

1: Proficiency

Mary A. Goetz Elementary CSIP 2021-2022

Goal 1: All students at Mary A. Goetz Elementary will increase their performance level in reading and math on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient in reading on Kentucky Summative Assessment to 63%	Design and Deploy Standards	Teachers in K-5 fully implement Journeys ELA program with fidelity and utilizing Think Central from materials, assignments, and assessments	Star Reading, Star CBM, and Kentucky Summative Assessment Data	Teacher Evaluation, PLCs, and Assessment Data	Textbook funds, PD Funds
		Curriculum Maps will be reviewed and revised to address gaps in content and pacing guide for instruction.	Teacher Observations	Teacher Evaluation, PLCs, and Assessment data	SBDM Instructional Funds, PD Funds
	Design and Deliver Instruction	Daily 5 ELA structure will be utilized for primary classrooms for structure to increase guided reading time and differentiation.	Teacher Observations	Teacher Evaluation and PLCs	SBDM Instructional Funds, PD Funds
		Learning targets are posted and referred to before and during lessons, with formative assessments tied to the learning target	Teacher Observations	Teacher Evaluation and PLCs	SBDM Instructional Funds
		All students in grades K-6 performing in the bottom 25 th percentile of reading will be assigned multi-tiered system of supports, including reading and math intervention. Students in 4-6 th will receive an additional 30 minutes of individualized instruction, four times a week utilizing System 44, Read 180, or Lexia.	Star Reading, Star CBM, and Kentucky Summative Assessment Data	Teacher Evaluation, PLCs, and Assessment Data	ESSER Funds, PD Funds, and Title I Funds

Goal 1: All students at Mary A. Goetz Elementary will increase their performance level in reading and math on the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze and Apply Data	Students will be formatively assessed based on learning targets and deconstructed standards	Teacher Observations	Teacher Evaluation, PLCs, and Assessment Data	SBDM Instructional Funds
		Every student is benchmark tested at least three times a year using Star Reading and Star Reading CBM in reading.	Star Reading, Star CBM	Assessment Data	ESSER Funds and Title I Funds
	Design, Align, and Deliver Supports	Collaborative vertical department meetings to align curriculum and reduce content gaps and review standards of adjacent grade levels.	Curriculum Maps, Star, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	SBDM Instructional Funds
Objective 2: Increase the percentage of students scoring proficient in math on Kentucky Summative Assessment to 53%	Design and Deploy Standards	Teachers in K-5 fully implement Go Math mathematics program with fidelity, utilizing Think Central for materials, assignments, and assessments.	Star Math, Star CBM and Kentucky Summative Assessment Data	Assessment Data	SBDM Instructional Funds and ESSER Funds
		6 th Grade Math will fully implement Carnegie math program with fidelity, utilizing Mathia X for extension, remediation, and enrichment.	Star Math and Kentucky Summative Assessment Data	Assessment Data	SBDM Instructional Funds, PD Funds, and ESSER Funds
		Curriculum Maps will be reviewed and revised to address gaps in content and pacing guide for instruction	Teacher Observation	Teacher Evaluation, PLCs, and Assessment Data	SBDM Instructional Funds
		Learning Targets are posted and referred to before and during	Teacher Observation	Teacher Evaluation and PLCs	SBDM Instructional Funds

Goal 1: All students at Mary A. Goetz Elementary will increase their performance level in reading and math on the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	lessons, with formative assessments tied to the learning target			
	Design and Deliver Instruction	All students in grades K-6 performing in the bottom 25 th percentile of math will be assigned multi-tiered system of supports, including reading and math intervention. Students in 4-6 th will receive an additional 30 minutes of individualized instruction, four times a week utilizing Math 180, Do the Math, or Freckle.	Star, Star CBM, and Kentucky Summative Assessment Data	Teacher Evaluation, PLCs, and Assessment Data	ESSER Funds, PD Funds and Title I Funds
	Review, Analyze and Apply Data	Students will be formatively assessed based on learning target and deconstructed standards.	Teacher Observation	Teacher Evaluation	SBDM Instructional Funds
		Every student is benchmark tested at least three times a year using Star Math and Star Math CBM.	Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, PD Funds, and Title I Funds
	Design, Align, and Deliver Supports	Collaborative vertical department meetings to align curriculum, reduce content gaps, and review standards of adjacent grade levels	Curriculum Maps, Star Math, Star CBM, and KAS Data	Assessment Data	SBDM Instructional Funds

2: Separate Academic Indicator

Goal 2: All students will increase their performance level in Science, Social Studies, and On-Demand Writing based on Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase percentage of students scoring proficient/distinguished on Kentucky Summative Assessment for On-Demand Writing to 55%	Design and Deploy Standards	Fully implement writing curriculum of the 6 traits of writing through the Journeys ELA curriculum	Teacher Observations and KSA Data	Teacher Evaluation, PLCs, and Assessment Data	SBDM Instructional Funds and Textbook Funds
		School-wide writing continuum implemented at each grade level with assigned writing pieces of different modes of writing	Teacher Observation, Completion of Student Writing Portfolio pieces, and Kentucky Summative Assessment Data	Teacher Evaluation and PLCs	SBDM Instructional Funds
	Design and Deliver Instruction	All grade levels will have an intentional 30–45-minute writing block daily to address language mechanics, on-demand prompts, and extended responses through Writing Traits and Journeys.	Teacher Observation, Schedule, Kentucky Summative Assessment Data	Teacher Evaluation, PLCs, and Assessment Data	SBDM Instructional Funds
		Model student responses and anchor pieces for goal setting	Teacher Observation	Teacher Evaluation	SBDM Instructional Funds
Objective 2: Increase percentage of students scoring proficient/distinguished on Kentucky Summative Assessment for Science to 40%	Design and Deploy Standards	Deconstruct Next Generation Science Standards (NGSS) in each grade level to address curricular needs	Teacher Observations, Curriculum Maps, and Kentucky Summative Assessment Data	Teacher Evaluation and Assessment Data	SBDM Instructional Funds, Textbook Funds, PD Funds, and ESSER Funds
		Implement Mystery Science in each grade level to have hands-on science activities that address NGSS.	Teacher Observations and Kentucky Summative Assessment	Teacher Evaluation and Assessment Data	SBDM Instructional Funds and ESSER Funds
		Implement written and experimental assessments to assess content knowledge and application	Assessment Results	Teacher Evaluation, PLCs, and Assessment Data	SBDM Instructional Funds

Goal 2: All students will increase their performance level in Science, Social Studies, and On-Demand Writing based on Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	Implement Mystery Science in each grade level to have hands-on science activities that address the standards	Assessment Results and Kentucky Summative Assessment	Teacher Evaluation, PLCs, and Assessment Data	SBDM Instructional Funds and ESSER Funds
Objective 3: Increase percentage of students scoring proficient/distinguished on Kentucky Summative Assessment for Social Studies to 55%	Design and Deliver Instruction	Implement written and demonstration assessment to assess content knowledge and applications	Formative Assessments and Kentucky Summative Assessment Data	Assessment Data	SBDM Instructional Funds

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency of gap groups in reading, math, and separate academic indicators based on the Kentucky Summative Assessment	Design and Deliver Instruction	All students in grades K-6 are assessed at least three times a year in both reading and math. Students performing in the bottom 25 th percentile are identified for tiered interventions. All students in grades 4-6 receive an additional 30 minutes of individualized reading and math instruction utilizing System 44, Read 180, or Lexia for reading; and Do the Math, Math 180, or Freckle for math	Star Reading, Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds
		Students in grades K-3 that are identified for intervention in reading and math are serviced through tier two and tier three through reading interventionist or math interventionist	Star Reading, Star Math, Star CBM, and Kentucky Summative Data	Assessment Data	ESSER Funds, Title I Funds
	Evidence-Based Interventions	Students in grades K-3 that are identified for two and tier three through reading interventionist or math interventionist are instructed with programs including Saxon Phonics, Orton-Gillingham, Spire for reading; and AVMR for math.	Star Reading, Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Evidence-Based Interventions	<p>Implement Lexia Reading to all students in grades K-6 for individualized reading instruction. Students are monitored through the program. Minutes per week will be adjusted to ensure that students are on pace to be at grade level by the end of the school year.</p>	<p>Star Reading, Star CBM, and Kentucky Summative Assessment Data</p>	<p>Assessment data</p>	<p>ESSER Funds, Title I Funds</p>
		<p>Through the Math Achievement Fund Grant, two teachers will receive math instruction training (10 days) a year through Kentucky Center for Mathematics. Trained teachers will co-teach with the Math Intervention Teacher.</p>	<p>Star Math, Star CBM, and Kentucky Summative Assessment Data</p>	<p>Assessment Data</p>	<p>Math Achievement Fund Grant</p>
	Design, Align, and Deliver Support	<p>Advisory Team Meeting (ATMs) will meet every 6-8 weeks to review benchmark data and progress monitoring data to determine changes to student's intervention plan.</p>	<p>Star Reading, Star Math, Star CBM, and Kentucky Summative Assessment Data</p>	<p>Assessment Data</p>	<p>SBDM Instructional Funds</p>
		<p>Provide additional time of 30 minutes each morning before school for all students with disabilities to receive their Lexia instruction before the school day begins. This allows their resource time in the IEPs to be delivered with direct instruction by their special needs teacher during the school day.</p>	<p>IEP Monitoring Data, Star Reading, Star Math, Star CBM, and Kentucky Summative Assessment Data</p>	<p>Assessment Data</p>	<p>SBDM Instructional Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data	Multi-Tiered System of Supports (MTSS) is in place to identify students performing below the 25 th percentile for tiered interventions in reading, writing, math, and behavior. Students in tiered intervention are progress monitored weekly with data being reviewed by the Advisory Team (ATM) every 6-8 weeks.	Star Reading, Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds
Objective 2: Reduce Barriers to Learning for At-Risk Students	Establish Learning Culture and Climate	Utilize mental health counselor and guidance counselor to address behavior and social needs of identified students	Behavior Referrals Terrace Metrics	Behavior Referrals	ESSER Funds
		Implement Positive Action Program in 4 th -6 th grade	Behavior Referrals Terrace Metrics	Behavior Referrals	ESSER Funds
		Incentive programs to reward students for attendance	Attendance Reports	Attendance Reports	SBDM Instructional Funds
	Design and Deliver Instruction	Continue the Me and My School Program for 20 days in the summer before kindergarten year for identified at-risk students to receive foundational reading instruction	Brigance Screener, Star Early Literacy, Star CBM	Assessment Data	Me and My School Grant Funds
		Design, Align, and Deliver Support	Provide Universal Preschool to all 4-year-old children, regardless of eligibility, to provide additional reading and math instruction to close achievement gaps	Brigance Screener, Star Early Literacy, Star CBM	Assessment Data
	Provide all-day preschool option for families to extend the preschool program an additional 5 hours on Monday to Thursday, and all day on Fridays.		Brigance Screener, Star Early Literacy, Star CBM	Assessment Data	District General Fund

4: Growth

Goal 4: All students at Mary A. Goetz Elementary School will continue to grow at or exceed the growth as state-wide peers in the areas of reading and math. This will lead to increased proficiency in both reading and math based on Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of students meeting or exceeding their growth targets in reading	Design and Deploy Standard	As a part of the MTSS, all students in grades K-6 are assessed at least three times a year in reading. Students performing in the bottom 25 th percentile are identified for tiered interventions utilizing Saxon Phonics, Spire, System 44, and Reading 180. All students receive an additional 30 minutes of individualized reading instruction utilizing Lexia.	Star Reading, Star CBM, and Kentucky Summative Assessment	Assessment Data	ESSER Funds, Title I Funds, SBDM Instructional Funds
	Design and Deliver Instruction	Teachers in K-5 fully implement Journeys ELA program with fidelity; while utilizing Think Central for materials, assignments, and assessments.	Star Reading, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	SBDM Instructional Funds
	Review, Analyze, and Apply Data	All students performing below the 25 th percentile in Star Assessments will receive tiered instruction and progress monitoring weekly. Data is reviewed every 6-8 weeks for rate of improvement.	Star Reading, Star CBM, and Kentucky Summative Assessment	Assessment Data	ESSER Funds, Title I Funds, SBDM Instructional Funds
Objective 2: Increase the number of students meeting or exceeding their growth targets in math	Design and Deploy Standard	As a part of the MTSS, all students in grades K-6 are assessed at least three times a year in math. Students performing in the bottom 25 th	Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds, SBDM Instructional Funds

Goal 4: All students at Mary A. Goetz Elementary School will continue to grow at or exceed the growth as state-wide peers in the areas of reading and math. This will lead to increased proficiency in both reading and math based on Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		percentile are identified for tiered interventions utilizing AVMR, Do the Math, and Math 180. All students receive an additional 30 minutes of individualized math instruction utilizing Freckle.			
	Design and Deliver Instruction	Teachers in K-5 fully implement Go Math mathematics program with fidelity, utilizing Think Central for materials, assignments, and assessments	Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	SBDM Instructional Funds
	Review, Analyze, and Apply Data	All students performing below the 25 th percentile in Star Assessments will receive tiered instruction and progress monitoring weekly. Data is reviewed every 6-8 weeks for rate of improvement	Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds, SBDM Instructional Funds

5: Transition Readiness

Goal 5: All students will be at grade level at the end of each transitional grade level of 3 rd and 5 th grade, as measured by the School Report Card					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students will be identified as Kindergarten Ready, based on Brigance Screener; and on grade level in all academic areas at the end of 3 rd grade and at the end of 5 th grade, based on Kentucky Summative Assessment	Design and Deploy Standards	Incoming Kindergarten students will be screened using Brigance Screener to determine readiness and instructional plan for kindergarten	Brigance Screener, Star Early Literacy, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds, SBDM Instructional Funds
	Design and Deliver Instruction	Universal Preschool for all 4-year-old students in district, regardless of qualifying as at-risk	Brigance Screener, Star Early Literacy, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	District General Fund
	Review, Analyze, and Apply Data	All students performing below the 25 th percentile in Star Assessments will receive tiered instruction and progress monitoring weekly. Data is reviewed every 6-8 weeks for rate of improvement	Star Reading, Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds, SBDM Instructional Funds
	Design, Align, and Deliver Support	As a part of the MTSS, all students in grades K-6 are assessed at least three times a year in reading and math. Students performing in the bottom 25 th percentile are identified for tiered interventions utilizing Saxon Phonics, Spire, System 44, and Reading 180 for reading; and AVMR, Do the Math, and Math 180 for math. All students receive an additional 30 minutes of individualized reading instruction utilizing Lexia and 30 minutes of math instruction utilizing Freckle.	Star Reading, Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds, SBDM Instructional Funds

Goal 5: All students will be at grade level at the end of each transitional grade level of 3rd and 5th grade, as measured by the School Report Card

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Addition of three interventionists (one primary reading, one primary math, and one intermediate) to instruct students in tier two and tier three in reading and/or math	Star Reading, Star Math, Star CBM, and Kentucky Summative Assessment Data	Assessment Data	ESSER Funds, Title I Funds, SBDM Instructional Funds