



# **Comprehensive School Improvement Plan**

Mary A. Goetz Elementary School  
Ludlow Independent School District

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# TABLE OF CONTENTS

Introduction .....	1
<b>Executive Summary</b>	
Introduction .....	3
Description of the School .....	4
School's Purpose .....	5
Notable Achievements and Areas of Improvement .....	6
Additional Information .....	7
<b>KDE Needs Assessment</b>	
Introduction .....	9
Data Analysis .....	10
Areas of Strengths .....	11
Opportunities for Improvement .....	12
Conclusion .....	13
<b>Comprehensive School Improvement Plan 2012-2013</b>	
Overview .....	15
Goals Summary .....	16
Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K- PREP scores from 30.6% to 65.3% by 2017. ....	18
Goal 2: The overall gap group will increase proficiency 20% by 2017.....	21
Goal 3: All Program Review areas will show documented annual improvement. ....	22

Goal 4: All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment where all students can obtain proficiency.....	23
Goal 5: By the end of 3rd grade, all students will be proficient in Reading and Math.....	25
Activity Summary by Funding Source.....	27

**Response for Required Action: Kindergarten Readiness**

Overview.....	33
Goals Summary.....	34
Goal 1: By the end of 3rd grade, all students will be proficient in reading and math.....	35
Activity Summary by Funding Source.....	37

**Response for Required Action: K-Prep 3rd Grade Proficiency**

Overview.....	39
Goals Summary.....	40
Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K-PREP scores from 30.6% to 65.3% by 2017.....	41
Goal 2: The overall gap group will increase proficiency 20% by 2017.....	44
Goal 3: By the end of 3rd grade, all students will be proficient in Reading and Math.....	44
Activity Summary by Funding Source.....	46

**Response for Required Action: Achievement Gaps**

Overview.....	50
Goals Summary.....	51
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 identified in the School Report Card.....	52
Goal 2: All gap scores will meet the delivery targets identified in the School Report Card.....	56
Goal 3: By the end of 3rd grade, all students will be proficient in reading and math.....	57
Activity Summary by Funding Source.....	59

**Response for Required Action: K-Prep Combined Proficiency**

Overview ..... 64

Goals Summary ..... 65

    Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K-  
    PREP scores from 30.6% to 65.3% by 2017. .... 66

    Goal 2: The overall gap group will increase proficiency 20% by 2017. .... 69

    Goal 3: All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment  
    where all students can obtain proficiency. .... 70

    Goal 4: By the end of 3rd grade, all students will be proficient in Reading and Math. .... 71

Activity Summary by Funding Source ..... 74

**Response for Required Action: Program Reviews**

Overview ..... 79

Goals Summary ..... 80

    Goal 1: All Program Review areas will show documented annual improvement. .... 81

Activity Summary by Funding Source ..... 82

**Response for Required Action: TELL Survey**

Overview ..... 84

Goals Summary ..... 85

    Goal 1: All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment  
    where all students can obtain proficiency. .... 86

Activity Summary by Funding Source ..... 88

## **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 2014. 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 420 students in our elementary school, 65% of the students qualify for free or reduced lunch. The community of Ludlow consists of over 30% renter occupied properties that cause a transient population for our students. The school is the focus of the community and provides stability for our students and hub of activities for them.



## **School's Purpose**

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

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

## **Notable Achievements and Areas of Improvement**

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

Over the past three years, a process has been put in place to assess all students and tier their individual instruction based on the those needs. An assessment protocol is established, along with a Response to Intervention process is in place to instruct students. A comprehensive K-12 Math Curriculum is implemented, along with a 6-12 English Language Arts curriculum that is college prep. Gifted and Talented Program is streamlined for identification and services provided. Job-embedded professional development each Wednesday addresses curriculum improvements. Band is now offered to our 6th grade students.

In the next three year, an Arts and Humanities teacher will be hired to instruct all aspects of Arts and Humanities. A comprehensive K-6 Writing Program will be implemented to have consistent writing program. Investigation of the feasibility of hiring an additional staff to provide more intervention to our students. And we continue to provide more opportunities for our students outside of the school day in the areas of academics and athletics.

## **Additional Information**

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

Mary A. Goetz will continue to provide the most innovative curriculum and opportunities for our students and our community. The resources provided to our students and faculty will continue to ensure our students' success. Through our assessment, 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 will ensure its refinement and implementation.

# **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 results of the 2012 Unbridled Learning Accountability showed the baseline of student performance in grades 3rd-6th. Faculty and Administration spent 6 hour professional development on reviewing the results and analyzing improvements to the curriculum to address deficiencies. Although there were areas of great strength in the results, there are areas, such as Reading, Math, and Writing that need to be addressed as areas to target for improvement. The School Improvement Plan addresses these areas of growth and improve over the 2012-2013 school year. Gap students were identified from the results and their performance analyzed. The gap students for this school year will be addressed in the School Improvement Plan.

## **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?**

After reviewing the results of the 2012 K-PREP, areas of strengths were recognized in Science and Language Mechanics. The 4th grade achieved a performance higher than the state average and accumulated the maximum amount of points in Science content area. Also, after reviewing the results, the improvement of scores in Reading and Math in grades 3rd and 4th show gains in our primary and early intermediate grades. Response to Intervention is showing a identifiable improvement in our students in Reading and Math.

## **Opportunities for Improvement**

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

The most glaring opportunity for improvement is in the Writing Content. The school had no distinguished writers in this year's accountability for On-Demand. By having a mismatch curriculum for writing in each grade level, the inconsistencies were evident in student performance. There will continue to be a emphasis on Reading and Math in all grade levels to address achievement and gap students. Extended Responses continue to cause difficulties in our students performance. These areas are all addressed in the School Improvement Plan.



## **Conclusion**

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

Although there are some bright spots beginning to emerge in our testing results, there is still much work to do in achieving proficiency for all students in all academic areas. Job embedded professional development will continue to focus on the core instruction in each classroom. The introduction of research-based math interventions will address areas of needs for our students in Math. The school will continue to focus on the importance of Reading on grade level, by flexible grouping of students for an additional 30 minutes a day. Researching and adoption of a writing curriculum will address the inconsistencies in the writing of our students.

# **Comprehensive School Improvement Plan 2012- 2013**

## Overview

### Plan Name

Comprehensive School Improvement Plan 2012-2013

### Plan Description

2012-2013

## 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	Measurable Objective	Total Funding
1	All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K-PREP scores from 30.6% to 65.3% by 2017.	Objectives: 2 Strategies: 4 Activities: 20	Organizational	Demonstrate a proficiency of 37.5% in the averaged combined reading and math K-PREP score by 05/29/2013 as measured by the School Report Card., Demonstrate a proficiency in On-Demand Writing by increasing number of proficient students by 5% a year by 05/29/2013 as measured by Students scoring proficient or distinguished on On-Demand K-PREP testing.	\$23500
2	The overall gap group will increase proficiency 20% by 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to increase the overall gap group score by 5% by 05/29/2013 as measured by the School Report Card.	\$20000
3	All Program Review areas will show documented annual improvement.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	Collaborate to improve scores in the Primary, Writing, Arts & Humanities, Practical Living & Career Studies Program Reviews by 05/29/2013 as measured by the School Report Card.	\$0
4	All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment where all students can obtain proficiency.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	Collaborate to obtain an annual attendance rate of 96% by 05/29/2013 as measured by data entered in Infinite Campus.	\$6500
5	By the end of 3rd grade, all students will be proficient in Reading and Math	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Demonstrate a proficiency by all students at the end of 3rd grade in Reading and Math by 05/29/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.	\$22000



## Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K-PREP scores from 30.6% to 65.3% by 2017.

### Measurable Objective 1:

Demonstrate a proficiency of 37.5% in the averaged combined reading and math K-PREP score by 05/29/2013 as measured by the School Report Card.

### Strategy 1:

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

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Lead 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	01/03/2013	08/16/2013	\$2000	Other	Principal, Curriculum Coaches
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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal
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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Curriculum Coaches, College & Career Readiness Coordinator

### Strategy 2:

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

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Activity - Modeling Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Leadership Team
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	01/03/2013	05/29/2013	\$500	School Council Funds	Grade 6 Teachers, Curriculum Coaches, Principal
Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Principal
Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator
Activity - Mirroring Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Leadership Team
Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will conduct Instructional Rounds weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Leadership Team
Activity - Assessment 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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will closely follow curriculum map for English Language Arts and Mathematics. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Principal, Curriculum Coaches
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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal
Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will fully implement the Math in Focus curriculum as aligned by math curriculum map. Follow up professional development will be provided in month prior to the start of the school year.	Direct Instruction	01/03/2013	05/29/2013	\$1000	School Council Funds	Teachers, Math Curriculum Coach, Principal

### Strategy 3:

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.

Activity - MAP Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers
Activity - Reporting of Assessment Data to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All assessment data will be provided to parent through quarterly report cards. Along with benchmark data, progress monitoring data will also be provided at that time.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Guidance Counselor, Teachers
Activity - Benchmark Assessment Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Following each Benchmark Assessment, the Principal meet with each grade-level team to review their results and discuss strategies for improvement, as needed. Interventions will be discussed for students demonstrating performance below proficiency. Strengthening Tier I instruction for all students will be emphasized.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers
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Activity - Tiered Intervention Based on Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once data is analyzed by teachers and administration, students will be provided targeted intervention for areas of need.	Academic Support Program	01/03/2013	05/29/2013	\$5000	School Council Funds	Principal, Teachers

### Measurable Objective 2:

Demonstrate a proficiency in On-Demand Writing by increasing number of proficient students by 5% a year by 05/29/2013 as measured by Students scoring proficient or distinguished on On-Demand K-PREP testing.

### Strategy 1:

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

Activity - On-Demand Scrimmaging	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will scrimmage On-Demand prompts in testing environment once a quarter. Results of scrimmage will drive re-teaching and instructional needs.	Academic Support Program	01/03/2013	05/29/2013	\$0	No Funding Required	Administration, Teachers, Writing Cluster Leaders, Curriculum Coach

Activity - Adoption of Comprehensive Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mary A. Goetz Elementary has adopted a comprehensive K-6 Writing Curriculum that address the 6 traits of writing, along with the 3 modes of writing. Curriculum is sequential and grade-level appropriate.	Academic Support Program	01/03/2013	05/29/2013	\$15000	School Council Funds	Administration, SBDM, Writing Cluster Leaders, Curriculum Coach

## Goal 2: The overall gap group will increase proficiency 20% by 2017.

### Measurable Objective 1:

Collaborate to increase the overall gap group score by 5% by 05/29/2013 as measured by the School Report Card.

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

### Strategy 1:

Response to Intervention Grouping - Data from Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, and STAR 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.

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Principal, Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Principal, 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.

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, 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 05/29/2013 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.

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Activity - Program Review Proficiency Demonstration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will meet three times per year with the faculty to discuss the components of their programs, strategies for integration of their program, and what evidence items are needed from each teacher.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Program Review Teams
Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Policy and Writing Continuum is reviewed yearly for effectiveness. School-wide writing curriculum will be adopted for grades K-6, along with summertime professional development for implementation.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	ELA Curriculum Coach, Principal, Teachers
Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will meet quarterly to review the status of each component, and assess each indicator of the program.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Program Review Teams
Activity - Strategies for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will identify 1-2 components each quarter that need improvement. The Committee will work to improve the identified need by putting into place the improvement strategy/activity.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Program Review Teams

## Goal 4: All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment where all students can obtain proficiency.

### Measurable Objective 1:

Collaborate to obtain an annual attendance rate of 96% by 05/29/2013 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.

Activity - Incentive Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Administration will implement an incentive program to regularly reward students who have strong daily attendance	Behavioral Support Program	01/03/2013	05/29/2013	\$500	Booster Fund	Administration
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Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Administration

### Strategy 2:

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.

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.	Technology	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers and Administration

Activity - School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, and mailings	Other	01/03/2013	05/29/2013	\$0	No Funding Required	Administration

### Strategy 3:

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.

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.	Academic Support Program	01/03/2013	05/29/2013	\$1000	School Council Funds	Administration

Activity - School Sponsored Extra-Curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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, Governors Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular	01/03/2013	05/29/2013	\$5000	District Funding	Administration , Activities Coordinator, Club Sponsors
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### Strategy 4:

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

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	01/03/2013	05/29/2013	\$0	No Funding Required	All Faculty and Staff

Activity - Providing Student Support Service	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 and providing the services needed. Staff members will make communication with parents/families as needed.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	All support staff

## 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 05/29/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

### Strategy 1:

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

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

All incoming Kindergarten students are screened prior to school year in areas of Kindergarten skills. Results are communicated to parents prior to school year to address areas of needs for each student.	Other	01/03/2013	05/29/2013	\$500	School Council Funds	Administration, Director of Preschool, Preschool Teachers, Kindergarten Teachers, Family Resource Center Coordinator
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Activity - Extended Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool program is 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	01/03/2013	05/29/2013	\$10000	District Funding	Superintendent, Director of Preschool, Administration

### Strategy 2:

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

Activity - Intervention time: Additional 30 minutes daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades 1st-3rd grade are instructed for 30 minutes of tiered instruction, above the core instruction, in the area of Reading.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Administration, Primary Teachers, Special Education Teacher

Activity - DIBELS Benchmark and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in Primary grades are benchmarked 3 times a year on early literacy skills. Identified students for intervention are progress monitored once a week to assess progress.	Policy and Process	01/03/2013	05/29/2013	\$1500	School Council Funds	Administration, Primary 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, Governors Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular	01/03/2013	05/29/2013	\$5000	Administration, Activities Coordinator, Club Sponsors
Extended Preschool Program	Preschool program is 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	01/03/2013	05/29/2013	\$10000	Superintendent, Director of Preschool, Administration
<b>Total</b>					\$15000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/03/2013	08/16/2013	\$2000	Principal, Curriculum Coaches
<b>Total</b>					\$2000	

### Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentive Programs	Administration will implement an incentive program to regularly reward students who have strong daily attendance	Behavioral Support Program	01/03/2013	05/29/2013	\$500	Administration
<b>Total</b>					\$500	

### No Funding Required

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

Mary A. Goetz Elementary School

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	01/03/2013	05/29/2013	\$0	Principal
Reporting of Assessment Data 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.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Guidance Counselor, Teachers
MAP Goal Setting	English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Teachers
Mirroring Assessments	Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Leadership Team
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	01/03/2013	05/29/2013	\$0	All Faculty and Staff
Instructional Rounds	The Leadership Team will conduct Instructional Rounds weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/03/2013	05/29/2013	\$0	Leadership Team
Providing Student Support Service	Upon receiving a student referral, support staff members will act appropriately in a timely manner and providing the services needed. Staff members will make communication with parents/families as needed.	Policy and Process	01/03/2013	05/29/2013	\$0	All support staff
Curriculum Maps	Teachers will closely follow curriculum map for English Language Arts and Mathematics. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Principal, Curriculum Coaches
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	01/03/2013	05/29/2013	\$0	Principal
Writing	Writing Policy and Writing Continuum is reviewed yearly for effectiveness. School-wide writing curriculum will be adopted for grades K-6, along with summertime professional development for implementation.	Direct Instruction	01/03/2013	05/29/2013	\$0	ELA Curriculum Coach, Principal, 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.	Technology	01/03/2013	05/29/2013	\$0	Teachers and Administration
Benchmark Assessment Data Analysis	Following each Benchmark Assessment, the Principal meet with each grade-level team to review their results and discuss strategies for improvement, as needed. Interventions will be discussed for students demonstrating performance below proficiency. Strengthening Tier I instruction for all students will be emphasized.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Teachers
Assessment Monitoring	Teachers will submit recently administered formative and summative assessments on a monthly basis to school administration.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal



# Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	01/03/2013	05/29/2013	\$0	Principal, Teachers
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	01/03/2013	05/29/2013	\$0	Principal, Program Review Teams
Learning Targets	Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Principal
School Communication	Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, and mailings	Other	01/03/2013	05/29/2013	\$0	Administration
Assessment Analysis	Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	01/03/2013	05/29/2013	\$0	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator
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	01/03/2013	05/29/2013	\$0	Principal, Curriculum Coaches, College & Career Readiness Coordinator
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	01/03/2013	05/29/2013	\$0	Principal, Program Review Teams
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	01/03/2013	05/29/2013	\$0	Principal, Curriculum Coaches, Lead 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	01/03/2013	05/29/2013	\$0	Teachers, Leadership Team

# Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

On-Demand Scrimmaging	Students will scrimmage On-Demand prompts in testing environment once a quarter. Results of scrimmage will drive re-teaching and instructional needs.	Academic Support Program	01/03/2013	05/29/2013	\$0	Administration, Teachers, Writing Cluster Leaders, Curriculum Coach
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	01/03/2013	05/29/2013	\$0	Principal, Program Review Teams
Communication	Administration will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/03/2013	05/29/2013	\$0	Administration
<b>Total</b>					\$0	

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Principal, Teachers
Reading Intervention	All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Principal, Teachers
Intervention time: Additional 30 minutes daily	Each student in grades 1st-3rd grade are instructed for 30 minutes of tiered instruction, above the core instruction, in the area of Reading.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Administration, Primary Teachers, Special Education Teacher
<b>Total</b>					\$30000	

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DIBELS Benchmark and Progress Monitoring	All students in Primary grades are benchmarked 3 times a year on early literacy skills. Identified students for intervention are progress monitored once a week to assess progress.	Policy and Process	01/03/2013	05/29/2013	\$1500	Administration, Primary Teachers, Special Education Teachers

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Adoption of Comprehensive Writing Curriculum	Mary A. Goetz Elementary has adopted a comprehensive K-6 Writing Curriculum that address the 6 traits of writing, along with the 3 modes of writing. Curriculum is sequential and grade-level appropriate.	Academic Support Program	01/03/2013	05/29/2013	\$15000	Administration , SBDM, Writing Cluster Leaders, Curriculum Coach
Tiered Intervention Based on Assessment Data	Once data is analyzed by teachers and administration, students will be provided targeted intervention for areas of need.	Academic Support Program	01/03/2013	05/29/2013	\$5000	Principal, Teachers
Springboard Curriculum	English Language Arts and Math teachers in grade 6 will fully implement the Springboard curriculum as aligned by the content curriculum map provided by the College Board. Updated professional develop will be offered in month prior to start of school year	Direct Instruction	01/03/2013	05/29/2013	\$500	Grade 6 Teachers, Curriculum Coaches, Principal
Kindergarten Screening	All incoming Kindergarten students are screened prior to school year in areas of Kindergarten skills. Results are communicated to parents prior to school year to address areas of needs for each student.	Other	01/03/2013	05/29/2013	\$500	Administration , Director of Preschool, Preschool Teachers, Kindergarten Teachers, Family Resource Center Coordinator
Math in Focus Curriculum	Teachers in grades K-5 will fully implement the Math in Focus curriculum as aligned by math curriculum map. Follow up professional development will be provided in month prior to the start of the school year.	Direct Instruction	01/03/2013	05/29/2013	\$1000	Teachers, Math Curriculum Coach, Principal
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.	Academic Support Program	01/03/2013	05/29/2013	\$1000	Administration
<b>Total</b>					<b>\$24500</b>	

# **Response for Required Action: Kindergarten Readiness**

## Overview

### Plan Name

Response for Required Action: Kindergarten Readiness

### Plan Rationale

Three year old students are offered the opportunity to participate in the preschool program if they qualify under federal guidelines. All 4 year olds can participate in the preschool program, free of charge, regardless of qualifying under federal guidelines. All incoming Kindergarten students are screened for Kindergarten readiness skills prior to entering Kindergarten. Results of the screening are discussed with parent for areas of need, prior to 1st day of school.

### Addresses Required Action

Statement

Kindergarten Readiness

Description

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

## 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	Measurable Objective	Total Funding
1	By the end of 3rd grade, all students will be proficient in reading and math.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Demonstrate a proficiency by all students at the end of 3rd grade in reading and math by 05/29/2013 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.	\$22000

## 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 05/29/2013 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.

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.	Other	01/03/2013	05/29/2013	\$500	School Council Funds	Director of Preschool, Principal, 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	01/03/2013	05/29/2013	\$10000	District Funding	Director of Preschool, Superintendent

### Strategy 2:

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

Activity - Intervention Time: Additional 30 Minutes Daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades 1 - 3 are instructed for 30 minutes of tiered reading instruction, in addition to the core instruction.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Principal, Primary Teachers, Special Education Teachers

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	01/03/2013	05/29/2013	\$1500	School Council Funds	Principal, Primary 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
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	01/03/2013	05/29/2013	\$10000	Director of Preschool, Superintendent
<b>Total</b>					\$10000	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Time: Additonal 30 Minutes Daily	Each student in grades 1 - 3 are instructed for 30 minutes of tiered reading instruction, in addition to the core instruction.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Principal, Primary Teachers, Special Education Teachers
<b>Total</b>					\$10000	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/03/2013	05/29/2013	\$1500	Principal, Primary Teachers, Special Education Teachers
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.	Other	01/03/2013	05/29/2013	\$500	Director of Preschool, Principal, Teachers, FRYSC Director
<b>Total</b>					\$2000	

## **Response for Required Action: K-Prep 3rd Grade Proficiency**

## Overview

### Plan Name

Response for Required Action: K-Prep 3rd Grade Proficiency

### Plan Rationale

All primary students are benchmarked 3 times a year using Measures of Academic Progress and Dynamic Indicators of Basic Early Literacy Skills. Using assessment data, students are targeted for tiered intervention in the areas of Reading and Math. All primary students receive an additional 30 minutes of flexible grouped instruction, in addition to core instruction.

### Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

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

## 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	Measurable Objective	Total Funding
1	All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K-PREP scores from 30.6% to 65.3% by 2017.	Objectives: 2 Strategies: 3 Activities: 16	Organizational	Demonstrate a proficiency of 37.5% in the averaged combined reading and math K-PREP score by 05/29/2013 as measured by the School Report Card., Demonstrate a proficiency in On-Demand Writing by increasing number of proficient students by 5% a year by 05/29/2013 as measured by Students scoring proficient or distinguished on On-Demand K-PREP testing.	\$21500
2	The overall gap group will increase proficiency 20% by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the overall gap group score by 5% by 05/29/2013 as measured by the School Report Card.	\$20000
3	By the end of 3rd grade, all students will be proficient in Reading and Math	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Demonstrate a proficiency by all students at the end of 3rd grade in Reading and Math by 05/29/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.	\$11500

## Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K-PREP scores from 30.6% to 65.3% by 2017.

### Measurable Objective 1:

Demonstrate a proficiency of 37.5% in the averaged combined reading and math K-PREP score by 05/29/2013 as measured by the School Report Card.

### Strategy 1:

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

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal
Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will closely follow curriculum map for English Language Arts and Mathematics. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Principal, Curriculum Coaches
Activity - Mirroring Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Leadership Team
Activity - Modeling Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Leadership Team
Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator
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Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will fully implement the Math in Focus curriculum as aligned by math curriculum map. Follow up professional development will be provided in month prior to the start of the school year.	Direct Instruction	01/03/2013	05/29/2013	\$1000	School Council Funds	Teachers, Math Curriculum Coach, Principal

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will conduct Instructional Rounds weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Leadership Team

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Principal

Activity - Assessment 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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal

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 development will be offered in month prior to start of school year	Direct Instruction	01/03/2013	05/29/2013	\$500	School Council Funds	Grade 6 Teachers, Curriculum Coaches, Principal

### Strategy 2:

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.

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Activity - Reporting of Assessment Data to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All assessment data will be provided to parent through quarterly report cards. Along with benchmark data, progress monitoring data will also be provided at that time.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Guidance Counselor, Teachers
Activity - MAP Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers
Activity - Benchmark Assessment Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following each Benchmark Assessment, the Principal meet with each grade-level team to review their results and discuss strategies for improvement, as needed. Interventions will be discussed for students demonstrating performance below proficiency. Strengthening Tier I instruction for all students will be emphasized.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers
Activity - Tiered Intervention Based on Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once data is analyzed by teachers and administration, students will be provided targeted intervention for areas of need.	Academic Support Program	01/03/2013	05/29/2013	\$5000	School Council Funds	Principal, Teachers

### Measurable Objective 2:

Demonstrate a proficiency in On-Demand Writing by increasing number of proficient students by 5% a year by 05/29/2013 as measured by Students scoring proficient or distinguished on On-Demand K-PREP testing.

### Strategy 1:

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

Activity - On-Demand Scrimmaging	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will scrimmage On-Demand prompts in testing environment once a quarter. Results of scrimmage will drive re-teaching and instructional needs.	Academic Support Program	01/03/2013	05/29/2013	\$0	No Funding Required	Administration, Teachers, Writing Cluster Leaders, Curriculum Coach
Activity - Adoption of Comprehensive Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Mary A. Goetz Elementary has adopted a comprehensive K-6 Writing Curriculum that address the 6 traits of writing, along with the 3 modes of writing. Curriculum is sequential and grade-level appropriate.	Academic Support Program	01/03/2013	05/29/2013	\$15000	School Council Funds	Administration, SBDM, Writing Cluster Leaders, Curriculum Coach
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## Goal 2: The overall gap group will increase proficiency 20% by 2017.

### Measurable Objective 1:

Collaborate to increase the overall gap group score by 5% by 05/29/2013 as measured by the School Report Card.

### Strategy 1:

Response to Intervention Grouping - Data from Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, and STAR 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.

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Principal, Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Principal, Teachers

## Goal 3: 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 05/29/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

### Strategy 1:

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



**Comprehensive School Improvement Plan**

Mary A. Goetz Elementary School

Activity - Intervention time: Additonal 30 minutes daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades 1st-3rd grade are instructed for 30 minutes of tiered instruction, above the core instruction, in the area of Reading.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Administration , Primary Teachers, Special Education Teacher
Activity - DIBELS Benchmark and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in Primary grades are benchmarked 3 times a year on early literacy skills. Identified students for intervention are progress monitored once a week to assess progress.	Policy and Process	01/03/2013	05/29/2013	\$1500	School Council Funds	Administration , Primary Teachers, Special Education Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets	Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Principal
Benchmark Assessment Data Analysis	Following each Benchmark Assessment, the Principal meet with each grade-level team to review their results and discuss strategies for improvement, as needed. Interventions will be discussed for students demonstrating performance below proficiency. Strengthening Tier I instruction for all students will be emphasized.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Teachers
Assessment Monitoring	Teachers will submit recently administered formative and summative assessments on a monthly basis to school administration.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal
On-Demand Scrimmaging	Students will scrimmage On-Demand prompts in testing environment once a quarter. Results of scrimmage will drive re-teaching and instructional needs.	Academic Support Program	01/03/2013	05/29/2013	\$0	Administration, Teachers, Writing Cluster Leaders, Curriculum Coach
Instructional Rounds	The Leadership Team will conduct Instructional Rounds weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/03/2013	05/29/2013	\$0	Leadership Team
MAP Goal Setting	English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Teachers
Mirroring Assessments	Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Leadership Team
Modeling Proficiency	Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Leadership Team
Curriculum Maps	Teachers will closely follow curriculum map for English Language Arts and Mathematics. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Principal, Curriculum Coaches

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Reporting of Assessment Data 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.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Guidance Counselor, Teachers
Assessment Analysis	Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	01/03/2013	05/29/2013	\$0	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator
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	01/03/2013	05/29/2013	\$0	Principal
<b>Total</b>					<b>\$0</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention time: Additional 30 minutes daily	Each student in grades 1st-3rd grade are instructed for 30 minutes of tiered instruction, above the core instruction, in the area of Reading.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Administration, Primary Teachers, Special Education Teacher
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	01/03/2013	05/29/2013	\$10000	Principal, Teachers
Math Intervention	Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Principal, Teachers
<b>Total</b>					<b>\$30000</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Adoption of Comprehensive Writing Curriculum	Mary A. Goetz Elementary has adopted a comprehensive K-6 Writing Curriculum that address the 6 traits of writing, along with the 3 modes of writing. Curriculum is sequential and grade-level appropriate.	Academic Support Program	01/03/2013	05/29/2013	\$15000	Administration, SBDM, Writing Cluster Leaders, Curriculum Coach

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

DIBELS Benchmark and Progress Monitoring	All students in Primary grades are benchmarked 3 times a year on early literacy skills. Identified students for intervention are progress monitored once a week to assess progress.	Policy and Process	01/03/2013	05/29/2013	\$1500	Administration, Primary Teachers, Special Education Teachers
Springboard Curriculum	English Language Arts and Math teachers in grade 6 will fully implement the Springboard curriculum as aligned by the content curriculum map provided by the College Board. Updated professional develop will be offered in month prior to start of school year	Direct Instruction	01/03/2013	05/29/2013	\$500	Grade 6 Teachers, Curriculum Coaches, Principal
Tiered Intervention Based on Assessment Data	Once data is analyzed by teachers and administration, students will be provided targeted intervention for areas of need.	Academic Support Program	01/03/2013	05/29/2013	\$5000	Principal, Teachers
Math in Focus Curriculum	Teachers in grades K-5 will fully implement the Math in Focus curriculum as aligned by math curriculum map. Follow up professional development will be provided in month prior to the start of the school year.	Direct Instruction	01/03/2013	05/29/2013	\$1000	Teachers, Math Curriculum Coach, Principal
<b>Total</b>					<b>\$23000</b>	

## **Response for Required Action: Achievement Gaps**

## Overview

### Plan Name

Response for Required Action: Achievement Gaps

### Plan Rationale

All students are benchmarked assess 3 times a year. Assessment data is used to determine tiered instruction. All students in grades 1-6 recieve an additional 30 minutes of flexible group instructional based on assessment data. Students identified for intervention are progress monitored weekly to assess growth. All students are identified as a sub group are discussed on a monthly basis to assess growth.

### Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

## 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	Measurable Objective	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 identified in the School Report Card.	Objectives: 2 Strategies: 4 Activities: 21	Organizational	Collaborate to to increase the achievement scores to meet the identified delivery targets by 05/29/2013 as measured by the School Report Card., Collaborate to meet the identified delivery targets in writing by 05/29/2013 as measured by The School Report Card.	\$250500
2	All gap scores will meet the delivery targets identified in the School Report Card.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to increase the gap scores to meet the identified delivery targets by 05/29/2013 as measured by the School Report Card.	\$20000
3	By the end of 3rd grade, all students will be proficient in reading and math.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Demonstrate a proficiency by all students at the end of 3rd grade in reading and math by 05/29/2013 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.	\$22000

## 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 identified in the School Report Card.

### Measurable Objective 1:

Collaborate to to increase the achievement scores to meet the identified delivery targets by 05/29/2013 as measured by the School Report Card.

### Strategy 1:

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

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Lead Teachers
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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Curriculum Coaches, College & Career Readiness Coordinator
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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal
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	01/03/2013	08/16/2013	\$2000	Other	Principal, Curriculum Coaches



# Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

## Strategy 2:

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

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal
Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will conduct Instructional Rounds weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Leadership Team
Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will fully implement the Math in Focus curriculum as aligned by math curriculum map. Follow up professional development will be provided in month prior to the start of the school year.	Direct Instruction	01/03/2013	05/29/2013	\$1000	School Council Funds	Teachers, Math Curriculum Coach, Principal
Activity - Assessment 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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal
Activity - Modeling Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Leadership Team
Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used for salaries/hiring of additional teachers so that class sizes can be reduced. This will allow for more individualized instruction and a strengthened curriculum, which will increase student proficiency.	Class Size Reduction	01/03/2013	05/29/2013	\$227000	Title I Part A	Superintendent, Principal
Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator
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Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will closely follow curriculum map for English Language Arts and Mathematics. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Principal, Curriculum Coaches

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	01/03/2013	05/29/2013	\$500	School Council Funds	Grade 6 Teachers, Curriculum Coaches, Principal

Activity - Mirroring Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Leadership Team

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Principal

### Strategy 3:

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.

Activity - MAP Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers
<b>Activity - Benchmark Assessment Data 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>
Following each Benchmark Assessment, the Principal meet with each grade-level team to review their results and discuss strategies for improvement, as needed. Interventions will be discussed for students demonstrating performance below proficiency. Strengthening Tier I instruction for all students will be emphasized.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers
<b>Activity - Reporting of Assessment Data 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.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Guidance Counselor, Teachers
<b>Activity - Tiered Intervention Based on Assessment Data</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>
Once data is analyzed by teachers and administration, students will be provided targeted intervention for areas of need.	Academic Support Program	01/03/2013	05/29/2013	\$5000	School Council Funds	Principal, Teachers

### Measurable Objective 2:

Collaborate to meet the identified delivery targets in writing by 05/29/2013 as measured by The School Report Card.

### Strategy 1:

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

<b>Activity - Adoption of Comprehensive Writing 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>
Mary A. Goetz Elementary will adopt 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.	Academic Support Program	01/03/2013	05/29/2013	\$15000	School Council Funds	Principal, SBDM, Writing Cluster Leaders, ELA Curriculum Coach
<b>Activity - On-Demand Scrimmaging</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>

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Students will scrimmage On-Demand prompts in a testing environment quarterly. Results of scrimmage will drive re-teaching and instructional needs.	Academic Support Program	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers, Writing Cluster Leaders, ELA Curriculum Coach
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## Goal 2: All gap scores will meet the delivery targets identified in the School Report Card.

### Measurable Objective 1:

Collaborate to increase the gap scores to meet the identified delivery targets by 05/29/2013 as measured by the School Report Card.

### Strategy 1:

Response to Intervention Grouping - Data from Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, and STAR 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.

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Principal, Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Principal, 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.

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers

### Goal 3: 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 05/29/2013 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.

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.	Other	01/03/2013	05/29/2013	\$500	School Council Funds	Director of Preschool, Principal, 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	01/03/2013	05/29/2013	\$10000	District Funding	Director of Preschool, Superintendent

**Strategy 2:**

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

Activity - Intervention Time: Additional 30 Minutes Daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades 1 - 3 are instructed for 30 minutes of tiered reading instruction, in addition to the core instruction.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Title I Schoolwide	Principal, Primary Teachers, Special Education Teachers

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	01/03/2013	05/29/2013	\$1500	School Council Funds	Principal, Primary Teachers, Special Education Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### 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	01/03/2013	05/29/2013	\$227000	Superintendent, Principal
<b>Total</b>					\$227000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Preschool Program	The Preschool Program will be offered to 3 year old students that qualify under federal guidelines. All 4 year olds in the school district are offered preschool, free of charge, regardless of qualifying guidelines.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Director of Preschool, Superintendent
<b>Total</b>					\$10000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/03/2013	08/16/2013	\$2000	Principal, Curriculum Coaches
<b>Total</b>					\$2000	

### No Funding Required

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

Mary A. Goetz Elementary School

Assessment Analysis	Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	01/03/2013	05/29/2013	\$0	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator
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	01/03/2013	05/29/2013	\$0	Principal
Instructional Rounds	The Leadership Team will conduct Instructional Rounds weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/03/2013	05/29/2013	\$0	Leadership Team
Benchmark Assessment Data Analysis	Following each Benchmark Assessment, the Principal meet with each grade-level team to review their results and discuss strategies for improvement, as needed. Interventions will be discussed for students demonstrating performance below proficiency. Strengthening Tier I instruction for all students will be emphasized.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, 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	01/03/2013	05/29/2013	\$0	Teachers, Leadership Team
Curriculum Maps	Teachers will closely follow curriculum map for English Language Arts and Mathematics. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Principal, Curriculum Coaches
Mirroring Assessments	Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Leadership Team
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	01/03/2013	05/29/2013	\$0	Principal, Curriculum Coaches, Lead 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	01/03/2013	05/29/2013	\$0	Principal
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	01/03/2013	05/29/2013	\$0	Principal, Teachers
Learning Targets	Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Principal



## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

MAP Goal Setting	English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Teachers
Assessment Monitoring	Teachers will submit recently administered formative and summative assessments on a monthly basis to school administration.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal
On-Demand Scrimmaging	Students will scrimmage On-Demand prompts in a testing environment quarterly. Results of scrimmage will drive re-teaching and instructional needs.	Academic Support Program	01/03/2013	05/29/2013	\$0	Principal, Teachers, Writing Cluster Leaders, ELA Curriculum Coach
Reporting of Assessment Data 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.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Guidance Counselor, 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	01/03/2013	05/29/2013	\$0	Principal, Curriculum Coaches, College & Career Readiness Coordinator
<b>Total</b>					\$0	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Principal, Teachers
Reading Intervention	All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Principal, Teachers
Intervention Time: Additonal 30 Minutes Daily	Each student in grades 1 - 3 are instructed for 30 minutes of tiered reading instruction, in addition to the core instruction.	Academic Support Program	01/03/2013	05/29/2013	\$10000	Principal, Primary Teachers, Special Education Teachers
<b>Total</b>					\$30000	

### School Council Funds

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/03/2013	05/29/2013	\$500	Grade 6 Teachers, Curriculum Coaches, Principal
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.	Other	01/03/2013	05/29/2013	\$500	Director of Preschool, Principal, Teachers, FRYSC Director
Tiered Intervention Based on Assessment Data	Once data is analyzed by teachers and administration, students will be provided targeted intervention for areas of need.	Academic Support Program	01/03/2013	05/29/2013	\$5000	Principal, Teachers
Adoption of Comprehensive Writing Curriculum	Mary A. Goetz Elementary will adopt 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.	Academic Support Program	01/03/2013	05/29/2013	\$15000	Principal, SBDM, Writing Cluster Leaders, ELA Curriculum Coach
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	01/03/2013	05/29/2013	\$1500	Principal, Primary Teachers, Special Education Teachers
Math in Focus Curriculum	Teachers in grades K-5 will fully implement the Math in Focus curriculum as aligned by math curriculum map. Follow up professional development will be provided in month prior to the start of the school year.	Direct Instruction	01/03/2013	05/29/2013	\$1000	Teachers, Math Curriculum Coach, Principal
<b>Total</b>					<b>\$23500</b>	

## **Response for Required Action: K-Prep Combined Proficiency**

## Overview

### Plan Name

Response for Required Action: K-Prep Combined Proficiency

### Plan Rationale

Students are instructed in math through Math In Focus curriculum and aligned to the Kentucky Core Academic Standards in Math. Curriculum in math is mapped for the year to ensure coverage and appropriate depth of knowledge. Reading curriculum is mapped for the school year to ensure that curriculum is aligned to the Kentucky Core Academic Standards. READY curriculum from Curriculum Associates was purchased to supplement core instruction in the Content Standards in Reading. Beginning in the 2nd semester of 5th grade, all students are instructed using Springboard for English Language Arts, that is aligned to KCAS. All students receive 30 additional minutes of flexible group instruction in Reading. Identified students in grades 4-6 receive 30-40 minutes of additional instruction in math using "Do the Math" intervention program.

### Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

## 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	Measurable Objective	Total Funding
1	All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K-PREP scores from 30.6% to 65.3% by 2017.	Objectives: 1 Strategies: 3 Activities: 18	Organizational	Demonstrate a proficiency of 37.5% in the averaged combined reading and math K-PREP score by 05/29/2013 as measured by the School Report Card.	\$5500
2	The overall gap group will increase proficiency 20% by 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to increase the overall gap group score by 5% by 05/29/2013 as measured by the School Report Card.	\$0
3	All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment where all students can obtain proficiency.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	Collaborate to obtain an annual attendance rate of 96% by 05/29/2013 as measured by data entered in Infinite Campus.	\$4500
4	By the end of 3rd grade, all students will be proficient in Reading and Math	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Demonstrate a proficiency by all students at the end of 3rd grade in Reading and Math by 05/29/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.	\$12000

## **Goal 1: All students at Mary A. Goetz Elementary School will increase the averaged combined Reading and Math K-PREP scores from 30.6% to 65.3% by 2017.**

**Measurable Objective 1:**

Demonstrate a proficiency of 37.5% in the averaged combined reading and math K-PREP score by 05/29/2013 as measured by the School Report Card.

**Strategy 1:**

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

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Lead Teachers

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Curriculum Coaches, College & Career Readiness Coordinator

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	01/03/2013	08/16/2013	\$2000	Other	Principal, Curriculum Coaches

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal

**Strategy 2:**

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

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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.

Activity - Reporting of Assessment Data to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All assessment data will be provided to parent through quarterly report cards. Along with benchmark data, progress monitoring data will also be provided at that time.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Guidance Counselor, Teachers

Activity - MAP Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers

Activity - Benchmark Assessment Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following each Benchmark Assessment, the Principal meet with each grade-level team to review their results and discuss strategies for improvement, as needed. Interventions will be discussed for students demonstrating performance below proficiency. Strengthening Tier I instruction for all students will be emphasized.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers

Activity - Tiered Intervention Based on Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once data is analyzed by teachers and administration, students will be provided targeted intervention for areas of need.	Academic Support Program	01/03/2013	05/29/2013	\$2000	School Council Funds	Principal, Teachers

### Strategy 3:

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

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Principal

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will conduct Instructional Rounds weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Leadership Team

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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 Prinicipal to ensure that best practices are being implemented in all classrooms, and feedback will be provided to teachers.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal
Activity - Mirroring Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Leadership Team
Activity - Modeling Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Leadership Team
Activity - Math in Focus Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will fully implement the Math in Focus curriculum as aligned by math curriculum map. Follow up professional development will be provided in month prior to the start of the school year.	Direct Instruction	01/03/2013	05/29/2013	\$1000	School Council Funds	Teachers, Math Curriculum Coach, Principal
Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Superintende nt, Principal, Director of Special Education, College & Career Readiness Coordinator
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	01/03/2013	05/29/2013	\$500	School Council Funds	Grade 6 Teachers, Curriculum Coaches, Principal



## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Activity - Assessment 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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal
Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will closely follow curriculum map for English Language Arts and Mathematics. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers, Principal, Curriculum Coaches

## Goal 2: The overall gap group will increase proficiency 20% by 2017.

### Measurable Objective 1:

Collaborate to increase the overall gap group score by 5% by 05/29/2013 as measured by the School Report Card.

### Strategy 1:

Response to Intervention Grouping - Data from Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, and STAR 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.

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assigned to tiered instructional groups in reading based on test data, where they will receive 30 minutes of intervention time daily.	Academic Support Program	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, 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.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Teachers
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### Goal 3: All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment where all students can obtain proficiency.

#### Measurable Objective 1:

Collaborate to obtain an annual attendance rate of 96% by 05/29/2013 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.

Activity - Incentive Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will implement an incentive program to regularly reward students who have strong daily attendance	Policy and Process	01/03/2013	05/29/2013	\$500	School Council Funds	Administration

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Administration

#### Strategy 2:

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.

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, Governors Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular	01/03/2013	05/29/2013	\$3000	School Council Funds	Administration, Activities Coordinator, Club Sponsors

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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.	Academic Support Program	01/03/2013	05/29/2013	\$1000	School Council Funds	Administration

### Strategy 3:

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

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	01/03/2013	05/29/2013	\$0	No Funding Required	All Faculty and Staff

Activity - Providing Student Support Service	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 and providing the services needed. Staff members will make communication with parents/families as needed.	Other	01/03/2013	05/29/2013	\$0	No Funding Required	All support staff

### Strategy 4:

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.

Activity - School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, and mailings	Other	01/03/2013	05/29/2013	\$0	No Funding Required	Administration

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.	Technology	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers and Administration

## Goal 4: By the end of 3rd grade, all students will be proficient in Reading and Math

# Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

## Measurable Objective 1:

Demonstrate a proficiency by all students at the end of 3rd grade in Reading and Math by 05/29/2015 as measured by data results from Measures of Academic Progress, DIBELS, and K-PREP.

## Strategy 1:

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

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming Kindergarten students are screened prior to school year in areas of Kindergarten skills. Results are communicated to parents prior to school year to address areas of needs for each student.	Other	01/03/2013	05/29/2013	\$500	School Council Funds	Administration, Director of Preschool, Preschool Teachers, Kindergarten Teachers, Family Resource Center Coordinator

Activity - Extended Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool program is 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	01/03/2013	05/29/2013	\$10000	District Funding	Superintendent, Director of Preschool, Administration

## Strategy 2:

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

Activity - Intervention time: Additional 30 minutes daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades 1st-3rd grade are instructed for 30 minutes of tiered instruction, above the core instruction, in the area of Reading.	Academic Support Program	01/03/2013	05/29/2013	\$0	No Funding Required	Administration, Primary Teachers, Special Education Teacher

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Activity - DIBELS Benchmark and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in Primary grades are benchmarked 3 times a year on early literacy skills. Identified students for intervention are progress monitored once a week to assess progress.	Policy and Process	01/03/2013	05/29/2013	\$1500	School Council Funds	Administration , Primary 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
Extended Preschool Program	Preschool program is 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	01/03/2013	05/29/2013	\$10000	Superintendent, Director of Preschool, Administration
<b>Total</b>					\$10000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/03/2013	08/16/2013	\$2000	Principal, Curriculum Coaches
<b>Total</b>					\$2000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Goal Setting	English Language Arts, Mathematics, and Science teachers will set MAP goals for students before each of the three annual assessments.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, 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	01/03/2013	05/29/2013	\$0	Principal, Curriculum Coaches, Lead Teachers
School Communication	Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, and mailings	Other	01/03/2013	05/29/2013	\$0	Administration

# Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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	01/03/2013	05/29/2013	\$0	Principal, 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	01/03/2013	05/29/2013	\$0	Principal, Curriculum Coaches, College & Career Readiness Coordinator
Benchmark Assessment Data Analysis	Following each Benchmark Assessment, the Principal meet with each grade-level team to review their results and discuss strategies for improvement, as needed. Interventions will be discussed for students demonstrating performance below proficiency. Strengthening Tier I instruction for all students will be emphasized.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Teachers
Assessment Analysis	Assessment folders will be turned in monthly and reviewed by the Leadership Team to analyze assessments for best practices. Constructive feedback will be provided to teachers to ensure the content is being assessed appropriately.	Policy and Process	01/03/2013	05/29/2013	\$0	Superintendent, Principal, Director of Special Education, College & Career Readiness Coordinator
Curriculum Maps	Teachers will closely follow curriculum map for English Language Arts and Mathematics. Curriculum maps will be reviewed throughout the school year to adjust instruction and timing.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Principal, Curriculum Coaches
Math Intervention	Targeted students in grades 4-6 will be placed into Math intervention groups based on test data, where they will receive 30 minutes of daily intervention time.	Academic Support Program	01/03/2013	05/29/2013	\$0	Principal, Teachers
Reporting of Assessment Data 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.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal, Guidance Counselor, 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.	Technology	01/03/2013	05/29/2013	\$0	Teachers and Administration
Intervention time: Additional 30 minutes daily	Each student in grades 1st-3rd grade are instructed for 30 minutes of tiered instruction, above the core instruction, in the area of Reading.	Academic Support Program	01/03/2013	05/29/2013	\$0	Administration, Primary Teachers, Special Education Teacher
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	01/03/2013	05/29/2013	\$0	All Faculty and Staff

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

Assessment Monitoring	Teachers will submit recently administered formative and summative assessments on a monthly basis to school administration.	Policy and Process	01/03/2013	05/29/2013	\$0	Principal
Communication	Administration will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/03/2013	05/29/2013	\$0	Administration
Modeling Proficiency	Teachers will model proficient responses when giving writing prompts or constructive response questions, as monitored by the Leadership Team quarterly.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Leadership Team
Instructional Rounds	The Leadership Team will conduct Instructional Rounds weekly to ensure best practices are being used. Feedback will be given to the staff.	Policy and Process	01/03/2013	05/29/2013	\$0	Leadership Team
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	01/03/2013	05/29/2013	\$0	Principal
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	01/03/2013	05/29/2013	\$0	Principal, 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	01/03/2013	05/29/2013	\$0	Principal
Learning Targets	Every lesson will have a learning target presented to the students by the teacher that will address lesson goal and aligned to the content standard.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Principal
Providing Student Support Service	Upon receiving a student referral, support staff members will act appropriately in a timely manner and providing the services needed. Staff members will make communication with parents/families as needed.	Other	01/03/2013	05/29/2013	\$0	All support staff
Mirroring Assessments	Assessments given by teachers will mirror the state assessments for that particular class or grade level, using appropriate timing and question types.	Direct Instruction	01/03/2013	05/29/2013	\$0	Teachers, Leadership Team
<b>Total</b>					<b>\$0</b>	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/03/2013	05/29/2013	\$500	Grade 6 Teachers, Curriculum Coaches, Principal



## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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, Governors Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular	01/03/2013	05/29/2013	\$3000	Administration, Activities Coordinator, Club Sponsors
DIBELS Benchmark and Progress Monitoring	All students in Primary grades are benchmarked 3 times a year on early literacy skills. Identified students for intervention are progress monitored once a week to assess progress.	Policy and Process	01/03/2013	05/29/2013	\$1500	Administration, Primary Teachers, Special Education Teachers
Kindergarten Screening	All incoming Kindergarten students are screened prior to school year in areas of Kindergarten skills. Results are communicated to parents prior to school year to address areas of needs for each student.	Other	01/03/2013	05/29/2013	\$500	Administration, Director of Preschool, Preschool Teachers, Kindergarten Teachers, Family Resource Center Coordinator
Incentive Programs	Administration will implement an incentive program to regularly reward students who have strong daily attendance	Policy and Process	01/03/2013	05/29/2013	\$500	Administration
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.	Academic Support Program	01/03/2013	05/29/2013	\$1000	Administration
Tiered Intervention Based on Assessment Data	Once data is analyzed by teachers and administration, students will be provided targeted intervention for areas of need.	Academic Support Program	01/03/2013	05/29/2013	\$2000	Principal, Teachers
Math in Focus Curriculum	Teachers in grades K-5 will fully implement the Math in Focus curriculum as aligned by math curriculum map. Follow up professional development will be provided in month prior to the start of the school year.	Direct Instruction	01/03/2013	05/29/2013	\$1000	Teachers, Math Curriculum Coach, Principal
<b>Total</b>					<b>\$10000</b>	

# **Response for Required Action: Program Reviews**

## Overview

### Plan Name

Response for Required Action: Program Reviews

### Plan Rationale

Committee structure is set up to address each of the Program Reviews. Committees meet once a month to review demonstrators in their assigned program reviews. Areas of need are addressed and curriculum decisions are made about system changes in that area. Writing Policy is adopted by SBDM and Writing Continuum is implemented at each grade level. Primary Program review is addressed with all areas of our primary program. After the final review of the program reviews, curriculum decisions are discussed for the following year to address deficiencies or areas of growth.

### Addresses Required Action

Statement

Program Reviews

Description

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

## 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	Measurable Objective	Total Funding
1	All Program Review areas will show documented annual improvement.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	Collaborate to improve scores in the Primary, Writing, Arts & Humanities, Practical Living & Career Studies Program Reviews by 05/29/2013 as measured by the School Report Card.	\$0

## 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 05/29/2013 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.

Activity - Program Review Proficiency Demonstration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will meet three times per year with the faculty to discuss the components of their programs, strategies for integration of their program, and what evidence items are needed from each teacher.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Program Review Teams
Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Policy and Writing Continuum is reviewed yearly for effectiveness. School-wide writing curriculum will be adopted for grades K-6, along with summertime professional development for implementation.	Direct Instruction	01/03/2013	05/29/2013	\$0	No Funding Required	ELA Curriculum Coach, Principal, Teachers
Activity - Strategies for Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will identify 1-2 components each quarter that need improvement. The Committee will work to improve the identified need by putting into place the improvement strategy/activity.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Program Review Teams
Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will meet quarterly to review the status of each component, and assess each indicator of the program.	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Principal, Program Review Teams

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	01/03/2013	05/29/2013	\$0	Principal, Program Review Teams
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	01/03/2013	05/29/2013	\$0	Principal, Program Review Teams
Writing	Writing Policy and Writing Continuum is reviewed yearly for effectiveness. School-wide writing curriculum will be adopted for grades K-6, along with summertime professional development for implementation.	Direct Instruction	01/03/2013	05/29/2013	\$0	ELA Curriculum Coach, Principal, Teachers
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	01/03/2013	05/29/2013	\$0	Principal, Program Review Teams
<b>Total</b>					<b>\$0</b>	

## **Response for Required Action: TELL Survey**

## Overview

### Plan Name

Response for Required Action: TELL Survey

### Plan Rationale

Results of the TELL Survey for reviewed to improve the learning environment for all students, families, and staff. Barriers to learning for students are identified by stakeholders and reported to administration and support services. The barriers are discussed with students and families to resolve them and provide support from the school. Committee structure is in place for staff to collaboratively problem solve and plan instruction and programming. Communication between school and home is vital to family support of schooling. Websites, newsletters, email, marquee, newspaper stories, and phone communication keep parents abreast of upcoming events and progress of their children.

### Addresses Required Action

Statement

TELL Survey

Description

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



## 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	Measurable Objective	Total Funding
1	All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment where all students can obtain proficiency.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	Collaborate to obtain an annual attendance rate of 96% by 05/29/2013 as measured by data entered in Infinite Campus.	\$4500

## Goal 1: All faculty and staff members will work to make Mary A. Goetz Elementary a safe and supportive environment where all students can obtain proficiency.

### Measurable Objective 1:

Collaborate to obtain an annual attendance rate of 96% by 05/29/2013 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.

Activity - Incentive Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will implement an incentive program to regularly reward students who have strong daily attendance	Policy and Process	01/03/2013	05/29/2013	\$500	School Council Funds	Administration

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/03/2013	05/29/2013	\$0	No Funding Required	Administration

### Strategy 2:

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.

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, Governors Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular	01/03/2013	05/29/2013	\$3000	School Council Funds	Administration, Activities Coordinator, Club Sponsors

Activity - Quarterly Spirit Rally	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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.	Academic Support Program	01/03/2013	05/29/2013	\$1000	School Council Funds	Administration
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### Strategy 3:

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

Activity - Providing Student Support Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon receiving a student referra, support staff members will act appropriately in a timely manner and providing the services needed. Staff members will make communication with parents/families as needed.	Other	01/03/2013	05/29/2013	\$0	No Funding Required	All support staff

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	01/03/2013	05/29/2013	\$0	No Funding Required	All Faculty and Staff

### Strategy 4:

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

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.	Technology	01/03/2013	05/29/2013	\$0	No Funding Required	Teachers and Administration

Activity - School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, and mailings	Other	01/03/2013	05/29/2013	\$0	No Funding Required	Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Technology	01/03/2013	05/29/2013	\$0	Teachers and Administration
Communication	Administration will communicate effectively with all pertinent individuals who can help support student daily attendance at school, including families, Director of Student Services, School Resource Officer, School Therapist, Guidance Counselor, Family Resource Youth Service Center, School Nurse, and Teachers	Policy and Process	01/03/2013	05/29/2013	\$0	Administration
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	01/03/2013	05/29/2013	\$0	All Faculty and Staff
School Communication	Leadership Team will actively and regularly communicate with parents, families, and community members regarding school activities and events; using the newsletters, school webpage, e-communication, outdoor marquee, phone callout system, and mailings	Other	01/03/2013	05/29/2013	\$0	Administration
Providing Student Support Service	Upon receiving a student referra, support staff members will act appropriately in a timely manner and providing the services needed. Staff members will make communication with parents/families as needed.	Other	01/03/2013	05/29/2013	\$0	All support staff
<b>Total</b>					\$0	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Academic Support Program	01/03/2013	05/29/2013	\$1000	Administration
Incentive Programs	Administration wil implement an incentive program to regularly reward students who have strong daily attendance	Policy and Process	01/03/2013	05/29/2013	\$500	Administration

# Comprehensive School Improvement Plan

Mary A. Goetz Elementary School

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, Governors Cup, Arts/Crafts, and Chorus at no cost to students.	Extra Curricular	01/03/2013	05/29/2013	\$3000	Administration, Activities Coordinator, Club Sponsors
<b>Total</b>					\$4500	