

**MARY A. GOETZ ELEMENTARY
REACHING EACH AND EVERY CHILD
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
SCHOOL ASSURANCE REVIEW**

The Ludlow Elementary school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning Guidebook* (2002-2003) prior to approval of our plan.

School Council Members:

<u>Vickie Baker</u>	<u>Sean Gaiser</u>
<u>Heidi Clary</u>	<u>Jason Steffen</u>
<u>Thea Caple</u>	<u>Leslie Wetzel</u>

Plan Approved by the School Council:

November 15, 2011
Date

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs listed on the previous page should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2002-2003 are in the *Comprehensive Improvement Planning Guidebook* (2002-2003) and can be downloaded from the Web Page at:
<http://www.kde.state.ky.us/olsi/conp/Emanual/default.asp>

Ludlow Elementary School is committed to providing all students with an environment that fosters a love of learning, enhances students achievement, cultivates respect for individual diversity, and prepares students for making sound personal choices.

CATEGORICAL PROGRAMS

FEDERAL GRANT PROGRAMS	LOCAL PROGRAM CONTACT (List names in your district.)	TELEPHONE (Local numbers.)
IASA, Title I: Part A* Basic Grant Improving Basic Programs Operated by LEA	Mike Borchers	261-8210
IASA, Title II Dwight D. Eisenhower Professional Development	Mike Borchers	261-8210
IASA, Title IV Safe and Drug Free Schools and Communities	Glen Wise	261-8210
IASA, Title VI Innovative Educational Strategies	Mike Borchers	261-8210
Individuals with Disabilities Education Act (IDEA) Basic	Rick Smith	261-8210
Individuals with Disabilities Education Act (IDEA) Preschool	Rick Smith	261-8210
Title I: Part C Carl D. Perkins Vocational and Technical Education Basic Grant	Mike Borchers	261-8210
Stewart B. McKinney Homeless Assistance Act** Title VII: Subtitle B Continuation	Mike Borchers	261-8210

*Improving America's Schools Act (IASA) **Initial Award Made Through Separate Competitive Application

STATE GRANT PROGRAMS	LOCAL PROGRAM CONTACT	TELEPHONE
Extended School Services	Mike Borchers	261-8210
Gifted and Talented Education	Mike Borchers	261-8210
Kentucky Education Technology System	Lynn Alig	261-8210
Professional Development	Mike Borchers	261-8210
State Preschool Program	Rick Smith	261-8210
Textbooks	Mike Borchers	261-8210

SCHOOL REACHING EACH AND EVERY CHILD

COMPREHENSIVE IMPROVEMENT SCHOOL PLAN EXECUTIVE SUMMARY

MISSION STATEMENT:

Ludlow Elementary School is committed to providing all students with an environment that fosters a love of learning, enhances student achievement, cultivates respect for individual diversity, and prepares students for making sound personal choices.

PROCESS FOR DEVELOPING THE COMPREHENSIVE IMPROVEMENT SCHOOL PLAN

How planning and needs assessment teams were organized: Teams were organized into SBDM Committees to address the 3 areas of school improvement: Academic Performance, Learning Environment, and Student Support. Members of each committee were selected based on their grade level and area of strength of the content. Committees are mixed with faculty from different grade levels to provide a varied group of opinions.

Members/Representative Groups who served on the Planning and Needs

Academic Performance	Learning Environment	Student Supports
Emily Greene Vickie Baker Tracy Hoffmeister Kristy Taylor Pam Schlagbaum Ken Foltz Rachel Auciello Jennifer Fielder Lauren Fisher Kristina Nickson Aubrey Luessen Anna Kelly Kyle Holloway June Smith Christina Grothaus Marlene Schuh Bob Lucas	Patti Haughey Mary Melville Thea Caple Nancy Clary Karen Baugh Penny Abel	Marlana Shoup Pam Miller Lisa Millay Heidi Clary Lori Procaccino Jan Donovan

How the needs of the school were determined:

The needs of the school were determined by data analysis of testing data, behavior data, free/reduced statistics, professional observations, and other relevant data.

How goals and strategies were decided upon:

Goals were decided on based on the importance of need for the school. Committees discussed reason and goals in each of the areas and unified them into one over-riding goal.

What implementation of the plan is expected to achieve?

Implementation of the plan is to reduce barriers for students to attend school and to provide appropriate instruction to the differentiated and individual needs of each student. This will result in increased achievement on state testing and greater preparation for students to be college and career ready.

SCHOOL COMMUNICATION PLAN

How will the Comprehensive Improvement School Plan be shared with stakeholders?

- School Improvement Planning Committee will present to SBDM council for approval and feedback.
- Presented at the SBDM Council Meeting on November 15
- Presented at the Board of Education Meeting on November 28
- Posted on the school display case next to the office.
- School Website
- Announcement posted in the November School Newsletter of where the CSIP can be reviewed.

How will continued input be gathered from stakeholders?

- Results from faculty, parent, and student surveys.
- Monthly Implementation and Impact Checks conducted by the academic performance, learning environment, and student supports committees.
- K-PREP Test Data/analysis
- MAPS Data Analysis
- SBDM meetings
- Vertical primary and intermediate meetings

District Name: Ludlow Independent

Component Manager: Jason Steffen

School Name: Mary A. Goetz Elementary

Current Date: November 15, 2011

I.

Priority Need:
<p>The state assessment system has transitioned to the Unbridled Learning Accountability Model with Kentucky Core Academic Standards replacing Core Content 4.1 for Reading, Writing and Mathematics. The new model will have three pillars with the next-generation learners' pillar being fully implemented during the 2011-2012 school year. Teachers and administrators need to receive resources, professional development, curriculum maps, and learning targets to assist in the implementation of a new curriculum.</p>

II.

Cause(s) Contributing Factors:	Objective(s) with Measures of Success:
<ol style="list-style-type: none"> 1) New assessment K-PREP (Grades 3-8) will be administered in spring of 2012 for the first time. 2) Test blueprints and resources for the Stanford 10 assessments were not released until late spring or summer. 3) A new GAP group will be computed as a part of the new assessment system. 4) A new growth model will be implemented as part of the new accountability system. 	<ol style="list-style-type: none"> 1) All students will be at scoring in the 40th percentile or above on MAPS testing when transitioning from Primary to Intermediate grade levels, and from Intermediate to Middle grade levels 2) Students scoring in the Novice performance level for Reading and Math will decrease to less than 5% 3) Students scoring in the Proficient/Distinguished range will increase by 5% from the achievement scores that were computed using the new achievement-scoring model from the 2011 KCCT test. 4) All students will participate in a Writing Continuum to address the different forms of required writing for On-Demand to increase writing proficiency by 5% of students.

District Name: Ludlow Independent

Component Manager: Jason Steffen

School Name: Mary A. Goetz Elementary

Current Date: November 15, 2011

III. Strategy/Activity:

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs
1) All students will be scoring in the 40 th percentile or above on MAPS testing when transitioning from Primary to Intermediate grades, and from Intermediate to Middle Grades	1) Math-in-Focus has been adopted and implemented to address the new standards. Teachers received a 6-hour training prior to school starting so they have a strong foundation to start the program.	Students will improve their understanding of the mathematics standards through an adjusted curriculum. Math scores will improve by 5% over the previous year's scores.	Superintendent Principal Curriculum Coaches Teachers	8/11	5/12	Math-In Focus Curriculum Curriculum Coaches Manipulatives \$30, 000 (General Fund)
	2) RTI process has been put in place to identify and place students for 30 minutes of Reading Intervention 4 times a week, based on MAPS data, DIBELS data, and STAR data.	Monthly RTI meetings to identify growth or lack of growth using progress monitoring assessments will track every student in the school. 30 minutes of additional reading instruction will be tiered to intervene for student below grade level, for reinforcement for students on grade level, and enrichment for students above grade level.	Principal Curriculum Coaches Teachers	8/11	5/12	Intervention Programs DIBELS STAR Reading Intervention Assistant \$10,000 (SBDM allocation)
	3) KCAS Placemats have been distributed to all students in grades K-6 for mathematics and ELA	Students will be able to identify what they are learning on a daily basis. By the end of the year, students will have highlighted 100% of the grade level content.	Principal Curriculum Coaches Teachers	8/11	5/12	KCAS Placemats

2) Students scoring in the Novice performance level for Reading and Math will decrease to less than 5%	1) RTI process has been put in place to identify and place students for 30 minutes of Reading Intervention 4 times a week, based on MAPS data, DIBELS data, and STAR data.	Monthly RTI meetings to identify growth or lack of growth using progress monitoring assessments will track every student in the school. 30 minutes of additional reading instruction will be tiered to intervene for student below grade level, for reinforcement for students on grade level, and enrichment for students above grade level.	Principal Curriculum Coaches Teachers	8/11	5/12	Intervention Programs DIBELS STAR Reading Intervention Assistant \$10,000 (SBDM Allocation)
	2) Job-embedded professional development during Wednesday planning periods to train teachers on Constructed Responses, Deconstructed Standards, Learning Targets, and Formative Assessments	Through job-embedded, teachers will be up-to-date on state-assessment expectations, use of learning targets and formative assessment. Use of these strategies in the classroom will increase understanding of the content standards, and prepare students for state-assessment.	Principal Curriculum Coaches Teachers	8/11	5/12	Curriculum Coaches Research-based Materials
3) Students scoring in the Proficient/ Distinguished range will increase by 5% from the achievement scores that were computed using the new achievement scoring model from the 2011 KCCT test	1) RTI process has been put in place to identify and place students for 30 minutes of Reading Intervention 4 times a week, based on MAPS data, DIBELS data, and STAR data.	Monthly RTI meetings to identify growth or lack of growth using progress monitoring assessments will track every student in the school. 30 minutes of additional reading instruction will be tiered to intervene for student below grade level, for reinforcement for students on grade level, and enrichment for students above grade level.	Principal Curriculum Coaches Teachers	8/11	5/12	Intervention Programs DIBELS STAR Reading Intervention Assistant \$10,000 (SBDM Allocation)
	2) Students at or above grade level will received 30 minutes additional reading instruction at their individual instructional level (Lexile, MAPS, STAR, higher grade level basal)	Monthly RTI meetings to identify growth or lack of growth using progress monitoring assessments will track every student in the school. 30 minutes of additional reading instruction will be tiered to intervene for student below grade level, for reinforcement for students on grade level, and enrichment for students above grade level.	Principal Curriculum Coaches Teachers	8/11	5/12	High Lexile, appropriate content books Higher grade level Basal Higher grade level curriculum

<p>4) All students will participate in a Writing Continuum to address the different forms of required writing for On-Demand to increase writing proficiency by 5% of students.</p>	<p>3) Students will be assessed on a monthly basis in all content area using K-PREP-type assessment questions, timing, and constructed responses</p>	<p>K-PREP type assessments will familiarize students with testing format, time constraints, and constructed responses to be better prepared for state assessment.</p>	<p>Principal Curriculum Coaches Teachers</p>	<p>8/11</p>	<p>5/12</p>	<p>Stanford type questions Constructed Responses Schedule for testing</p>
<p>1) The Writing Continuum will address all forms of writing required for On-Demand. Each form will be instructed in particular grade-level and students will go through the revision process.</p>	<p>1) The Writing Continuum will address all forms of writing required for On-Demand. Each form will be instructed in particular grade-level and students will go through the revision process.</p>	<p>Students will develop age-appropriate writing at each grade-level. The students will revise these writing pieces, with assistance from the teacher. The instruction of each piece, along with the revision process, will develop students' writing ability that can be built upon at each grade level.</p>	<p>Principal Curriculum Coaches Teachers</p>	<p>8/11</p>	<p>5/12</p>	<p>Writing Continuum Grade-level meetings</p>
<p>2) Students in grades 4-6 will receive 30 minutes of On-Demand instruction a day for months of March-May.</p>	<p>2) Students in grades 4-6 will receive 30 minutes of On-Demand instruction a day for months of March-May.</p>	<p>Additional 30 minutes of writing instruction in On-Demand will take place each day for the 2 months leading up to K-PREP testing</p>	<p>Principal Curriculum Coaches Teachers</p>	<p>3/12</p>	<p>5/12</p>	<p>Writing Continuum Grade-level meetings</p>
<p>3) Literacy Committee will develop a school-wide On-Demand writing process.</p>	<p>3) Literacy Committee will develop a school-wide On-Demand writing process.</p>	<p>On-demand writing process being taught to all students will ensure that all students will receive the same on-demand instruction at all grade-levels</p>	<p>Principal Curriculum Coaches Teachers</p>	<p>8/11</p>	<p>5/12</p>	<p>Literacy Team On-Demand Writing Process</p>

Action Component Next Generation Programs

School

District

Preliminary

Revised

District Name: Ludlow Independent

Component Manager: Academic Performance Committee

School Name: Mary A. Goetz Elementary

Current Date: November 25, 2011

I.

Priority Need:
<p>The state assessment system has transitioned to the Unbridled Learning Accountability Model with component for Program Reviews in Arts/Humanities, Practical Living/Career Studies, and Writing. The Program Reviews will be trialed this school year and fully accountable during the 2012-2013 school year. Teachers and administrators need to provide a structure to collect data and evidence to review each of these programs.</p>

II.

Cause(s) Contributing Factors:	Objective(s) with Measures of Success:
<ol style="list-style-type: none"> 1) New accountability model, Unbridled Learning, will consist of Program Reviews. 2) Accountability for Program Reviews will begin in 2012-12 for Art/Humanities, Practical Living/Career Studies, and Writing. 3) School Committee structure was changed to address the change in standards and accountability. 4) Collecting evidence for these programs is new paradigm for faculty 	<ol style="list-style-type: none"> 1) All students will participate in meaningful curriculum in the areas of Arts/Humanities and Practical Living/Career Studies, with each demonstrator of the program review being met or partially met 2) All students will participate in a school-wide writing continuum beginning in Kindergarten 3) All students will have the opportunity to be exposed to Arts/Humanities and Practical Living outside of the school building classrooms. 4) Primary Program review and Kindergarten readiness plan will be developed by the beginning of 2012-12 school year

District Name: Ludlow Independent

Component Manager: Academic Performance Committee

School Name: Mary A. Goetz Elementary

Current Date: November 15, 2011

III. Strategy/Activity:

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs
1) All students will participate in meaningful curriculum in the areas of Art/Humanities and Practical Living/Career Studies	1) Required exposure of Music, Dance, Drama, Physical Education, and Technology through special/elective offerings through the special schedule.	Students will participate through lessons and activities in the areas of Music, Dance, Drama, Physical Education, and Technology. This will allow students to express talents in non-academic content and connect academic content through arts/humanities and practical living/career studies. This creates a well-rounded academic program for all students.	Principal Teachers	8/11	5/12	Art Material Music Teacher Physical Education Teacher Librarian Class materials for programs
	2) The subcommittees of the Academic Performance Committee will review the evidence of the Program Reviews of Art/Humanities and Practical Living/Career Studies three times a year, and complete a summative report of the program at the end of each school year.	By reviewing the evidence of the program reviews, curriculum and scheduling decision can be made to enhance the individual programs. In addition, determine if the program curriculum is comprehensive. This will increase the opportunities and content for each of the programs.	Principal Teachers Academic Performance Committee	8/11	5/12	Art Material Music Teacher Physical Education Teacher Librarian Class materials for programs
	3) A continuum of opportunities and curriculum for Practical Living/Career Studies	This will ensure that Practical Living/Career Studies (Health) are appropriately addressed at each grade-level and that all aspects of the content are addressed.	Principal Teachers	8/11	5/12	Development of Continuum

<p>2) All students will participate in a school-wide writing continuum beginning in Kindergarten</p>	<p>1) Students will write and revise selected pieces at each grade level, based on the SBDM adopted Writing Continuum.</p> <p>2) The subcommittees of the Academic Performance Committee will review the evidence of the Program Review of the Writing Program three times a year, and complete a summative report of the program at the end of each school year.</p>	<p>Students will develop age-appropriate writing at each grade-level. The students will revise these writing pieces, with assistance from the teacher. The instruction of each piece, along with the revision process, will develop students' writing ability that can be built upon at each grade level.</p> <p>By reviewing the student writing evidence of the Writing Program, curriculum decision can be made to enhance the individual writing program and determine if the program curriculum is comprehensive. Enhancements and adjustments can be made to better serve the writing curriculum</p>	<p>Principal Teachers Academic Performance Committee</p> <p>Principal Teachers Academic Performance Committee</p>	<p>8/11</p> <p>8/11</p>	<p>5/12</p> <p>5/12</p>	<p>SBDM Writing Policy Elementary Writing Continuum</p> <p>Writing Program Review Crate SBDM Writing Policy Elementary Writing Continuum</p>
<p>3) All students will have the opportunity to be exposed to Arts/Humanities and Practical Living/Career Studies outside of the school building classrooms.</p>	<p>1) Each grade level will be given the opportunity to attend field trips outside of the classroom to expose students to the Fine Arts, Child Safety, and Careers.</p> <p>2) Students will also be afforded the opportunity to perform through performances and chorus</p>	<p>Each grade level will be given a list of opportunities to experience content outside of the classroom. This exposure will broaden the overall students and spark interest in content outside the academic content. Transportation for these opportunities will be paid for by the school, and the event will cost little to no cost to the students.</p> <p>Students will also perform in each grade level performance to showcase talents, other than academic talents.</p>	<p>Principal Teachers</p> <p>Principal Teachers</p>	<p>8/11</p> <p>8/11</p>	<p>5/12</p> <p>5/12</p>	<p>Ludlow Transportation Grant writing</p> <p>Scheduling Auditorium Communication to Parents</p>
<p>4) Primary Program review and Kindergarten</p>	<p>1) Guidelines for the Primary Program will be developed</p>	<p>Skills required for students to be proficient in will be developed as a checklist for promotion to next grade</p>	<p>Principal Curriculum Coaches Teachers</p>	<p>1/12</p>	<p>5/12</p>	<p>Primary Skill checklist</p>

<p>readiness plan will be developed by the beginning of 2012-12 school year</p>	<p>for promotion to next grade-level of primary.</p> <p>2) The creation of a preschool program that will open preschool up to all students that are 4 years old, regardless of disability or economic status</p>	<p>level of the primary</p> <p>By allowing all 4 year olds to attend preschool, Kindergarten readiness will be increased by all incoming Kindergarteners.</p>	<p>Superintendent Director of Preschool Principal Preschool Teacher</p>	<p>1/12</p>	<p>5/12</p>	<p>Allocation of .5 Preschool Teacher (\$30,000) Classroom Space Communication to Community</p>
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District Name: Ludlow Independent

Component Manager: Jason Steffen

School Name: Mary A. Goetz Elementary

Current Date: November 15, 2011

I.

Priority Need:
<p>Based upon the 2011 TELL survey, the staff feels that the school lacks school leadership in addressing leadership, professional development, and teachers leadership. The data from the past four KCCT assessments also indicates that there is a lack of instructional focus due to the inconsistent data trends or declining trends. Internal structures are lacking for sharing of information from school administration.</p>

II.

Cause(s) Contributing Factors:	Objective(s) with Measures of Success:
<ul style="list-style-type: none"> 1) A common vision has not been developed or revisited by the stakeholders within the district. 2) Lack of mutual trust exists between the faculty and administration. 	<ul style="list-style-type: none"> 1) A common vision will be developed by all stakeholders. 2) All teachers will meet to discuss curriculum issues and make decisions, either through committee work or as an entire staff. 3) All teachers will participate in specific content professional development, inside and outside of school

District Name: Ludlow Independent

Component Manager: Jason Steffen

School Name: Mary A. Goetz Elementary

Current Date: November 15, 2012

III. Strategy/Activity:

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Costs
1) A common vision will be developed by all stakeholders	1) Communication through newsletters, website, teacher webpages, community paper, and marquee.	Parents will be kept informed about the events for the school (ex. Parent-teacher conferences, progress and report cards content for each of the programs).	Principal Teachers	8/11	5/12	School Point Teacher training for websites
		Informing parents of preschool program to increase enrollment and better prepare students for school.	Principal Preschool Teacher Director of Preschool	8/11	5/12	Communication with media outlets
	2) Quarterly assemblies will be scheduled, students will be recognized for Citizenship, HOP, Attendance, Honor Roll, fundraising winners, and any other accomplishments	School community can share in the successes of individuals and motivated to succeed	Principal Teachers Secretary	8/11	5/12	Trophies and awards Communication to parents
2) All teachers will meet to discuss curriculum issues and make decisions, either through committee work or as an entire staff.	1) Each Tuesday morning, entire faculty or committee meetings will take place during common planning time.	By meeting in committees, teachers create Professional Learning Communities that discuss curriculum, assessment, and program reviews. This will increase planning toward a common goal.	Superintendent Principal Curriculum Coaches Teachers Committee Structure	8/11	5/12	Common Planning Time Material for Program Review Writing Continuum Training Material

3) All teachers will participate in specific content professional development, inside and outside of school	2) District Curriculum Round will meet once a month during common planning to discuss district-wide initiatives	Information will filter down and back up through stakeholders and administration concerning curriculum and direction of the district	Superintendent Principal Curriculum Coaches Teachers	8/11	5/12	Common Planning Time Material for Program Review Writing Continuum Training Material Up to Date Assessment Information
	1) All teachers will participate in job-embedded professional development during grade level planning period once a week.	Teachers will be given a chance to share professional development among their grade level, along with new professional development for the school in the areas of: curriculum, instruction, and assessment	Principal Curriculum Coach Teachers	8/11	5/12	Grade Level Planning Writing Program Review Crate SBDM Writing Policy Elementary Writing Continuum Assessment information Training materials
		Increased awareness of what is going on in other classes and collaborative planning.	Principal Curriculum Coach Teachers	8/11	5/12	Grade level Planning
	2) Learning environment Committee will gather input from all stakeholders to develop a Professional Development Plan for the next school year that will address areas of needs and refinement	Teachers will have input on the choices of professional development offered by the school before and during the following school year. Next year's professional development will address needs, identified by the teachers and staff	Principal Curriculum Coach Learning Environment Committee	8/11	5/12	Learning Environment Committee Professional Development Budget School Calendar Professional Development Survey of staff