curriculum and teaching strategies will be adjsuted based on the data analysis, as needed. Students demonstrating performance below proficiency will be targeted for intervention.	Policy and Process	08/21/2014	06/04/2015	$5000	Administraton and Teachers
Math Intervention	Identified students in grades 4-6 will recieve 30 minutes of daily intervention in math through classroom teacher/instructional assistant using Do The Math intervention	Academic Support Program	08/21/2014	06/04/2015	$5000	Administration, Special Education Teachers, Classroom Teachers
Assessment Data Reported to Parents	All assessment data will be provided to parent through quarterly report cards. Along with benchmark data, progress monitoring data will also be provided at that time.	Parent Involvement	08/21/2014	06/04/2015	$1000	Administration and Teachers
Peer Observation	All teachers will recieve Peer Observation Training and will Peer Review other teachers in the building as a part of the PGES observation process.	Policy and Process	08/21/2014	06/04/2015	$1000	Adminstration and all staff
Quarterly Spirit Rally	All students in grades K-6 will attend quarterly recognition programs that recognize students for achieving academic success during the previous quarter. Recognition includes Reading Counts goal, Honor Roll, Citizenship, Academic Competition winners, and attendance winners.	Behavioral Support Program	08/21/2014	06/04/2015	$1000	Administration and Learning Environment Committee
DIBELS Benchmark & Progress Monitoring	All students in the primary grades are benchmarked 3 times a year on early literacy skills. Students identified for intervention are progress monitored once a week to assess progress.	Policy and Process	08/21/2014	06/04/2015	$1500	Administration, Primary Teachers, Special Education Teachers
Math in Focus Curriculum	Teachers in grades K-5 have fully implemented the Math in Focus curriculum as aligned by math curriculum map. Follow-up professional development will be provided on an on-going basis to update and refocus instruction	Direct Instruction	08/21/2014	06/04/2015	$1000	Administration and Teachers

Springboard Curriculum	English Language Arts and Math teachers in grade 6 will fully implement the Springboard curriculum as aligned by the content curriculum map provided by the College Board. Updated professional develop will be offered in month prior to start of school year	Direct Instruction	08/21/2014	06/04/2015	$500	Grade 5-6 Teachers and Administration
Mentoring Programs	Increase participation in the Adult One to One Reading and Peer Mentoring Program so that more students can receive mentoring services.	Behavioral Support Program	08/21/2014	06/04/2015	$1000	Administration, Learning Environment, Classroom Teachers
				Total	$88600	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentive Programs	Leadership Team will implement an incentive program to reward students quarterly who have strong daily attendance.	Behavioral Support Program	08/21/2014	06/04/2015	$500	Administration and Learning Environment Committee
				Total	$500	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read to Achieve	Identified students in grades K-3 will recieve Tier 2 and Tier 3 intervention daily in reading through the Read to Achieve Teacher. Reading intervention programs include Reading Recovery and CIM to improve early literacy skills	Academic Support Program	08/21/2014	06/04/2015	$48500	Administration and Read to Achieve Teacher
Read to Achieve	Identified students in grades K-3 receive Tier 2 and Tier 3 reading intervention through the Read to Achieve teacher. Programs used to address the early literacy skills are Reading Recovery and CIM	Academic Support Program	08/21/2014	06/04/2015	$48500	Administration, Read to Achieve Teacher, Primary Teachers
				Total	$97000	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

After reviewing our 2014 KPREP data, it showed continued improvement in all academic areas with reaching our delivery target in all areas except Science. Our gap population continues to grow with our increase in students qualifying for free/reduced lunch program. The data does not disseminate our transient students from our students that have been here for over 1 year.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of strength continue to be in Reading and Math where we see continual gains. RTI focuses 30 minutes a day on each of those subjects.

Opportunities for Improvement

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

Writing continues to perform far below other academic areas. There was growth in this content, but performance is still well below other content areas and below the state average. Continue with school-wide implementation of research-based writing instruction and focus on On-Demand Writing starting in the 4th grade.

Conclusion

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

Although we continue to grow and rise in ranks among state elementary schools, we we hoping to be in th top 30% this year. We will continue to focus on Reading and Math during RTI. Continue with implementation of writing program throughout the school. Focus is now on early primary literacy starting in preschool and having our students Kindergarten ready.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

The stakeholders that were engaged for the purpose of the missing piece were faculty, SBDM, and PTO. In conjunctions with faculty meetings and SBDM meetings, reviewing of TELL Survey and VAL-ED survey were used to construct improvement plan.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

	Statement or Question	**Response**	**Rating**
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	**Response**	**Rating**
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	**Response**	**Rating**
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	**Response**	**Rating**
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	**Response**	**Rating**
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	**Response**	**Rating**
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

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

Our area of strength is that the school provides communication, but usually it is one way. The school needs to implements policiies to have more parent involvement in diecision making and planning of parent nights and information dissemination.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Relationship Building — 2.57

Communications — 2.86

Decision Making — 2.29

Advocacy — 2.83

Learning Opportunities — 2.5

Community Partnerships — 2.83
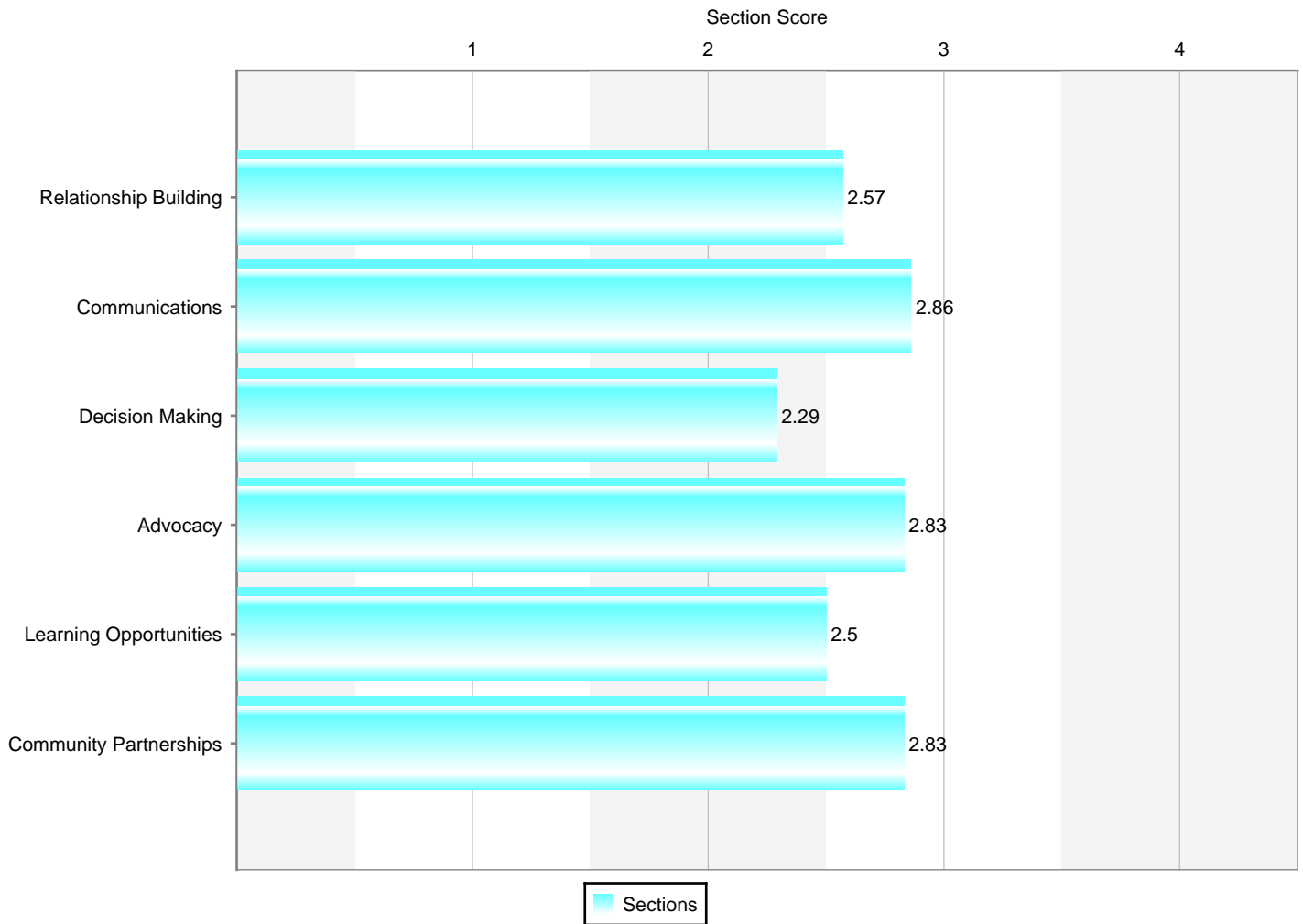
Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Each Tuesday morning, whole school faculty meetings are held to discuss improvement in the building and our instructional programs. On Wednesdays, during grade level meetings, student achievenment is discuss using benchmark assessments. Professional development days are scheduled to review data from state testing and to disseminate sub groups and content areas. Results of these meetings were shared with SBDM to develop School Improvement Plan.

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

Representation of the stakeholder groups include faculty for instructional and school culture, student voice surveys from student body about school culture, and parent surveys about input for school to home communication.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

School improvement plan was developed by SBDM and approved at monthly meeting. Improvement plan was shared out to faculty and staff through email communication and at faculty meeting. Parents were informed of the school improvement plan by email communication and posting the final version on our school website.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	School faculty meets on a monthly basis as a whole and once a month in grade levels to discuss needs and data analysis of progress monitoring of all students. School-wide data analysis took place after release of K-PREP data to focus on gap and growth targets for students.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Instructional reform is on-going with the addition of intervention strategies and research-based core programming in math and writing.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool teachers and Director of Preschool have aligned curriculum with Kindergarten expectations and expectations of Kindergarten Readiness based on Brigance Screening.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	All students in the school receive 30 minutes additional tiered reading each day. Students are pulled out for additional time, on top of the 30 minutes, for intervention in math. Interventions include: Leveled Literacy Intervention, Read Naturally, Rewards, Mimio, and Do the Math. All these programs are research-based.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	SBDM Consultation Policy ensures that candidates are screened by all stakeholders before selection to the position. Instructional Rounds and Evaluation Process give feedback to teachers to improve instruction. This year is the pilot year for Teacher Professional Growth and Effectiveness System implementation in the school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	All teachers in the school are Highly Qualified. Paraprofessional are aides who assist Kindergarten and Preschool teachers in classroom settings only.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Title I funding is used to reduce class-size and avoid split grade-levels. Programs purchased with Title I funds include COMPASS and MAPS testing.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Throughout the year, parents are asked to complete surveys, participate in parent/family nights, SBDM, PTO, and Commonwealth Institute of Parent Leadership (CIPL) to give feedback to our instructional programs. Communication of test data is given each report card period, website communication, and newsletters each month.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Teachers are required to participate in a minimum of 24 hours of professional development outside of the regular school day. A Professional Development Plan is developed by staff and SBDM in the Spring of each school year in preparation for the following school year. Job-embedded professional development in on-going during faculty meetings and grade-level meetings in the areas of Reading, Math, and Service Learning.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Committees and SBDM Council review the CSIP quarterly to review and make adjustments as needed.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	School-wide Title I addresses all students. All students needs are reviewed and addressed to determine placement and services provided by Title I funding. Needs assessment and data review is on-going.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Committee work and on-going planning resulted in the adoption of research-based math curriculum, writing curriculum, and math/reading interventions. All students receive research-based core instruction in Reading, Math, and Writing. Identified students are supported with research-based intervention programs outside of core instruction.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	All students have access to intervention programs during the school day, if identified as a need. Also, students participate in Extended School Services 2 times a week after school if a need exists.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	School programs are funded through Title I, Preschool, and state funding. Coordination of programs support the instructional goals of the school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Activities are planned with Family Service Center to support academic goals of the school, including parent literacy night and primary parent night.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Progress monitoring of students monitor the effectiveness of the program and effect on student learning.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Paraprofessionals are not used in instructional capacities. They are used to assist Kindergarten and Preschool teachers.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Being a Title I school, a Parent Involvement Policy was adopted and in effect for our school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Job-embedded professional development was implemented for intervention programs for identified Title I students.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The school evaluates the implementation of the Comprehensive School Improvement Plan and student achievement results on an on-going basis throughout the school year.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	The current Comprehensive School Improvement Plan is available on the district website, school website, and hard copy in school office.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	All teachers are highly qualified	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Professional Development is on-going addressing the needs of the school.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All instructional aides are under the direct supervision of a Kindergarten or Preschool teacher in their classroom.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Instructional Assistants are only in Kindergarten or Preschool and are always under the direct supervision of the teacher	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Instructional Assistants have limited duties, including walking students from entry doors to the classroom.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes	Instructional Assistants work with targeted students in classroom settings only under the supervision of the teacher.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Title I funds are only used to reduce classroom size and to avoid grade level splits. Classroom cap would be met without Title I funding.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Title II funds are only used to reduce classroom size and to avoid grade level splits. Classroom cap would be met without Title I funding.	

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

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

Goal 1:

All faculty and students will work to make Mary A. Goetz Elementary a safe, respectful, and responsible environment where all students can obtain proficiency.

Measurable Objective 1:

collaborate to obtain an annual attendance rate of 96% by 06/04/2015 as measured by data entered in Infinite Campus.

Strategy1:

Attendance Monitoring - Administration will monitor absences and tardies on a daily basis, assessing consequences as outlined in the Student Handbook. Personal parent phone calls will be made daily when students are absent. Truancy protocol will be followed, as outlined in the Student Handbook. Administration will collaborate with all appropriate faculty/staff and parents/families to assure that all students attend school on a daily basis.

Category: Management Systems

Research Cited: Compulsory Attendance, Response to Intervention

Activity - Incentive Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will implement an incentive program to reward students quarterly who have strong daily attendance.	Behavioral Support Program			08/21/2014	06/04/2015	$500 - Other	Administration and Learning Environment Committee

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Learning Environment Committee

Strategy2:

Removing Barriers to Learning - All faculty members will make appropriate referrals when they have a student in need. Faculty will make use of the services provided by the FRYSC, Nurse, School Therapist, Guidance Counselor, Director of Student Services, and School Resource Officer.

Category: Stakeholder Engagement

Research Cited: Reducing Barriers to Learning

Activity - Student Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon receiving a student referral, support staff members will act appropriately in a timely manner in providing the services needed. Staff members will communicate with parents/families as needed.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Support Staff

Activity - Making Referrals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty members will refer students to the appropriate support staff member when they see that a student is facing a barrier to learning.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	All Faculty and Staff

Activity - Positive Behavior Intervention System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Entire school will follow common expectations for behavior. Students following these expectations will receive positive rewards and incentives in the form of Panther Bucks. These Panther Bucks can be redeemed each month at the Panther Store for items.	Behavioral Support Program			08/21/2014	06/04/2015	$1000 - School Council Funds	Dean of Student, Learning Environment Committee

Activity - Mentoring Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase participation in the Adult One to One Reading and Peer Mentoring Program so that more students can receive mentoring services.	Behavioral Support Program			08/21/2014	06/04/2015	$1000 - School Council Funds	Administration, Learning Environment, Classroom Teachers

Activity - SHINE Before and After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Learning Center Grant provides before and after school programing to 125 students a day. Programming includes homework help, physical activity, enrichments, and field trips for students. Students are fed a meal immediately after school before programming begins. Students rotate through 3 enrichments/activities and dismissed at 5:30pm. Programming is during the summer months from 9:00am to 1:00pm.	Extra Curricular			08/21/2014	06/30/2015	$150000 - Grant Funds	CCLC Coordinator, Administration, Program Teachers

Strategy3:

Positive Climate Activities - A variety of activities will be put into place so that positive student-faculty relationships can be fostered and strengthened. Students will feel supported and encouraged to perform well in school and attend daily. Students who have barriers to learning will recieve the support they need.

Category: Integrated Methods for Learning

Research Cited: Positive Behavior Intervention

Activity - Quarterly Spirit Rally	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-6 will attend quarterly recognition programs that recognize students for achieving academic success during the previous quarter. Recognition includes Reading Counts goal, Honor Roll, Citizenship, Academic Competition winners, and attendance winners.	Behavioral Support Program			08/21/2014	06/04/2015	$1000 - School Council Funds	Administration and Learning Environment Committee

Activity - School Sponsored Extra-Curricular Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School sponsored extra-curricular activities for all students. All students have the opportunity to participate in basketball in grades 1-6. After school activities are offered in Student Technology Leadership Program, Academic Team, Quick Recall, Governor's Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular			08/21/2014	06/04/2015	$5000 - District Funding	Administration, Activities Coordinator, Club Sponsors

Strategy4:

Communication and Engagement - Increasing communication with students, paretns, families, and community members will increase involvement and engagement in school and extra-curricular activities, thus increasing academic success and and daily attendance.

Category: Stakeholder Engagement

Research Cited: Reducing Barriers to Learning

Activity - School Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, Facebook, Mobile App, and mailings	Community Engagement			08/21/2014	06/04/2015	$0 - No Funding Required	Administration

Activity - Teacher Webpages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain current information on their webpage, including curriculum resources, current activities, and classroom policies. Teachers will actively communicate with students and parents via class webpage.	Community Engagement			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

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

Goal 1:

All students at Mary A. Goetz Elementary School will increase the averaged combined reading and math K-PREP scores to meet the delivery targets set through 2017 as identified in the School Report Card.

Measurable Objective 1:

collaborate to increase the combined reading and math average from 44.7 to 51.6 by 06/04/2015 as measured by the School Report Card.

Strategy1:

CIITS - CIITS assessment will be used to address assessment and assessment data, along with lesson planning for all teachers.

Category: Continuous Improvement

Research Cited: Intentional Planning, Formative Assessment, and Data Driven Instruction

Activity - CIITS Common Planning Time Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning time will be provided for teachers to develop knowledge and awareness of the CIITS program in developing assessments mirroring content strands.	Professional Learning			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

Activity - CIITS Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create common and formative assessments in CIITS to monitor student progress on the common core standards in English Language Arts and Math.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

Activity - CIITS Extended Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIITS training sessions will be offered after school and during the summer for teachers in Grades 3-6, so that they can implement CIITS components into their curriculum maps and lesson plans.	Professional Learning			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Cooperative Extension Service

Activity - CIITS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will meet monthly with grade levels to review and analyze student level data for teachers and school-wide instructional improvements.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration

Strategy2:

Tiered Intervention Process and Instruction - Students in all grades levels will be identified and recieve appropriate tiered instruction and intervention.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Extended School Service	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Grades 1st-6th identified as Apprentice on Spring KPREP or between the 40th and 60th percentile on MAP assessment will recieve Extended School School (ESS) after school, twice a week.	Academic Support Program			08/21/2014	06/04/2015	$5500 - State Funds	ESS Coordinator and ESS Teachers

Activity - Reading Assistant	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified for Tier 2 intervention in Reading will recieve 30 minutes of individualized computer based reading program, Reading Assistant, to improve fluency, vocabulary, and comprehension.	Direct Instruction			08/21/2014	06/04/2015	$8000 - Title I Schoolwide	Administration and Teachers

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-6 will be assessed three times each year using benchmark assessments of Measures of Academic Progress, along with K-3 students being assessed with Dynamic Indicators of Basic Early Literacy Skills . Teachers will set growth goals with students, and share results with students and parents. Results will be analyzed by the principal and each grade level team. Curriculum and teaching strategies will be adjsuted based on the data analysis, as needed. Students demonstrating performance below proficiency will be targeted for intervention.	Policy and Process			08/21/2014	06/04/2015	$5000 - School Council Funds	Administraton and Teachers

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in grades 4-6 will recieve 30 minutes of daily intervention in math through classroom teacher/instructional assistant using Do The Math intervention	Academic Support Program			08/21/2014	06/04/2015	$5000 - School Council Funds	Administration, Special Education Teachers, Classroom Teachers

Activity - Assessment Data Reported to Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All assessment data will be provided to parent through quarterly report cards. Along with benchmark data, progress monitoring data will also be provided at that time.	Parent Involvement			08/21/2014	06/04/2015	$1000 - School Council Funds	Administration and Teachers

Activity - Read to Achieve	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in grades K-3 will recieve Tier 2 and Tier 3 intervention daily in reading through the Read to Achieve Teacher. Reading intervention programs include Reading Recovery and CIM to improve early literacy skills	Academic Support Program			08/21/2014	06/04/2015	$48500 - Read to Achieve	Administration and Read to Achieve Teacher

Strategy3:

Curriculum Implementation - Curriculum willl be mapped, aligned, and monitored on a regular basis by administration to ensure appropriate depth of knowledge is instructed and coverage of content.

Category: Continuous Improvement

Research Cited: Research-based curriculum in the areas of Reading, Math, Writing, and Interventions.

Activity - Assessment Data Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit recently administered formative and summative assessments on a monthly basis to school administration.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration

Activity - Springboard Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts and Math teachers in grade 6 will fully implement the Springboard curriculum as aligned by the content curriculum map provided by the College Board. Updated professional develop will be offered in month prior to start of school year	Direct Instruction			08/21/2014	06/04/2015	$500 - School Council Funds	Grade 5-6 Teachers and Administration

Activity - Mirroring Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types. Examples to be used include Springboard Assessments, Math In Focus Assessements, READY Book, CIITS Assessments, etc	Direct Instruction			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

Activity - Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will closely follow curriculum map for English Language Arts, Mathematics, and Writing. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

Activity - MAP Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Academic Support Program			08/21/2014	06/04/2015	$100 - School Council Funds	Classroom Teachers

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used for salaries/hiring of additional teachers so that class sizes can be reduced. This will allow for more individualized instruction and a strengthened curriculum, which will increase student proficiency.	Class Size Reduction			08/21/2014	06/04/2015	$212000 - Title I Part A	Superintendent, Principal, SBDM

Activity - Classroom Walk-Throughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-through will be conducted weekly by the Prinicpal to ensure that best practices are being implemented in all classrooms, and feedback will be provided to teachers.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration

Activity - Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator

Activity - Modeling Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

Activity - Math in Focus Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 have fully implemented the Math in Focus curriculum as aligned by math curriculum map. Follow-up professional development will be provided on an on-going basis to update and refocus instruction	Direct Instruction			08/21/2014	06/04/2015	$1000 - School Council Funds	Administration and Teachers

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will conduct Instructional Rounds bi-weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

Measurable Objective 2:

collaborate to meet the identified delivery targets in writing by 06/04/2015 as measured by The School Report Card.

Strategy1:

Intentional Writing Block - Each grade level will have an intentional 30-45 minute writing block daily to address language mechanics, on-

demand prompts, and extended responses.

Category: Continuous Improvement

Research Cited: Research Based Writing Practice

Activity - Implementation of Comprehensive Writing Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mary A. Goetz Elementary has implemented a comprehensive K-6 Writing Curriculum that addresses the 6 traits of writing, along with the 3 modes of writing. The curriculum is sequential and grade-level appropriate.	Direct Instruction			08/21/2014	06/04/2015	$15000 - School Council Funds	Administration, SBDM, Writing Cluster Leaders

Activity - On-Demand Scrimmaging	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will scrimmage On-Demand prompts in a testing environment quarterly. Results of scrimmage will drive re-teaching and instructional needs.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration, Teachers, Writing Cluster Leaders

All children were screened for kindergarten readiness.

Goal 1:

By the end of 3rd grade, all students will be proficient in Reading and Math.

Measurable Objective 1:

demonstrate a proficiency by all students at the end of 3rd grade in reading and math by 06/04/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

Strategy1:

Kindergarten Readiness - All students entering Kindergarten will possess the academic skills needed to enter Kindergarten and be successful at Kindergarten curriculum.

Category: Early Learning

Research Cited: Early Childhood Education

Activity - Kindergarten Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students will be screened prior to school year in the Kindergarten skill areas. Results will be communicated to parents prior to school year to address areas of need for each student.	Policy and Process			08/21/2014	06/04/2015	$500 - School Council Funds	Director of Preschool, Administration, Teachers, FRYSC Director

Activity - Extended Preschool Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Preschool Program will be offered to 3 year old students that qualify under federal guidelines. All 4 year olds in the school district are offered preschool, free of charge, regardless of qualifying guidelines.	Academic Support Program			08/21/2014	06/04/2015	$10000 - District Funding	Director of Preschool, Superintendent

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

By the end of 3rd grade, all students will be proficient in Reading and Math.

Measurable Objective 1:

demonstrate a proficiency by all students at the end of 3rd grade in reading and math by 06/04/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

Strategy1:

Kindergarten Readiness - All students entering Kindergarten will possess the academic skills needed to enter Kindergarten and be successful at Kindergarten curriculum.

Category: Early Learning

Research Cited: Early Childhood Education

Activity - Kindergarten Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students will be screened prior to school year in the Kindergarten skill areas. Results will be communicated to parents prior to school year to address areas of need for each student.	Policy and Process			08/21/2014	06/04/2015	$500 - School Council Funds	Director of Preschool, Administration, Teachers, FRYSC Director

Activity - Extended Preschool Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Preschool Program will be offered to 3 year old students that qualify under federal guidelines. All 4 year olds in the school district are offered preschool, free of charge, regardless of qualifying guidelines.	Academic Support Program			08/21/2014	06/04/2015	$10000 - District Funding	Director of Preschool, Superintendent

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

By the end of 3rd grade, all students will be proficient in Reading and Math.

Measurable Objective 1:

demonstrate a proficiency by all students at the end of 3rd grade in reading and math by 06/04/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

Strategy1:

Kindergarten Readiness - All students entering Kindergarten will possess the academic skills needed to enter Kindergarten and be successful at Kindergarten curriculum.

Category: Early Learning

Research Cited: Early Childhood Education

Activity - Extended Preschool Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Preschool Program will be offered to 3 year old students that qualify under federal guidelines. All 4 year olds in the school district are offered preschool, free of charge, regardless of qualifying guidelines.	Academic Support Program			08/21/2014	06/04/2015	$10000 - District Funding	Director of Preschool, Superintendent

Activity - Kindergarten Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students will be screened prior to school year in the Kindergarten skill areas. Results will be communicated to parents prior to school year to address areas of need for each student.	Policy and Process			08/21/2014	06/04/2015	$500 - School Council Funds	Director of Preschool, Administration, Teachers, FRYSC Director

Strategy2:

Tiered Interventions for Identified Students - Benchmark data, progress monitoring data, and classroom performance will be used to

determine tiered intervention for students in the areas of reading and math. Early Childhood Literacy Programs include: Reading Street,

Leveled Literacy Intervention, Reading Assistant, Ed Mark, Headsprout, and Great Leaps.

Category: Early Learning

Research Cited: Response to Intervention

Activity - Read to Achieve	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in grades K-3 receive Tier 2 and Tier 3 reading intervention through the Read to Achieve teacher. Programs used to address the early literacy skills are Reading Recovery and CIM	Academic Support Program			08/21/2014	06/04/2015	$48500 - Read to Achieve	Administration, Read to Achieve Teacher, Primary Teachers

Activity - Partnership with Childrens Inc to offer a full day Kindergarten program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in Kindergarten are offered a greatly reduced rate for the 2nd half of the day Kindergarten program on-site. Students that choose the full day option are offered Specials, Lunch, and reinforcement of the Kindergarten curriculum	Academic Support Program			08/21/2014	06/04/2015	$0 - No Funding Required	Administration, Childrens Inc, Primary Teachers, Special Education Teachers

Activity - DIBELS Benchmark & Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in the primary grades are benchmarked 3 times a year on early literacy skills. Students identified for intervention are progress monitored once a week to assess progress.	Policy and Process			08/21/2014	06/04/2015	$1500 - School Council Funds	Administration, Primary Teachers, Special Education Teachers

Activity - Extended School Service	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students based on MAP and DIBELS are offered Extended School Service twice a week for 1 hour each day to intervene on basic early literacy skills	Academic Support Program			08/21/2014	06/04/2015	$5500 - State Funds	ESS Coordinator, ESS Teachers, Administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Mary A. Goetz Elementarywill increase the gap scores to meet delivery targets set through 2017 as identified in the School Report Card.

Measurable Objective 1:

collaborate to increase the gap scores to meet the identified delivery targets by 06/04/2015 as measured by the School Report Card. Comb Reading/Math: 44.7 to 51.6; Reading: 47.4 to 54; Math: 42 to 49.3; Social Studies: 49.4 to 55.8; Writing: 31.2 to 39.8.

Strategy1:

Professional Learning Communities - Professional Learning Communities will be held twice monthly with the Principal to focus on students identified in the gap group. Interventions and progress monitoring will be discussed.

Category: Management Systems

Research Cited: Data Driven Instruction

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice monthly, the principal will meet with grade level teams to discuss students identified in the gap group. Data, progress monitoring, and interventions will be discussed so that further steps for support can be implemented.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

Strategy2:

Response to Intervention Grouping - Data from K-PREP, Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, and Read Live will be used to target students who are performing below proficiency. These students will receive tiered interventions on a daily basis to support their growth.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program			08/21/2014	06/04/2015	$0 - No Funding Required	Administration and Teachers

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

Goal 1:

All Program Review areas will show documented annual improvement.

Measurable Objective 1:

collaborate to improve scores in the Primary, Writing, Arts & Humanities, Practical Living & Career Studies Program Reviews by 06/04/2015 as measured by the School Report Card.

Strategy1:

Program Improvement - Program Review Committees are set up for each of the required programs: Primary Program, Writing, Arts & Humanities, and Practical Living & Career Studies. Program Review Committees will meet quarterly to review the progress of the program components, and assess the status in each area. Teams will collect evidence to support each component requirement. The overall goal of each committee is to identify areas of improvement to improve the program to ensure student proficiency and involvement in that program.

Category: Learning Systems

Research Cited: Integrated Humanities Programs

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet quarterly to review the status of each component, and assess each indicator of the program.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration, Program Review Teams

Activity - SPARK Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical Education Department is implementing SPARK Curriculum, which addresses all content strands for physical education and health. All students are seen on a 3 day rotation for 45 minutes each time.	Direct Instruction			08/21/2014	06/04/2015	$50000 - Grant Funds	PEP Grant Coordinator, PEP Grant Site Coordinator, Physical Education Teacher, Administration

Activity - Program Review Proficiency Demonstration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will meet three times per year with the faculty to discuss the components of their programs, strategies for integration of their program, and what evidence items are needed from each teacher.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration, Program Review Teams

Activity - Strategies for Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will identify 1-2 components each quarter that need imporvement. The Committee will work to improve the identified need by putting into place the improvement strategy/activity.	Policy and Process			08/21/2014	06/04/2015	$0 - No Funding Required	Administration, Program Review Teams

Activity - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing Policy and Writing Continuum is reviewed yearly for effectiveness. School-wide writing curriculum has been adopted for grades K-6, along with summertime professional development for implementation and refinement. This will be reviewed quarterly at grade level meetings with Writing Cluster Leaders.	Direct Instruction			08/21/2014	06/04/2015	$0 - No Funding Required	Administration, Writing Cluster Leaders,Teachers

Activity - Arts and Humanities Department	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full-time Arts and Humanities teacher sees all students on a 3 day rotation for 45 minutes each time. Instruction includes all 4 disciplines of Arts and Humanities of Dance, Drama, Music, and Art	Direct Instruction			08/21/2014	06/04/2015	$55000 - School Council Funds	SBDM, Administration, Arts/Humanities Teacher