



# **KDE Comprehensive School Improvement Plan**

**Mary A. Goetz Elementary School**  
**Ludlow Independent**

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

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## **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 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 in 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 and Journeys Reading Series, both align 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.**

Mary A. Goetz Elementary was recognized by Kentucky Department of Education as a Proficient school, scoring in the 79th percentile of Kentucky elementary schools. Over the past 3 years, our school has improved from the 60th percentile to the 79th percentile. The marks the 5th straight year of gains for our school. Our school continues to focus on proficiency in reading and math at all grade levels.

## **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.

# **Comprehensive School Improvement Plan 2015- 2016**

## **Overview**

### **Plan Name**

Comprehensive School Improvement Plan 2015-2016

### **Plan Description**

Comprehensive School Improvement Plan 2015-2016

## 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	\$343600
2	Mary A. Goetz Elementary will 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 implement all aspects of the PGES system to improve teacher effectiveness	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$1000
7	Novice Reduction targets will be set and met in Reading and Math based on KPREP	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$10000

## 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 42.8 to 51.0 by 12/31/2016 as measured by the School Report Card.

### Strategy 1:

CIITS - CIITS assessments 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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$0	No Funding Required	Administration and Teachers

### Strategy 2:

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

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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 Principal to ensure that best practices are being implemented in all classrooms, and feedback will be provided to teachers.	Policy and Process	01/01/2015	12/31/2016	\$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	01/01/2016	12/31/2016	\$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 monthly, with teachers to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/01/2016	12/31/2016	\$0	No Funding Required	Administration

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. Update edition is now piloted in 4th and 5th grade	Direct Instruction	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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 and lesson assessment.	Direct Instruction	01/01/2016	12/31/2016	\$0	No Funding Required	Administration and Teachers

Activity - Modeling Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	01/01/2016	12/31/2016	\$0	No Funding Required	Administration and Teachers
<b>Activity - Mirroring Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	01/01/2016	12/31/2016	\$0	No Funding Required	Administration and Teachers
<b>Activity - Curriculum Maps</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	01/01/2016	12/31/2016	\$0	No Funding Required	Administration and Teachers
<b>Activity - Class Size Reduction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	01/01/2016	12/31/2016	\$212000	Title I Part A	Superintendent, Principal, SBDM
<b>Activity - MAP Goal Setting</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Academic Support Program	01/01/2016	12/31/2016	\$100	School Council Funds	Classroom Teachers
<b>Activity - Journeys Reading Series</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Adoption of K-4 ELA program of reading, writing, spelling, and mechanics	Academic Support Program	01/01/2016	12/31/2016	\$42000	Text Books	Administration

### Strategy 3:

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

Category: Learning Systems

Research Cited: Response to Intervention

<b>Activity - Reading Assistant</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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Students identified for Tier 2 intervention in Reading will receive 30 minutes of individualized computer based reading program, Reading Assistant, to improve fluency, vocabulary, and comprehension.	Direct Instruction	01/01/2016	12/31/2016	\$8000	Title I Schoolwide	Administration and Teachers
<b>Activity - Read to Achieve</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Identified students in grades K-3 will receive 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	01/01/2016	12/31/2016	\$48500	Read to Achieve	Administration and Read to Achieve Teacher
<b>Activity - Math Intervention</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Identified students in grades 3-6 will receive 30 minutes of daily intervention in math through classroom teacher/instructional assistant using Do The Math or ALEKS math programs. Student progress will be monitored for growth.	Academic Support Program	01/01/2016	12/31/2016	\$5000	School Council Funds	Administration, Special Education Teachers, Classroom Teachers
<b>Activity - Extended School Service</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students in Grades 1st-6th identified as Apprentice on Spring KPREP or between the 40th and 60th percentile on MAP assessment will receive Extended School School (ESS) after school, twice a week in Reading and Math	Academic Support Program	01/01/2016	12/31/2016	\$5500	State Funds	ESS Coordinator and ESS Teachers
<b>Activity - Benchmark Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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 adjusted based on the data analysis, as needed. Students demonstrating performance below proficiency will be targeted for intervention.	Policy and Process	01/01/2016	12/31/2016	\$5000	School Council Funds	Administration and Teachers
<b>Activity - Assessment Data Reported to Parents</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	01/01/2016	12/31/2016	\$1000	School Council Funds	Administration and Teachers

### Measurable Objective 2:

collaborate to meet the identified delivery targets in writing by 12/31/2016 as measured by The School Report Card.

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### 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 through Writing Traits and Journeys

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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$0	No Funding Required	Administration, Teachers, Writing Cluster Leaders

## Goal 2: Mary A. Goetz Elementary will 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 12/31/2016 as measured by the School Report Card. Comb Reading/Math: 42.8 to 51.0; Reading: 45.1 to 53.9; Math: 40.5 to 48.0; Social Studies: 45.6 to 62.9; Writing: 50.4 to 56.2.

### Strategy 1:

Response to Intervention Grouping - Data from K-PREP, Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, and Reading Assistant 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
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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	01/01/2016	12/31/2016	\$0	No Funding Required	Administration and Teachers
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Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 3-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time in Do the Math and ALEKS programs	Academic Support Program	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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 12/31/2016 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
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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	01/01/2016	12/31/2016	\$0	No Funding Required	Administration , Program Review Teams
<b>Activity - Team Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Program Review Committees will meet quarterly to review the status of each component, and assess each indicator of the program.	Policy and Process	01/01/2016	12/31/2016	\$0	No Funding Required	Administration , Program Review Teams
<b>Activity - Strategies for Improvement</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Program Review Committees will identify 1-2 components each quarter that need improvement. The Committee will work to improve the identified need by putting into place the improvement strategy/activity.	Policy and Process	01/01/2016	12/31/2016	\$0	No Funding Required	Administration , Program Review Teams
<b>Activity - Writing</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Writing Policy and Writing Continuum is reviewed twice a year 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	01/01/2016	12/31/2016	\$0	No Funding Required	Administration , Writing Cluster Leaders, Teachers
<b>Activity - SPARK Curriculum</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	01/01/2016	12/31/2016	\$50000	Grant Funds	PEP Grant Coordinator, PEP Grant Site Coordinator, Physical Education Teacher, Administration
<b>Activity - Arts and Humanities Department</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	01/01/2016	12/31/2016	\$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 12/31/2016 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	01/01/2016	12/31/2016	\$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, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/01/2016	12/31/2016	\$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, Mental Health Therapist, 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	01/01/2016	12/31/2016	\$0	No Funding Required	All Faculty and Staff

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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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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 programming 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	01/01/2016	12/31/2016	\$150000	Grant Funds	CCLC Coordinator, Administration, Program Teachers

### Strategy 3:

Communication and Engagement - Increasing communication with students, parents, families, and community members will increase involvement and engagement in school and extra-curricular activities, thus increasing academic success 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 and Infinite Campus Messenger.	Community Engagement	01/01/2016	12/31/2016	\$0	No Funding Required	Administration and Teachers

## KDE Comprehensive School Improvement Plan

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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, Infinite Campus Messenger, outdoor marquee, phone callout system, Facebook, Mobile App, and mailings	Community Engagement	01/01/2016	12/31/2016	\$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 receive 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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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 12/31/2016 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



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Mary A. Goetz Elementary School

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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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: Journeys Reading Series, Earbonics, 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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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
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**KDE Comprehensive School Improvement Plan**

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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	01/01/2016	12/31/2016	\$48500	Read to Achieve	Administration , Read to Achieve Teacher, Primary Teachers
<b>Activity - Extended School Service</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	01/01/2016	12/31/2016	\$5500	State Funds	ESS Coordinator, ESS Teachers, Administration

**Goal 6: All administration and faculty will implement all aspects of the PGES system to improve teacher effectiveness**

**Measurable Objective 1:**

collaborate to increase awareness of the PGES system among all faculty members by 12/31/2016 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

<b>Activity - Teachscape Completion</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The principal will complete the Teachscape modules and receive their certification on an on-going basis.	Professional Learning	01/01/2016	12/31/2016	\$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

<b>Activity - Survey Analysis</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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## KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	01/01/2016	12/31/2016	\$0	No Funding Required	Administration
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### 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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$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 receive Peer Observation Training and will Peer Review other teachers in the building as a part of the PGES observation process.	Policy and Process	01/01/2016	12/31/2016	\$1000	School Council Funds	Administration and all staff

## Goal 7: Novice Reduction targets will be set and met in Reading and Math based on KPREP

### Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency in Reading in English Language Arts by 12/31/2016 as measured by KPREP.

### Strategy 1:

Identifying Students Performing Below Grade Level - Students will be identified based on data that are performing below grade level and are in need of targeted intervention in Reading and Math

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Category: Learning Systems

Research Cited: Response to Intervention

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified based on data, will receive research-based tiered intervention in reading. Programs include Reading Assistant, Read to Achieve, Earbonics, Leveled Literacy Intervention at least 4 times a week for 30 minutes a day.	Academic Support Program	01/01/2016	12/31/2016	\$5000	School Council Funds	Administration and Teachers
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student identified based on data, will receive research-based tiered intervention in math. Programs include Adaptive Mind, ALEKS, and Do the Math at least 4 times a week for 30 minutes a day.	Academic Support Program	01/01/2016	12/31/2016	\$5000	School Council Funds	Administration and Teachers
Activity - Grade Level Meeting to Review Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers, special education teachers, and administration will meet monthly to review identified students and progress in their current intervention programs.	Academic Support Program	01/01/2016	12/31/2016	\$0	School Council Funds	Administration, Regular Education Teachers, Special Education Teachers.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/01/2016	12/31/2016	\$5000	Administration , Activities Coordinator, Club Sponsors
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	01/01/2016	12/31/2016	\$10000	Director of Preschool, Superintendent
<b>Total</b>					\$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	01/01/2016	12/31/2016	\$212000	Superintendent, Principal, SBDM
<b>Total</b>					\$212000	

### Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Journeys Reading Series	Adoption of K-4 ELA program of reading, writing, spelling, and mechanics	Academic Support Program	01/01/2016	12/31/2016	\$42000	Administration
<b>Total</b>					\$42000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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Incentive Programs	Leadership Team will implement an incentive program to reward students quarterly who have strong daily attendance.	Behavioral Support Program	01/01/2016	12/31/2016	\$500	Administration and Learning Environment Committee
<b>Total</b>					\$500	

### 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 receive Extended School Service (ESS) after school, twice a week in Reading and Math	Academic Support Program	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$5500	ESS Coordinator, ESS Teachers, Administration
<b>Total</b>					\$11000	

### 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 receive 30 minutes of individualized computer based reading program, Reading Assistant, to improve fluency, vocabulary, and comprehension.	Direct Instruction	01/01/2016	12/31/2016	\$8000	Administration and Teachers
<b>Total</b>					\$8000	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/01/2016	12/31/2016	\$50000	PEP Grant Coordinator, PEP Grant Site Coordinator, Physical Education Teacher, Administration

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SHINE Before and After School Program	The 21st Century Learning Center Grant provides before and after school programming 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	01/01/2016	12/31/2016	\$150000	CCLC Coordinator, Administration, Program Teachers
<b>Total</b>					<b>\$200000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Targeted students in grades 3-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time in Do the Math and ALEKS programs	Academic Support Program	01/01/2016	12/31/2016	\$0	Administration and Teachers
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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$0	Support Staff
Instructional Rounds	The Leadership Team will conduct Instructional Rounds monthly, with teachers to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/01/2016	12/31/2016	\$0	Administration
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	01/01/2016	12/31/2016	\$0	Administration and Teachers
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	01/01/2016	12/31/2016	\$0	Administration and Teachers
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	01/01/2016	12/31/2016	\$0	Superintendent, District Advisory Team
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	01/01/2016	12/31/2016	\$0	Administration, Program Review Teams
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	01/01/2016	12/31/2016	\$0	Administration and Teachers

# KDE Comprehensive School Improvement Plan

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Strategies for Improvement	Program Review Committees will identify 1-2 components each quarter that need improvement. The Committee will work to improve the identified need by putting into place the improvement strategy/activity.	Policy and Process	01/01/2016	12/31/2016	\$0	Administration , Program Review Teams
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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$0	Administration and Cooperative Extension Service
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, Infinite Campus Messenger, outdoor marquee, phone callout system, Facebook, Mobile App, and mailings	Community Engagement	01/01/2016	12/31/2016	\$0	Administration
Teachscape Completion	The principal will complete the Teachscape modules and receive their certification on an on-going basis.	Professional Learning	01/01/2016	12/31/2016	\$0	Principal
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	01/01/2016	12/31/2016	\$0	All Faculty and Staff
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	01/01/2016	12/31/2016	\$0	Superintendent and 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	01/01/2016	12/31/2016	\$0	Administration
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, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$0	Administration , Childrens Inc, Primary Teachers, Special Education Teachers
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	01/01/2016	12/31/2016	\$0	Administration



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Writing	Writing Policy and Writing Continuum is reviewed twice a year 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	01/01/2016	12/31/2016	\$0	Administration, Writing Cluster Leaders, Teachers
Classroom Walk-Throughs	Walk-through will be conducted weekly by the Principal to ensure that best practices are being implemented in all classrooms, and feedback will be provided to teachers.	Policy and Process	01/01/2015	12/31/2016	\$0	Administration
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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$0	Administration
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 and lesson assessment.	Direct Instruction	01/01/2016	12/31/2016	\$0	Administration and Teachers
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 and Infinite Campus Messenger.	Community Engagement	01/01/2016	12/31/2016	\$0	Administration and Teachers
Modeling Proficiency	Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	01/01/2016	12/31/2016	\$0	Administration and Teachers
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	01/01/2016	12/31/2016	\$0	Administration, Teachers, Writing Cluster Leaders
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	01/01/2016	12/31/2016	\$0	Principal
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	01/01/2016	12/31/2016	\$0	Administration, Program Review Teams
<b>Total</b>					<b>\$0</b>	

## Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	01/01/2016	12/31/2016	\$48500	Administration , Read to Achieve Teacher, Primary Teachers
Read to Achieve	Identified students in grades K-3 will receive 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	01/01/2016	12/31/2016	\$48500	Administration and Read to Achieve Teacher
<b>Total</b>					<b>\$97000</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Identified students in grades 3-6 will receive 30 minutes of daily intervention in math through classroom teacher/instructional assistant using Do The Math or ALEKS math programs. Student progress will be monitored for growth.	Academic Support Program	01/01/2016	12/31/2016	\$5000	Administration , Special Education Teachers, Classroom Teachers
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	01/01/2016	12/31/2016	\$100	Classroom 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. Update edition is now piloted in 4th and 5th grade	Direct Instruction	01/01/2016	12/31/2016	\$1000	Administration and Teachers
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	01/01/2016	12/31/2016	\$1500	Administration , Primary Teachers, Special Education Teachers
Grade Level Meeting to Review Progress	Grade level teachers, special education teachers, and administration will meet monthly to review identified students and progress in their current intervention programs.	Academic Support Program	01/01/2016	12/31/2016	\$0	Administration , Regular Education Teachers, Special Education Teachers.
Math Intervention	Student identified based on data, will receive research-based tiered intervention in math. Programs include Adaptive Mind, ALEKS, and Do the Math at least 4 times a week for 30 minutes a day.	Academic Support Program	01/01/2016	12/31/2016	\$5000	Administration and Teachers

# KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	01/01/2016	12/31/2016	\$500	Director of Preschool, Administration, Teachers, FRYSC Director
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	01/01/2016	12/31/2016	\$1000	Administration and Learning Environment Committee
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	01/01/2016	12/31/2016	\$1000	Dean of Student, Learning Environment Committee
Reading Intervention	Students identified based on data, will receive research-based tiered intervention in reading. Programs include Reading Assistant, Read to Achieve, Earbonics, Leveled Literacy Intervention at least 4 times a week for 30 minutes a day.	Academic Support Program	01/01/2016	12/31/2016	\$5000	Administration and Teachers
Peer Observation	All teachers will receive Peer Observation Training and will Peer Review other teachers in the building as a part of the PGES observation process.	Policy and Process	01/01/2016	12/31/2016	\$1000	Administration and all staff
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	01/01/2016	12/31/2016	\$1000	Administration, Learning Environment, Classroom Teachers
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	01/01/2016	12/31/2016	\$55000	SBDM, Administration, Arts/Humanities Teacher
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	01/01/2016	12/31/2016	\$1000	Administration and Teachers
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	01/01/2016	12/31/2016	\$15000	Administration, SBDM, Writing Cluster Leaders
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	01/01/2016	12/31/2016	\$500	Grade 5-6 Teachers and Administration

**KDE Comprehensive School Improvement Plan**

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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 adjusted based on the data analysis, as needed. Students demonstrating performance below proficiency will be targeted for intervention.	Policy and Process	01/01/2016	12/31/2016	\$5000	Administrator and Teachers
<b>Total</b>					\$98600	

# **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?**

The data from KPREP, MAP, and DIBELS provide information of the performance of our students in each content area. This information shows how our individual students compare with their peers and their understanding of the content. Through data analysis, we are trying to determine the students that are in need of intervention or enrichment, and determining the effectiveness of our instructional programs. The multiple assessments provides all of the information we need.

## **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 that are strengths are in the growth of our students in reading and math from one grade level to the next. We have implemented grade-level intervention times for reading and math each school day for 30 minutes for every students. Students are flexibly grouped in each content during these intervention times.



## **Opportunities for Improvement**

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

The need for improvement continues to be our early primary reading and math. Students are not Kindergarten ready and our half-day Kindergarten program is not enough instruction to intervene for these students. We then are playing catch up for these students throughout the primary grades.

## **Conclusion**

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

The next step is to refine our Kindergarten program to increase instructional time and identify students earlier for intervention in reading and math.

# **KDE Compliance and Accountability - 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 TELLKY 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 12/31/2016 as measured by data entered in Infinite Campus.

**Strategy1:**

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 receive the support they need.

Category: Integrated Methods for Learning

Research Cited: Positive Behavior Intervention

Activity - Quarterly Spirit Rally	Activity Type	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	01/01/2016	12/31/2016	\$1000 - School Council Funds	Administration and Learning Environment Committee

Activity - School Sponsored Extra-Curricular Activities	Activity Type	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	01/01/2016	12/31/2016	\$5000 - District Funding	Administration, Activities Coordinator, Club Sponsors

**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, Mental Health Therapist, Director of Student Services, and School Resource Officer.

Category: Stakeholder Engagement

Research Cited: Reducing Barriers to Learning

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Mary A. Goetz Elementary School

Activity - Student Support Services	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Support Staff

Activity - Making Referrals	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	All Faculty and Staff

Activity - Mentoring Programs	Activity Type	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	01/01/2016	12/31/2016	\$1000 - School Council Funds	Administration, Learning Environment, Classroom Teachers

Activity - SHINE Before and After School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Learning Center Grant provides before and after school programming 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	01/01/2016	12/31/2016	\$150000 - Grant Funds	CCLC Coordinator, Administration, Program Teachers

Activity - Positive Behavior Intervention System	Activity Type	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	01/01/2016	12/31/2016	\$1000 - School Council Funds	Dean of Student, Learning Environment Committee

### Strategy3:

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

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Activity - Communication	Activity Type	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, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Learning Environment Committee

Activity - Incentive Programs	Activity Type	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	01/01/2016	12/31/2016	\$500 - Other	Administration and Learning Environment Committee

## Strategy4:

Communication and Engagement - Increasing communication with students, parents, 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	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, Infinite Campus Messenger, outdoor marquee, phone callout system, Facebook, Mobile App, and mailings	Community Engagement	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration

Activity - Teacher Webpages	Activity Type	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 and Infinite Campus Messenger.	Community Engagement	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

## Goal 2:

All administration and faculty will implement all aspects of the PGES system to improve teacher effectiveness

## Measurable Objective 1:

collaborate to increase awareness of the PGES system among all faculty members by 12/31/2016 as measured by professional learning documentation in CIITS.

## Strategy1:

School Climate Survey - The Leadership Team will evaluate the results of the TELL and Val-Ed surveys. Strategies for improvement will be  
SY 2015-2016

# KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	Funding Amount & Source	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration

## Strategy2:

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 - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Evaluation Plan was adopted and will be reviewed/revise during the implementation year. Plan includes timelines, number of observations, and process.	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Superintendent and Principal

Activity - Common Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal

Activity - District Advisory Team	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Superintendent, District Advisory Team

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive Peer Observation Training and will Peer Review other teachers in the building as a part of the PGES observation process.	Policy and Process	01/01/2016	12/31/2016	\$1000 - School Council Funds	Administration and all staff



# KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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 42.8 to 51.0 by 12/31/2016 as measured by the School Report Card.

## Strategy1:

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

Category: Continuous Improvement

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

Activity - Springboard Curriculum	Activity Type	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	01/01/2016	12/31/2016	\$500 - School Council Funds	Grade 5-6 Teachers and Administration

Activity - Math in Focus Curriculum	Activity Type	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. Update edition is now piloted in 4th and 5th grade	Direct Instruction	01/01/2016	12/31/2016	\$1000 - School Council Funds	Administration and Teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will conduct Instructional Rounds monthly, with teachers to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration

Activity - Class Size Reduction	Activity Type	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	01/01/2016	12/31/2016	\$212000 - Title I Part A	Superintendent, Principal, SBDM

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Activity - Assessment Data Monitoring	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration

Activity - Journeys Reading Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adoption of K-4 ELA program of reading, writing, spelling, and mechanics	Academic Support Program	01/01/2016	12/31/2016	\$42000 - Text Books	Administration

Activity - Modeling Proficiency	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

Activity - MAP Goal Setting	Activity Type	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	01/01/2016	12/31/2016	\$100 - School Council Funds	Classroom Teachers

Activity - Mirroring Assessments	Activity Type	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 Assessments, READY Book, CIITS Assessments, etc	Direct Instruction	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

Activity - Learning Targets	Activity Type	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 and lesson assessment.	Direct Instruction	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

Activity - Classroom Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-through will be conducted weekly by the Principal to ensure that best practices are being implemented in all classrooms, and feedback will be provided to teachers.	Policy and Process	01/01/2015	12/31/2016	\$0 - No Funding Required	Administration

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Activity - Curriculum Maps	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

## Strategy2:

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

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in grades K-3 will receive 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	01/01/2016	12/31/2016	\$48500 - Read to Achieve	Administration and Read to Achieve Teacher

Activity - Extended School Service	Activity Type	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 receive Extended School School (ESS) after school, twice a week in Reading and Math	Academic Support Program	01/01/2016	12/31/2016	\$5500 - State Funds	ESS Coordinator and ESS Teachers

Activity - Assessment Data Reported to Parents	Activity Type	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	01/01/2016	12/31/2016	\$1000 - School Council Funds	Administration and Teachers

Activity - Benchmark Assessments	Activity Type	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 adjusted based on the data analysis, as needed. Students demonstrating performance below proficiency will be targeted for intervention.	Policy and Process	01/01/2016	12/31/2016	\$5000 - School Council Funds	Administraton and Teachers

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Activity - Reading Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified for Tier 2 intervention in Reading will receive 30 minutes of individualized computer based reading program, Reading Assistant, to improve fluency, vocabulary, and comprehension.	Direct Instruction	01/01/2016	12/31/2016	\$8000 - Title I Schoolwide	Administration and Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students in grades 3-6 will receive 30 minutes of daily intervention in math through classroom teacher/instructional assistant using Do The Math or ALEKS math programs. Student progress will be monitored for growth.	Academic Support Program	01/01/2016	12/31/2016	\$5000 - School Council Funds	Administration, Special Education Teachers, Classroom Teachers

### Strategy3:

CIITS - CIITS assessments 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 Implementation	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration

Activity - CIITS Common Planning Time Training	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

Activity - CIITS Assessment	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

Activity - CIITS Extended Training	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Cooperative Extension Service

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## Measurable Objective 2:

collaborate to meet the identified delivery targets in writing by 12/31/2016 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 through Writing Traits and Journeys

Category: Continuous Improvement

Research Cited: Research Based Writing Practice

Activity - On-Demand Scrimmaging	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Teachers, Writing Cluster Leaders

Activity - Implementation of Comprehensive Writing Curriculum	Activity Type	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	01/01/2016	12/31/2016	\$15000 - School Council Funds	Administration, SBDM, Writing Cluster Leaders

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

### 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 12/31/2016 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

### Strategy1:

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: Journeys Reading Series, Earbonics, Leveled Literacy Intervention, Reading Assistant, Ed Mark, Headsprout, and Great Leaps.

Category: Early Learning

Research Cited: Response to Intervention

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Mary A. Goetz Elementary School

Activity - Read to Achieve	Activity Type	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	01/01/2016	12/31/2016	\$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	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Childrens Inc, Primary Teachers, Special Education Teachers

Activity - DIBELS Benchmark & Progress Monitoring	Activity Type	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	01/01/2016	12/31/2016	\$1500 - School Council Funds	Administration, Primary Teachers, Special Education Teachers

Activity - Extended School Service	Activity Type	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	01/01/2016	12/31/2016	\$5500 - State Funds	ESS Coordinator, ESS Teachers, Administration

## Strategy2:

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	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	01/01/2016	12/31/2016	\$500 - School Council Funds	Director of Preschool, Administration, Teachers, FRYSC Director

Activity - Extended Preschool Program	Activity Type	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	01/01/2016	12/31/2016	\$10000 - District Funding	Director of Preschool, Superintendent

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Mary A. Goetz Elementary School

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 12/31/2016 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

## Strategy1:

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: Journeys Reading Series, Earbonics, 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	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	01/01/2016	12/31/2016	\$48500 - Read to Achieve	Administration, Read to Achieve Teacher, Primary Teachers

Activity - DIBELS Benchmark & Progress Monitoring	Activity Type	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	01/01/2016	12/31/2016	\$1500 - School Council Funds	Administration, Primary Teachers, Special Education Teachers

Activity - Extended School Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Mary A. Goetz Elementary School

Activity - Partnership with Childrens Inc to offer a full day Kindergarten program	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Childrens Inc, Primary Teachers, Special Education Teachers

## Strategy2:

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	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	01/01/2016	12/31/2016	\$10000 - District Funding	Director of Preschool, Superintendent

Activity - Kindergarten Screening	Activity Type	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	01/01/2016	12/31/2016	\$500 - School Council Funds	Director of Preschool, Administration, Teachers, FRYSC Director

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 12/31/2016 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



# KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Research Cited: Early Childhood Education

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Activity - Extended Preschool Program	Activity Type	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	01/01/2016	12/31/2016	\$10000 - District Funding	Director of Preschool, Superintendent

## 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: Journeys Reading Series, Earbonics, Leveled Literacy Intervention, Reading Assistant, Ed Mark, Headsprout, and Great Leaps.

Category: Early Learning

Research Cited: Response to Intervention

Activity - Extended School Service	Activity Type	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	01/01/2016	12/31/2016	\$5500 - State Funds	ESS Coordinator, ESS Teachers, Administration

Activity - Partnership with Childrens Inc to offer a full day Kindergarten program	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Childrens Inc, Primary Teachers, Special Education Teachers

Activity - DIBELS Benchmark & Progress Monitoring	Activity Type	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	01/01/2016	12/31/2016	\$1500 - School Council Funds	Administration, Primary Teachers, Special Education Teachers

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Mary A. Goetz Elementary School

Activity - Read to Achieve	Activity Type	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	01/01/2016	12/31/2016	\$48500 - Read to Achieve	Administration, Read to Achieve Teacher, Primary Teachers

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**  
Mary A. Goetz Elementary will 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 12/31/2016 as measured by the School Report Card. Comb Reading/Math: 42.8 to 51.0; Reading: 45.1 to 53.9; Math: 40.5 to 48.0; Social Studies: 45.6 to 62.9; Writing: 50.4 to 56.2.

**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	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	01/01/2016	12/31/2016	\$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 Reading Assistant 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	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

**KDE Comprehensive School Improvement Plan**

Mary A. Goetz Elementary School

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students in grades 3-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time in Do the Math and ALEKS programs	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration and Teachers

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

**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 12/31/2016 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	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Program Review Teams

# KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Activity - Arts and Humanities Department	Activity Type	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	01/01/2016	12/31/2016	\$55000 - School Council Funds	SBDM, Administration, Arts/Humanities Teacher

Activity - Program Review Proficiency Demonstration	Activity Type	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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Program Review Teams

Activity - SPARK Curriculum	Activity Type	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	01/01/2016	12/31/2016	\$50000 - Grant Funds	PEP Grant Coordinator, PEP Grant Site Coordinator, Physical Education Teacher, Administration

Activity - Strategies for Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will identify 1-2 components each quarter that need improvement. The Committee will work to improve the identified need by putting into place the improvement strategy/activity.	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Program Review Teams

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing Policy and Writing Continuum is reviewed twice a year 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	01/01/2016	12/31/2016	\$0 - No Funding Required	Administration, Writing Cluster Leaders, Teachers

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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		

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		

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		

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		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

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		



**KDE Comprehensive School Improvement Plan**

Mary A. Goetz Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

**KDE Comprehensive School Improvement Plan**

Mary A. Goetz Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

**KDE Comprehensive School Improvement Plan**

Mary A. Goetz Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

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

After reviewing the current assessment data with administrative team, a faculty meeting day of data analysis and planning was used to develop ideas and plans. A tentative draft was shared with faculty and SBDM for review and ideas. TELL survey, parent surveys, and VAL-ED survey was used for input.

## Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	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
2.4	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
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	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
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	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.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	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
3.6	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



# KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

Overall Rating: 2.0

	Statement or Question	Response	Rating
4.1	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
4.2	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 has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	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
4.6	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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**

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	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 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.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

## Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	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 as 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
6.2	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
6.3	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
6.4	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
6.5	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
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	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).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	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

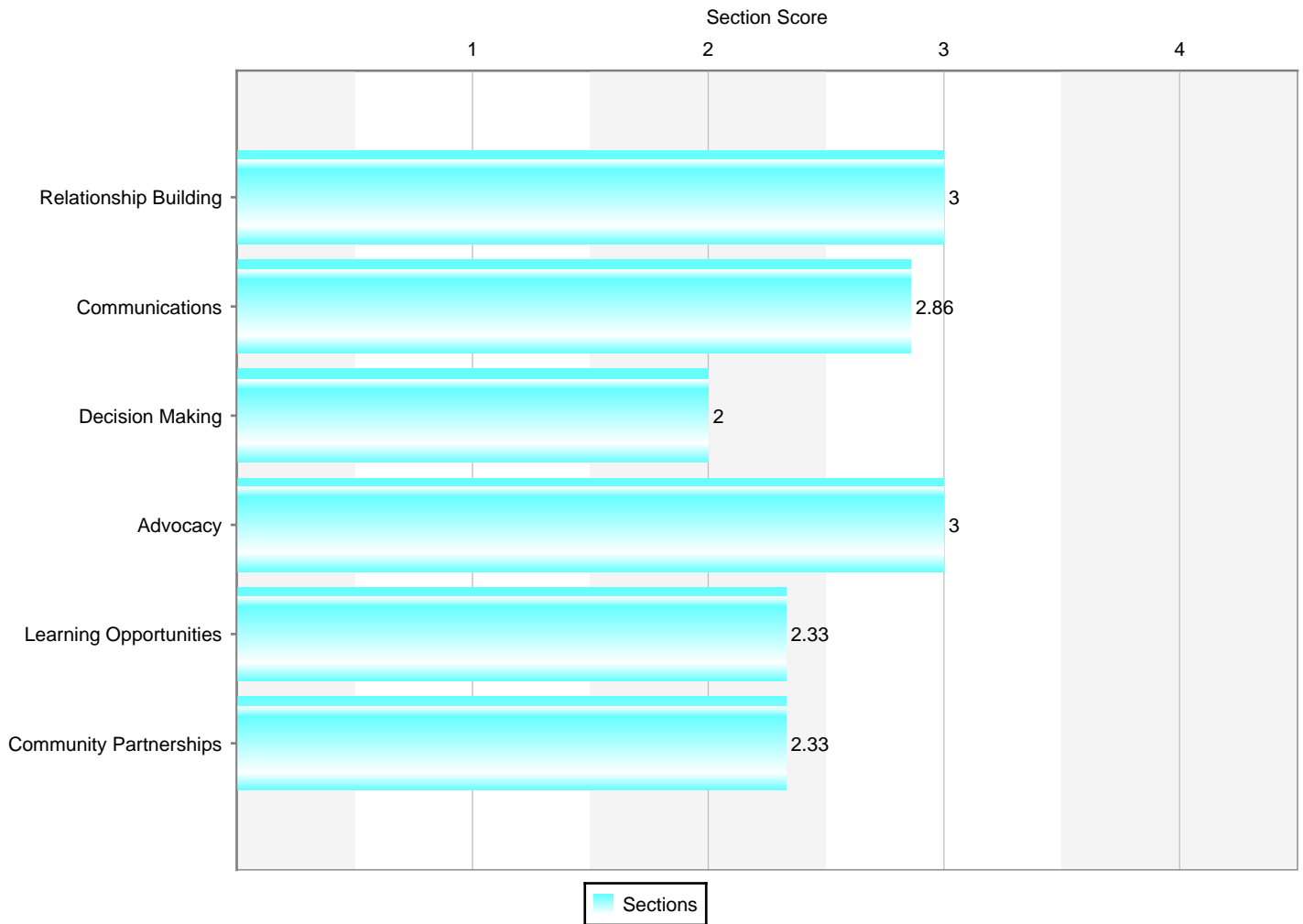
## Reflection

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

The need for policy to better ensure that community leaders and parents are active participants in decision-making, rather than just invited.

## Report Summary

### Scores By Section





# **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.**

The school SBDM are updated regularly on student achievement through MAP, DIBELS, and KPREP data. This data is used to help make instructional decisions throughout the year. Surveys were used to gain parent input on the school. VAL-ED and TELL Surveys were used for teacher input on the non-academic improvements for the school. A day was used to have staff break up into grade-levels and content areas to assess data and to develop ideas to improve student achievement. Ideas were compiled and shared to staff and SBDM. Tentative Comprehensive School Improvement Plan was share will all stakeholders for feedback.

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

All staff members were included in the analysis of student data on benchmark and state assessments. Groups were broken up into grade levels and content areas to analyze and develop instructional strategies for their grade levels/content areas. Data from parent and teacher surveys were also used to develop ideas to reduce barriers for students

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

The tentative improvement plan was shared with SBDM and staff for feedback. Once the final plan was developed, the plan was shared with all staff and parents through email and linked to the school website.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	EMP was approved at the October 2015 SBDM meeting	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	EMP was adopted at the October 2015 SBDM meetings	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Reviewed by first responders on an on-going basis. The plan is reviewed by SBDM at the beginning of each school year.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	All materials, maps, and plans are shared at the first faculty meeting of the year, before the first day of school for students.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

**KDE Comprehensive School Improvement Plan**

Mary A. Goetz Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All drills are completed in the first 7 days of school.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**



## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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## Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

### What are the barriers identified?

Barriers to students include not being kindergarten ready, 80% of our students qualify for free or reduced lunch, and 10% of our students are new to the district each year (transient).

### What sources of data were used to determine the barriers?

Brigance screening and DIBELS data was used to determine the level of Kindergarten readiness of our students. Non-academic data from Infinite Campus was used to determine poverty and enrollment status of our students.

### What are the root causes of those identified barriers?

Root cause of these barriers is poverty. With poverty, families can be transient, which lead to less academic structure for students. Many students did not attend preschool or given enriching environments outside of school.

### What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Our teachers are performing at the Accomplished categories and the areas that are developing, are being addressed in their growth goals.

## Equitable Access Strategies

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

Procedures for student assignment is teachers cannot be requested and students are assigned to classrooms without teacher names, thus to blindly assign teachers. Grade levels are divided into classes (no teacher names), with even amount of boys/girls, and an even amount of high/medium/low performing students. No teachers in our school are teaching out of their field.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Blind teacher lists of classes, that do not assign the teacher to the class list until after the lists are completed. Special needs students are not all placed in the same class, rather dispersed throughout the grade level. No teachers are teaching out of their fields.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

With a high percentage of low income students, we recruit experienced teachers from districts with similar economic make up of our school. Our salary schedule is one of the highest in the state to retain good teachers. Teachers are afforded professional growth opportunities outside of the district to enhance their own teaching practices.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

The focus of our recruitment is in knowledge of intervention strategies for students that are performing below grade level. Screening and interviews of candidates focuses on knowledge of content and differentiation of their instructions for individual students.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

We encourage our teachers to participate in regional and state conferences at no cost to the teacher. Salary schedule for our district is one of the highest in the state. Administration attempts to provide the latest in resources and technology for each classroom to give each teacher all of the tools they need to be effective.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

First year teachers are mentored through the KTIP program. Each teacher teaches in a team, which provides them supports on a day to day basis. Administration meets with teams each Wednesday to discuss issues or needs of the team. All new teachers to the district participate in a new teacher orientation day before school begins.

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Teachers that fall below accomplished are to revise their professional growth plan to address the areas of needs. These areas of need are reviewed on an on-going basis with administration. Professional growth opportunities are provided to address the areas of concern. If the area of concern does not improve, the teacher is placed on an assistance plan.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

TELL results are shared with staff to improve areas of growth and improvement for the building. The administrative team and staff work to address these areas and revisit them throughout the school year to see if improvement is occurring.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Goal 1-4 addresses achievement of gap students, proficiency in reading and math for all students, and Kindergarten Readiness Goal 6 addresses, the PGES for teacher improvement.