

ACTION COMPONENT Arts & Humanities

School

District

Preliminary

Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date 1-2-08

I. Public Private, Non-Profit

Priority Need:

A. According to the **2007 KCCT** report, **82%** of all fifth graders scored proficient or distinguished in Arts and Humanities/ **3%** in the novice range.

B. According to the **2007 KCCT** report, **54%** of our students receiving special education services scored in the proficient and distinguished range/ **23%** being in the novice range.

C. According to the **2007 KCCT** report, **76%** of our males scored proficient or distinguished in arts and humanities/**4%** being in the novice range.

Goal: (A Goal addresses a Priority Need) (Begin with a #A)

A. By **2009**, student learning will increase as evidenced by **85%** of all students scoring proficient and distinguished.

B. By **2009**, student learning will increase as evidenced by **57%** of special education students scoring in the proficient/distinguished range/**20%** in the novice range.

C. By **2009**, student learning will increase as evidenced by **79%** of males scoring in the proficient/distinguished range/ **3%** in the novice range.

II.

Cause(s)/Contributing Factors:

(based on Needs Analysis)

A. According to teacher feedback during the needs assessment process, the Arts Core content is not integrated on a regular basis in the classrooms.

B. According to research in best practices in the arts, students learn best through direct experiences in the arts and humanities.

Measurable Objective(s):

(Objectives address Causes or Contributing Factors)

(Begin with #A)

A. By **May 2009**, all transition and 5th grade students will receive instruction aligned with the Arts and Humanities core content integrated into the curriculum. Successful achievement of this objective will be measured by principal observation, sample lesson plans, teacher documentation, and continuous assessment of students' responses to prompts in the Arts and Humanities.

B. By **May 2009**, all students, K-5, will have direct experiences and opportunities to perform in all the arts areas: dance, drama, music, and visual arts. Successful achievement of this objective will be measured by principal observation, lesson plans, teacher documentation, and continuous assessment of student responses in the Arts and Humanities.

ACTION COMPONENT Arts & Humanities

School

District

Preliminary

Revised

District Name Oldham
School Name Goshen Elementary

Component Manager A. Cordrey
Current Date 1-2-08

Public Private, Non-Profit

III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Strategy/Activity (Identify Objective by #)	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
(Begin under Objective #A1) A1. Transition and 5 th grade students will receive instruction in reflective and open response writing as it relates to Arts and Humanities through the use of their Arts and Humanities notebooks in the classroom and in the arts' classes.	Student writing in the arts and humanities will be assessed twice per year, and it will reflect vocabulary and knowledge of the core content. All students will show improvement in achievement.	Transition and 5 th Grade Teachers, Literacy Coach	8/07	6/09	0	
A2. 5 th grade students will respond to open-response questions in the Arts 3 times per year in each area of the arts and at least twice per year in the regular classroom setting.	Students will be assessed on higher level thinking skills in the arts, showing improvement.	5 th Grade Teachers, Music Teacher	9/07	6/09	0	
A3. Teachers will integrate the core content of Arts and Humanities into the science and social studies units through the use of projects and culminating performance events at least two times per year through consultation with Arts teachers.	Arts will be assessed as part of the culminating assessment in one unit per year.	Classroom Teachers	8/07	6/09	0	
A4. Arts specialists may attend meetings/conferences with approval of the principal, which enhance the teaching of Arts & Humanities.	Arts specialists will demonstrate new knowledge through highlighting new strategies learned in lesson plans.	Related Arts Teachers	8/07	6/09	\$500	Professional Development
B1. All teachers will provide students with experiences in drama at least 4 times per	Teachers will utilize drama in their classroom and become	All Teachers	8/07	6/09	0	

<p>year as it relates to the curriculum. Denise used to provide this through MegaSkills. May want to reduce to at least 2 times a year.</p>	<p>familiar with how to integrate drama in other content areas.</p>	<p>5th Grade Teachers, Drama Instructor, Related Arts Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>\$1500</p>	<p>General Fund</p>
<p>B2. All 5th grade and transition students will participate in activities that involve drama.</p>	<p>Students will demonstrate knowledge of the elements of drama through active participation and culminating assessments.</p>	<p>Classroom Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	
<p>B3. Each classroom teacher will provide at least 2 field trip experiences per year with an Arts and Humanities focus. (Stage One plus one other area)</p>	<p>Students will demonstrate knowledge of the arts through an assessment after each field trip.</p>	<p>Classroom Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	
<p>B4. After each Arts and Humanities field trip, students will complete a written reflection or open response.</p>	<p>Students will demonstrate appropriate vocabulary and knowledge of core content in the arts.</p>	<p>Classroom Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	

ACTION COMPONENT Mathematics

School
 Preliminary

District
 Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date **1-2-08**

I. Public Private, Non-Profit

Priority Need:

A. According to the **2007 KCCT** report, **83%** of all students scored at the proficient/distinguished range.

B. According to the **2007 KCCT** report, **67%** of our students receiving special education services scored in the proficient/distinguished range/ **24%** being in the novice range.

Goal: (A Goal addresses a Priority Need)
(Begin with a #A)

A. By **2009**, student learning will increase in math as measured by **87%** of all students scoring proficient and distinguished.

B. By **2009**, student learning will increase in math as measured by 72% of special education students scoring in the proficient/distinguished range/ 4% in the novice range.

II.

Cause(s)/Contributing Factors:

(based on Needs Analysis)

A. According to KCCT results and teacher feedback through the needs assessment process, student achievement in math has been increased through the use of a school-wide curriculum.

B. According to teacher feedback through the needs assessment process, increased problem solving instruction, use of best practices in mathematics, reading and writing strategies, and continuous assessment strategies have contributed to our students' success on the KCCT assessment in math.

Measurable Objective(s):

(Objectives address Causes or Contributing Factors)
(Begin with #A)

A. By **May 2009**, all students will receive math instruction based on **Oldham County Curriculum Framework** as measured by the curriculum document, principal observation, sample lesson plans, and assessments of student progress based on the curriculum.

B. By **May 2009**, all students will experience math instruction based on national standards and most current/best practices as measured by principal observation, sample lesson plans, and continuous assessments of student progress.

ACTION COMPONENT Mathematics (Con't)

School District
 Preliminary Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date 1-2-08

Public Private, Non-Profit

III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Strategy/Activity (Identify Objective by #)	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
(Begin under Objective #A1)						
A1. All students will experience a vertically aligned math curriculum, P-1 through 5 that has been reviewed and revised based on new state core content.	Students will demonstrate improved math achievement, P-1 through P-5.	Classroom Teachers	8/07	6/09	0	
A2. Teachers will develop and use common vocabulary P-1 through 5 to the math curriculum.	Students will demonstrate knowledge of common math vocabulary through their responses.	Classroom Teachers	8/07	6/09	0	
B1. All students will experience mathematical writing in order to demonstrate learning through modeling, whole group and small group activities, and where appropriate, an individual written response.	Students will demonstrate higher-levels of thinking mathematically through their responses to this type of questioning.	Classroom Teachers	8/07	6/09	0	
B2. All transition and fifth grade students will participate in written open response questioning in math <u>at least once per unit of study.</u>	Students will demonstrate higher-levels of thinking mathematically through their responses to this type of questioning.	Transition and 5 th Grade Teachers	8/07	6/09	0	

<p>B3. All students will complete a math portfolio with a piece from each domain in math: Number/Computation, Geometry, Algebraic Ideas, and Probability/Statistics.</p>	<p>Student portfolios will be analyzed for achievement in all domains.</p>	<p>Classroom Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	
<p>B4. All students K-4 will be instructed using the <i>Investigations</i> units of study as well as other resources as needed to address vertically aligned math curriculum.</p>	<p>Students will show increased achievement in math through teacher made assessments after activities in <i>Investigations</i>.</p>	<p>Classroom Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	
<p>B5. Teachers new to Goshen will receive training and support in the implementation of Math Investigations.</p>	<p>Students will show increased achievement in math through teacher assessments after activities in <i>Investigations</i></p>	<p>Math Facilitator/ Assistant Principal</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	
<p>B7. All teachers will participate in professional development to support and stay current on best practices in math instruction.</p>	<p>Students will demonstrate increased achievement in math through teacher assessments.</p>	<p>Math Facilitator/ Assistant Principal</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	

ACTION COMPONENT Practical Living/Vocational

School District
 Preliminary Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date **1-2-08**

I. Public Private, Non-Profit

Priority Need:

A. According to the **2007 KCCT** report, **85%** of all 4th grade students scored in the proficient or distinguished range in Practical Living/Vocational Studies.

B. According to the **2007 KCCT** report, **84%** of our students receiving special education scored at the proficient/distinguished range/ **17%** being novice.

Goal: (A Goal addresses a Priority Need)
(Begin with a #A)

A. By **2009** student learning will increase as evidenced by **88%** of all students scoring in the proficient and distinguished range.

B. By **2009** student learning will increase as evidenced by **87%** of our special education students scoring in the proficient/distinguished range/ **14%** being novice.

II.

Cause(s)/Contributing Factors:

(based on Needs Analysis)

A. According to Goshen SBDM documents, a school-wide integrated curriculum incorporating all practical living/vocational studies content exists, and is aligned with district and state standards.

Measurable Objective(s):

(Objectives address Causes or Contributing Factors)

(Begin with #A1)

A. By **May 2009**, all students will continue to experience the core content in practical living/vocational studies through integration with other content areas. Successful achievement of this objective will be measured by curriculum documents that reflect this content, sample lesson plans, principal observations, and continuous assessment of student progress.

ACTION COMPONENT Practical Living/Vocational

School District
 Preliminary Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date 1-2-08

Public Private, Non-Profit

III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Strategy/Activity (Identify Objective by #)	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
(Begin under Objective #A1)						
A1. All students will experience the core content in practical living through the integrated studies in other content areas.	Students will demonstrate improved achievement in this area.	Classroom Teachers	8/07	6/09	0	0
A2. The school nurse will be used as a resource to work with all students in health related curriculum.	Student learning will increase as a result of direct instruction by the school nurse.	Principal Guidance Counselor	8/07	6/09	\$25,000	\$40 fee per child for 625 students
A3. Students shall attend assemblies based on the MegaSkills and practical living content.	Students will demonstrate the Megaskills.	Guidance counselor	8/07	6/09	\$500	PTA
A4. PE teacher will attend the KAHPERD conference to experience best practices in practical living.	Student achievement will increase due to best practice instruction in physical education.	Principal	8/07	6/09	\$175	Prof. Develop.
A5. Transition and all 5th grade students will participate in Career Awareness Day to increase exposure to career choices.	Students will show increased awareness of professional careers through teacher made assessments.	Transition and 5 th Grade Teachers, Guidance Counselor	8/07	6/09		0
			8/07	6/09		

A6. Bullying prevention curriculum will be implemented to extend guidance curriculum.	Discipline referrals for bullying will decrease.	Guidance Counselor				
A7. All staff will receive update training in the implementation of the bullying prevention curriculum.	Discipline referrals for bullying will decrease.	Guidance Counselor	8/07	6/09	\$500 for materials	PTA
A8. All students will participate in a period of physical activity daily (in addition to PE classes).	Student achievement will increase due to best practice instruction in physical education	Classroom Teachers	8/07	6/09	0	0
					0	0

ACTION COMPONENT Reading

School District
 Preliminary Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date **1-2-08**

I. Public Private, Non-Profit

Priority Need:

A. According to the **2007 KCCT** report, 89% of our **3rd, 4th and 5th** grade students scored in the proficient/distinguished range in reading.

Goal: (A Goal addresses a Priority Need)
(Begin with a #A)

A. By **2009** student learning will increase in reading as evidenced by 92% of our **3rd, 4th and 5th** grade students scoring in the proficient/distinguished range.

II.

Cause(s)/Contributing Factors:
(based on Needs Analysis)

A. According to teacher feedback during the needs assessment process, students are experiencing a school-wide reading curriculum based on district exit standards, Goshen Learning Profile, and research-based best practices.

B. According to informal reading inventories, Goshen students need to continue to improve inferential comprehension skills.

Measurable Objective(s):

(Objectives address Causes or Contributing Factors)
(Begin with #A)

A. By **May 2009**, all students will receive instruction in one or more types of reading daily (informational, literary, persuasive, and practical/workplace) through instruction from the **Oldham County Curriculum Framework**. Successful achievement of this goal will be measured through principal observation, sample lesson plans, and continuous assessment of student achievement.

B. By May 2009, all students will receive instruction in inferential comprehension strategies. Successful achievement of this goal will be measured by performance on the KCCT and **lowa** assessments and DRA data.

ACTION COMPONENT Reading

(Con't)

School

District

Preliminary

Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen

Current Date 1-2-08

Public

Private, Non-Profit

III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Strategy/Activity (Identify Objective by #)	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
(Begin under Objective #A1)						
A1. All students will receive instruction aligned with the school-wide reading curriculum in informational, practical/workplace, literary, and/or persuasive reading for at least one-hour daily.	Students will demonstrate an increased comprehension in all types of reading on a reading inventory and/or through authentic assessment using the Goshen Learning Profile.	Classroom Teachers Literacy Coach	8/07	6/09	0	0
A2. All classroom teachers and/or collaborative teachers will engage in professional development in the area of reading.	All students will experience best and current practice in literacy that will lead to increased achievement.	Classroom Teachers Literacy Coach	8/07	6/09	0	0
A3. All students who read independently will be assessed in reading at least 2 times per year using the Developmental Reading Assessment (DRA), which includes a running record, literal, and inferential comprehension. The DRA Word Analysis will be administered when necessary, according to the assessment guidelines. All Kindergarten students will be assessed with STAR Literacy twice a year.	Students will show increase in reading skills as per the DRA/STAR Literacy.	Classroom Teachers Literacy Coach	8/07	6/09	\$1500	General Fund
			6/07	6/09		

<p>A4. Recently hired, new to Goshen, or any interested current staff member will receive professional development in: providing developmentally appropriate reading instruction, Junior Great Books instruction, administering the DRA and STAR Literacy throughout the year.</p>	<p>Students will demonstrate increases in reading ability as per the DRA.</p>	<p>Literacy Coach</p>		<p>0</p>	<p>0</p>
<p>A5. Transition and 5th grade students will be assessed at a minimum of 4 times per year using reading open responses and MCQ's.</p>	<p>Open responses will be analyzed for increases in student achievement.</p>	<p>Transition and 5th Grade Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>
<p>A6. The school will host a Family Literacy Night to highlight his/her reading/writing program for parents.</p>	<p>Students will demonstrate increase in reading ability as a result of parent involvement and understanding of reading best practices</p>	<p>Literacy Coach</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>
<p>B1. All students will receive instruction on how to use the reading thinking strategies during the school year through best practice instruction.</p>	<p>Lesson plans will show instruction in retelling, making connections, inferring, and questioning.</p>	<p>Literacy Coach Classroom Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>
<p>B2. All students will receive instruction using the inquiry approach and will utilize <u>Junior Great Books</u> at regular intervals throughout the school year, at least 4 weeks.</p>	<p>Students' reading comprehension will increase due to the inquiry approach to inferential comprehension utilized by <u>Junior Great Books</u> Instruction.</p>	<p>Instructional Coordinator/Literacy Coach</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>
<p>B3. All students will be encouraged to participate in the <i>Reading Counts</i> program.</p>	<p>Students' reading comprehension and fluency will increase due to participation.</p>	<p>Library Media Specialist</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>
<p>B4. Staff will purchase materials for students: multiple copies of leveled books; materials for remediation</p>	<p>Special needs' students will have appropriate reading material which will increase their achievement.</p>	<p>Principal</p>	<p>8/07</p>	<p>6/09</p>	<p>per classroom budget & Textbook funds</p>
					<p>classroom budget & Textbook funds</p>

ACTION COMPONENT SCIENCE

School

Revised

District

Preliminary

District Name Oldham

Component Manager: A. Cordrey

School Name: Goshen Elementary

Date: 1-2-08

I. Public Private, Non-Profit

Priority Need:

A. According to **2007 KCCT** report, **92%** of all 4th grade students scored in the proficient/distinguished range in science.

B. According to the **2007 KCCT** report, **92%** of our 4th grade males scored in the proficient/distinguished range in science.

Goal: (A Goal addresses a Priority Need)

(Begin with a #A)

A. By **2009** student learning will increase as evidenced by 96% of all students scoring in the proficient or distinguished range in science.

B. By **2009** student learning will increase as evidenced by 96% of males scoring in the proficient or distinguished range in science.

II.

Cause(s)/Contributing Factors:

(based on Needs Analysis)

A. According to teacher feedback and lesson plan documentation, students are engaged in an inquiry-based approach, based upon the aligned science curriculum.

Measurable Objective(s):

(Objectives address Causes or Contributing Factors)

(Begin with #A)

A. By **May 2009**, all students will receive science instruction in the scientific method and inquiry that will strengthen their basic processing skills in science. Students will indicate increased capacity to transfer science processing skills as measured by KCCT assessment open-release items, multiple choice questions, samples of teacher lesson plans, principal observation, and assessments of student progress aligned with the **Oldham County Curriculum Framework**.

ACTION COMPONENT Science

(Con't)

School

District

Preliminary

Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date 1-2-08

Public

Private, Non-Profit

III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Strategy/Activity (Identify Objective by #)	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
(Begin under Objective #A1) A1. All students will receive science instruction designed from the aligned science curriculum including using common scientific language and vocabulary.	Students will experience science instruction aligned vertically resulting in increased achievement.	Classroom Teachers	8/07	6/09	0	0
A2. Staff will purchase supplies for upkeep of live animal learning sites.	Students will have access to live animal sites that will enable them to perform investigations and gather data in their classrooms.	Classroom Teachers	8/07	6/09	\$1,000	General Fund
A3. Students will receive inquiry-based science instruction as a part of every science unit of study.	Students will demonstrate increased achievement due to the use of best practices.	Classroom Teachers Assistant Principal	8/07	6/09	0	
A4. All classroom teachers will evaluate and adjust science instructional units using a uniform unit planning structure in accordance with the aligned science curriculum and incorporating inquiry, process skills, the scientific method, and application of science concepts into real-	Student achievement will increase based on culminating assessments in units.	Classroom Teachers Assistant Principal	8/07	6/09	0	

world experiences.						
A5. School will replace consumable science items as needed.	Student learning in inquiry-based science will increase due to adequate materials for investigations.	Principal	8/07	6/09	\$1,000	General Fund
A6. Fifth grade teachers will implement curricula aligned with sixth-eighth grade from NOMS.	Students will experience science instruction that will result in increased achievement.	5 th Grade Teachers	8/07	6/09	0	
A7. Transition and 5 th grade students will respond to open-response and multiple-choice questions in science at least one time per unit of study.	Students will increase their skills at answering open-response and multiple-choice questions in science.	Classroom Teachers	8/07	6/09	0	
A8. Primary students will participate in performance events, inquiries, which will show their knowledge of scientific concepts, vocabulary, and experimental design, including the process skills.	Primary students scientific knowledge will be documented through rubrics and anecdotal records.	Primary Teachers	8/07	6/09	0	
A9. All Teachers will participate in professional development based on the levels of inquiry for science instruction.	Students learning in inquiry-based science will increase due to teacher professional development in best practice in science instruction.	Assistant Principal	8/07	6/09	0	

ACTION COMPONENT Social Studies

School

District

Preliminary

Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date 1-2-08

I. Public Private, Non-Profit

Priority Need:

A. According to the **2007 KCCT** report, **88%** of all fifth grade students scored in the proficient/distinguished range in social studies.

B. According to the **2007 KCCT** report, **62%** of our students receiving special education services scored in the proficient/distinguished range/ **8%** being in the novice range.

Goal: (A Goal addresses a Priority Need)
(Begin with a #A)

A. By **2009**, student learning will increase in as evidenced by **92%** of all students scoring in the proficient/distinguished range.

B. By **2009** student learning will increase as evidenced by 66% of our special education students scoring in the proficient/distinguished range/ 5% being novice.

II.

Cause(s)/Contributing Factors:

(based on Needs Analysis)

A. According to the **2007 KCCT** report, students need more direct experiences in the core content related to culture and economics domains.

B. According to Goshen SBDM documents and inventories of materials, there is a need for an inventory of social studies materials available, and the use of these materials as classroom resources.

Measurable Objective(s):

(Objectives address Causes or Contributing Factors)
(Begin with #A)

A. By **May 2009**, all students will receive instruction in Social Studies based on **Oldham County Curriculum Framework** as measured by the curriculum document, committee reports on implementation, principal observation, sample lesson plans, and assessments of student progress based on the curriculum.

B. By **May 2009**, all students will receive instruction in Social Studies based on national standards and current/best practices as measured by principal observation, sample lesson plans, and assessments of student progress.

ACTION COMPONENT Social Studies

School District
 Preliminary Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date 1-2-08

Public Private, Non-Profit

III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Strategy/Activity (Identify Objective by #)	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
(Begin under Objective #A1)						
A1. All students will receive social studies instruction through units designed from the aligned curriculum.	Students will demonstrate increased achievement on the KCCT in social studies through an aligned curriculum.	Classroom Teachers	8/07	6/09	0	
A2. All students will receive intentional multicultural education based on best practices research.	Students will demonstrate understanding of multicultural concepts through assessments.	Classroom Teachers	8/07	6/09	0	
B1. Fifth grade students will receive instruction in all areas of the aligned curriculum, using <i>History Alive</i> , materials on Canada and Mexico, and trade books as a resource.	Fifth grade students will receive instruction using best practices in <i>History Alive</i> .	5 th Grade Teachers	8/07	6/09	0	

ACTION COMPONENT Student Support

School

District

Preliminary

Revised

District Name Oldham

Component Manager C. Sellars

School Name Goshen Elementary

Current Date 1-2-08

I. Public Private, Non-Profit

Priority Need:

Our academic index for the **2007-08** school year is **110.4**.

Goal: (A Goal addresses a Priority Need)
(Begin with a #A)

By **2009**, student learning will increase as evidenced by the CATS academic index of 118.

II.

Cause(s)/Contributing Factors:

(based on Needs Analysis)

A. According to results of a teacher survey, hardware and software are needed to meet the academic and technology needs of our students.

B. 85% of our students, P-4 and 4th grade, participated in extra-curricular activities during the **2006-2007** school year.

C. There is a need for professional development in the area of special education and gifted/talented collaboration for teachers at Goshen.

D. Teachers report that there is a need for professional development in the area of differentiated instruction in order to meet the needs of all learners.

E. According to council policy, the use of the Goshen Learning Profile will be implemented to guide individual assessment of students.

Measurable Objective(s):

(Objectives address Causes or Contributing Factors)
(Begin with #A1)

A. By **May 2009**, all students will receive instruction through technology through the use of workstations (one per six students) in the classroom and in the computer lab in all content areas. Successful achievement of this goal will be measured through principal observation, number of workstations, and a survey of software used by students.

B. By **May 2009**, at least 80% of our P-4 and 5th grade students will have participated in extra-curricular activities as measured by enrollment and attendance.

C. By **May 2009**, special needs and gifted students will experience best practices in collaboration and curriculum differentiation as measured by IEP's and **GSSP's**, principal observations, and lesson plans.

D. By **May 2009**, teachers will be differentiating instruction as measured by lesson plans and principal observations.

E. By **May 2009**, all teachers, P1 through 5th grade will use the Goshen Learning Profile to assess and evaluate students. This will be measured through documentation in the Goshen Learning Profile.

F. According to Goshen council policy the Big 6 Research Model will be fully implemented as developmentally appropriate in Primary, Transition, and 5th grade.

G. According to the school survey results, 97% of parents report satisfaction with home/school communication.

H. According to teacher surveys, there is a continual need to purchase A/V materials, books, and software.

I. According to teacher surveys, there is a continual need for decreased class size and student support services.

F. All students will experience Big 6 approach to primary and secondary research in their classrooms. This will be measured through principal evaluation and observation, lesson plans, and student work samples.

G. By **May 2009**, parents will continue to report satisfaction with home/school communication as evidenced by the Effective School survey.

H. By **May 2009**, teachers will report through surveys that instructional needs have been met through media center and other instructional purchases

I. By **May 2009**, teachers will report through surveys that reduced class size is contributing to student success.

ACTION COMPONENT Student Support (Con't)

School

District

Preliminary

Revised

District Name Oldham

Component Manager C. Sellars

School Name Goshen Elementary

Current Date 1-2-08

Public

Private, Non-Profit

III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Strategy/Activity (Identify Objective by #)	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
(Begin under Objective #A1)						
A1. Transition/fifth grade students will receive instruction in the use of word processing programs. Primary students will receive instruction as developmentally appropriate.	All students will learn word processing.	Classroom Teachers LMS	8/07	6/09	0	
A2. All Primary-5 th grade students will develop keyboarding skills through the use of Type to Learn and Type to Learn Jr. By the end of 5th grade, students will perform at the rate of 15 wpm.	All students will be able to demonstrate keyboarding skills as they exit 5th grade.	Classroom Teachers LMS	8/07	6/09	0	
A3. All students will have access to technology through additional workstations, peripheral equipment, wiring in all rooms.	Students will show mastery of technology standards at the end of primary and fifth grade.	LMS	8/07	6/09	(TBD)	KETS
A4. School will purchase software for instructional purposes in content areas.	Students will utilize technology to increase their achievement.	LMS	8/07	6/09	\$3,000	Book fair
A5. All students will receive instruction	Students will utilize technology to	Classroom Teachers	8/07	6/09	0	

and/or modeling in the use of appropriate technology in content areas.	increase their achievement	LMS				
A6. The STC and STS will receive training in the use of technology.	Building experts will assist in implementing technology.	LMS	6/07	8/09	(TBD)	KETS
A7. Teachers will utilize technology based on Kentucky teacher technology standards.	Teacher evaluations will reflect utilization of technology through implementation of teacher technology standards.	Principal	8/07	8/09	0	
A8. Teachers and instructional assistants will receive training in the use of technology	Student achievement in technology will increase.	LMS	8/07	6/09	0	
B1. P-2 through 5 th grade students will have access to extra-curricular activities.	Students' participation in extra curricular activities will increase their achievement.	Principal	8/07	6/09		1.5% Bd. of Ed.
C1. All specialists will collaborate with classroom teachers to meet the needs of individual children and to ensure curriculum is taught to all students.	Special needs and Gifted/Talented students will learn in the regular classroom	Special Ed Teachers Principal	8/07	6/09	0	
C2. Special educators and classroom teachers will attend conferences/ meetings on meeting individual needs in a collaborative/resource setting.	Students will achieve to higher levels due to classrooms in which best practice in collaboration/ resource is practiced	Classroom Teachers Special Ed Teachers	8/07	6/09	\$1,000	Professional Development
C3. Teachers new to Goshen will receive training in collaboration with special education and gifted/talented coordinator.	Students will achieve to higher levels due to classrooms in which best practice in collaboration is practiced	Assistant Principal	8/07	6/09	0	
C4. All students and staff will receive services as needed from the Gifted Talented Coordinator.	Students and staff will receive services in curriculum, instruction, and assessment.	GT Coordinator	8/07	6/09	\$6,390 \$500	Gifted/Talent General Fund
	Students will receive full services	Guidance Counselor	8/07	6/09	\$1,000	

C5. All students will receive classroom guidance from the counselor, and receive individual and group services as needed.	in guidance/ counseling		8/07	6/09		General Fund
C6. The guidance counselor will attend state and regional conferences.	Students will receive "best practices" in guidance.	Guidance Counselor	8/07	6/09	\$600	
C7. The LMS will attend state or regional conferences.	Students will demonstrate increased skills in the use and application of technology and media.	LMS			\$300	Professional Development
C8. The principal and assistant principal will attend state and regional conferences	Students will demonstrate increased achievement as a result of best practices implementation.	Principal Assistant Principal	8/07	6/09	\$1,000	Professional Development
C9. Students who are working below grade level in reading and/or math receive instruction in ESS for individual needs, as recommended by their classroom teacher.	Students will demonstrate increased achievement due to extended time in intervention instruction.	Principal or Teacher	8/07	6/09	\$19,000 based on 2007	ESS
D1. Students will receive instruction that utilizes best practices in brain-compatible classroom strategies.	Teacher lesson plans will indicate brain-compatible strategies and evidence will show increases in student achievement due to practice.	Principal	8/07	6/09	0	
D2. Teachers will participate in professional development on instructional practices that utilize differentiation.	Teacher lesson plans will indicate differentiation strategies and evidence will show increases in student achievement due to practice.	Principal	8/07	6/09	\$500	Professional Development
D3. Students will receive instruction that utilizes best practices in differentiated instruction in the classroom.	Teacher lesson plans will indicate differentiation strategies and evidence will show increases in student achievement.	Classroom Teachers	8/07	6/09	0	
E1. Teachers may share information	Parents will be aware of the developmental level of their child	Classroom Teachers	8/07	6/09	0	

from the Goshen Learning Profile with parents during conferences.	on the continuum.		8/07	6/09		
E2. All staff will receive training in the use of the Goshen Learning Profile.	Students will be assessed and evaluated consistently throughout the school.	Principal	8/07	6/09	0	
F1. All P2-5 th grade staff will receive training in the use of the Big 6 Research model	Goshen will have a research policy based on best practices.	LMS	8/07	6/09	0	
G1. Teachers will implement policies on positive home/school engagement, which will include web pages, and may include parent programs etc.	Parents will show a positive response on the Effective School Survey to home/school communication.	Principal	8/07	6/09	0	Professional Development
G2. New teachers will receive professional development in utilizing web pages and electronic messages to communicate with parents.	New teachers will utilize web-based communication on a continuing basis.	LMS	8/07	6/09	0	
H1. The media specialist will purchase and have repaired audio/visual materials to meet the learning needs of students.	Students will receive instruction through different media to increase achievement through Multiple intelligences.	Principal/LMS	8/07	6/09	\$3,000	Book fair
H2. The media specialist will purchase books (including reference) and subscriptions to periodicals to meet the learning needs of students.	Students' achievement in all academic areas will increase through an understanding of literature.	Principal/LMS	8/07	6/09	\$10,500	General Fund
H3. Students will receive instruction using materials purchased for specific needs by the classroom teacher.	Students will receive instruction using a variety of materials. Students will demonstrate higher achievement level due to materials provided in classroom.	Principal	8/07	6/09	\$13,100 \$8,500 \$30 per child	General Fund PTA
H4. Students will receive instruction from specialists using materials purchased for specific needs.	Students will demonstrate higher achievement level in related arts and with special educators due to materials purchased.	Principal	8/07	6/09	\$1,000 Spec. Ed. \$3,500- Spec. Area	General Fund
I1. Paraprofessionals will assist with classroom instruction. (1.5)	Students will have one-on-one and small group instruction from trained paraprofessionals.	Principal	8/07	6/09	\$27,000	General Fund

12. A student services coordinator will be hired to lead all SBARC and GAP meetings.	Students' achievement will increase due to additional support.	Principal	8/07	6/09	\$22,000	General Fund
13. The STS will maintain computer hardware and assist teachers and students in its function and use.	Students' achievement will increase due to additional support.	Principal			\$12,000	General Fund
						General Fund

ACTION COMPONENT Writing

School

District

Preliminary

Revised

District Name Oldham

Component Manager A. Cordrey

School Name Goshen Elementary

Current Date 1-2-08

I. Public Private, Non-Profit

<p>Priority Need:</p> <p>A. According to the 2007 KCCT report, 86% of all 4th grade students scored proficient/distinguished on their portfolios.</p> <p>B. According to the 2007 KCCT 84% of all 5th grade students scored proficient/distinguished in on-demand writing, 1% being novice.</p> <p>C. According to the 2007 KCCT report, 2% of our males scored in the novice range in on-demand writing.</p>	<p>Goal: (A Goal addresses a Priority Need) (Begin with a #A)</p> <p>A. By 2009 student learning will increase in writing as evidenced by 90% of all students scoring proficient/distinguished on 4th grade writing portfolios.</p> <p>B. By 2009 student learning will increase in writing as evidenced by 88% scoring proficient/distinguished in on- demand writing/ 0% being novice.</p> <p>C. By 2009 student learning will increase as evidenced by 0% of our males scoring in the novice range in on-demand writing.</p>
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II.

<p>Cause(s)/Contributing Factors: (based on Needs Analysis)</p> <p>A. According to Goshen needs assessment and analysis of student work, students need direct instruction in organization and idea development in their on-demand writing pieces.</p>	<p>Measurable Objective(s): (Objectives address Causes or Contributing Factors) (Begin with #A)</p> <p>A. By May 2009, all transition students (P-4 and 4th grade) will indicate increased proficiency in on-demand writing as evidenced by by teacher assessments and evaluation of student writing and by increased proficient</p>
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and distinguished on-demand writing scores on the KCCT.

B. According to Goshen needs assessment, success in portfolio scores have been attributed to an effective Writers' Workshop with specific mini-lessons and individual conferring.

B. By **May 2009**, all students will receive writing instruction daily through Columbia Teachers' College Writing Project approach to writers' workshop as measured by principal observation, students' writing, and sample lesson plans. Student success will be evidenced by an increase in proficient and distinguished portfolios and teacher evaluation of student writing using the holistic scoring guide.

ACTION COMPONENT Writing

(Con't)

School

District

Preliminary

Revised

District Name Oldham

Component Manager A. Cordrey

School Name GoshenElementary

Current Date: **1-2-08**

Public

Private, Non-Profit

III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Strategy/Activity (Identify Objective by #)	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
(Begin under Objective #A1)						
A1. Fifth Grade teachers will meet at least two times and Transition teachers at least once, to analyze student on demand writing work (letter and article) in order to identify next steps and strategies.	Students will demonstrate increased achievement from the use of a variety of prompts and analysis of work.	Transition and 5 th Grade Teachers Writing cluster leader	8/07	6/09	0	
A2. All 5 th grade students will experience at least one assessment scrimmage that will include on-demand writing and open response and multiple-choice questions in assessed areas.	Students will demonstrate appropriate assessment strategies.	Transition and 5 th Grade Teachers Literacy Coach	8/07	6/09	0	
A3. All students will engage in word work	Students will demonstrate an	Classroom Teachers	8/07	6/09	0	

activities. These would include but not be limited to spelling, grammar, punctuation, paragraphing, topic sentences, supporting sentences and sequencing.	increased awareness of word work and apply concepts to their writing. This will increase success in idea development.	Literacy Coach				
B1. Recently hired teachers or those new to grade level will receive monthly professional development related to best practice writing instruction.	Students will demonstrate increased writing ability from best practices in the teaching of on-demand writing and open-response assessments.	Assistant Principal Literacy Coach	8/07	6/09	0	
B2. Primary teachers will participate in professional development at least once a year to analyze student work and instruction from the Lucy Calkin's writing program.	Student will demonstrate increased writing ability as a result of annual analysis	Literacy Coach Assistant Principal	8/07	6/09	0	
B3. All transition and 5th grade students will engage in writing daily in content areas, including on demand writing to demonstrate learning, open-response questions, and/or reflective writing across content areas.	Students will show increased ability in writing to demonstrate learning activities and writing on-demand for authentic audiences and purposes.	Transition and 5th Grade Teachers	8/07	6/09	0	
B4. Primary students will write across all content areas using reflective writing and/or writing to demonstrate learning at least once per week.	Students will demonstrate improved writing in the areas of reflective writing and writing to demonstrate learning as per the Goshen Learning Profile.	Primary Teachers	8/07	6/09	0	
B5. Teachers will study models of authentic writing to determine strategies writers use to develop ideas in a variety of types of writing.	Lesson plans show the use of authentic writing to teach strategies to students.	Literacy Coach	8/07	6/09	0	
		Classroom Teachers	8/07	6/09	0	

<p>B6. All students, K-5, will engage in writers' workshop daily that incorporates writing for authentic audiences for a variety of specific purposes and incorporates the use of authentic models</p>	<p>Students will demonstrate improved writing through the use of best practices that will enable them to be independent authors who write in a variety of genres to a variety of audiences.</p>					
<p>B7. Substitute teachers will be provided for all primary, transition, fifth grade, and ECE teachers, 1 day each, to score portfolios.</p>	<p>Teachers will improve their scoring accuracy.</p>	<p>Writing Cluster Leader</p>	<p>4/07</p>	<p>5/09</p>	<p>\$2000</p>	
<p>B8. All students will experience teacher-designed instruction to correlate with the 4 genres of writing assessed in the Writing Portfolio: literary, personal, transactive, and reflective.</p>	<p>Students' portfolios will demonstrate proficiency in 4 genres of writing.</p>	<p>Classroom Teachers Literacy Coach</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	
<p>B9. All students will produce a portfolio that includes four genres of writing: literary, personal, transactive, and reflective.</p>	<p>Students will show an increase as per Goshen Learning Profile in their ability to write pieces in all genres.</p>	<p>Classroom Teachers Literacy Coach</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	
<p>B10. All students in kindergarten and primary will experience the "Units of Study for Primary Writing" curriculum by Lucy Calkins.</p>	<p>Primary students will demonstrate improved writing based on assessments using KY Marker Papers.</p>	<p>Kindergarten and Primary Teachers</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	
<p>B 11. All teachers will use language consistent with the Lucy Calkins' writing program to ensure consistency as students' progress from Kindergarten thru 5th grade.</p>	<p>Students will demonstrate improved writing through the use of consistent practices that will enable them to be independent authors who write in a variety of genres to a variety of audiences.</p>	<p>Classroom Teachers Literacy Coach</p>	<p>8/07</p>	<p>6/09</p>	<p>0</p>	

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