



Comprehensive School Improvement Plan

Fort Wright Elementary School
Kenton County School District

Mrs. Tina Wartman, Principal
501 Farrell Drive
Covington, KY 41011

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fort Wright Elementary is located at 501 Farrell Drive in Covington, KY. FWE is part of the Kenton County School District and serves approximately 500 students in a suburban community. 78% of the student population is caucasian, with 22% consisting of minority population. FWE has a diverse population of students in regards to demographics. FWE is Schoolwide Title I with over 50 percent of the population being on free and reduced lunch. FWE has a caring staff of 35 certified teachers with three of them being Nationally Certified. FWE is fortunate to have an extremely active and supportive PTA recently helping to equip each classroom with a Smart Board and iPad to increase student achievement. FWE offers multiple academic and athletic extra curricular opportunities for our students such as Academic Team, Odyssey of the Mind, EWISE, Geo-Caching Club, Running Club, Intramural Basketball, Girls on the Run, Future Problem Solving Team, Chorus, Drama Club, Book Clubs, Foreign Language Club, Lego League, Student Council, STLP, and Gifted Club. FWE partners with Boy Scouts and Girl Scouts to provide further opportunities for engagement in the community. FWE strives to be a TEAM with parents and community members involving them in such activities as Literacy Night, All Pro Dad, iMom, Go Green Science Night, Amazing Race Math Night, and Grandparent Night.

School's Purpose

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

Fort Wright's Mission Statement

We believe:

- Each student is important.
- Every student can be a successful learner.
- Effort creates ability.
- Self-esteem and personal dignity come from within an individual.
- Each student has a right to a quality education with rigorous learning opportunities.
- Each student has a responsibility to respect others' rights to a quality education.
- Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which students can learn and succeed.
- Recognition and acceptance of cultural, social, physical, and economic differences creates a healthy learning community.
- Learning is a life-long process.
- Students, educators, staff, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed at high levels.
- Proficiency for all students is within our reach. We believe in excellence for all students.

Fort Wright's Philosophy

The mission of Ft. Wright Elementary School, a learning community dedicated to excellence, is to prepare all children to be successful lifelong learners and enable them to demonstrate high levels of performance while achieving mastery of Kentucky's Academic Expectations.

Statement of Objectives

In keeping with our philosophy, we seek to implement these objectives for the students of Fort Wright School.

1. Provide a productive climate for learning.
2. Provide opportunities for developing the child's own positive self-image, and for effective interaction with other individuals.
3. Provide instructional activities that allow the child to develop to the extent of his or her abilities.
4. Help children develop a proficiency of essential skills in Language Arts, Mathematics, Social Studies, Science, and Health and Safety.
5. Provide additional assistance for children with special physical, mental, and emotional needs.
6. Promote and encourage parental involvement in all aspects of school life.
7. Provide culturally enriching experiences.

Notable Achievements and Areas of Improvement

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

Fort Wright Elementary has celebrated many achievements. Recently, the students of FWE achieved above the state average in Reading, Math, Social Studies and Science. Additionally, FWE has been a model KYCID school achieving a perfect score of 100 in the Team Implementation Checklist. Staff members, bus drivers/ monitors, parents, community members, and administration collaborate to implement these school expectations and other Positive Behavioral strategies which has helped the students at FWE to learn skills and habits that will lead to success. Moving forward, FWE will be working to improve their KPREP Gap and Achievement scores and to continue building students' foundations and skills in numeracy and literacy. FWE continues to partner with Children Inc. to be a School of Contribution with all students continued dedication to service learning. FWE Academic Team placed second in the Governor Cup District Competition. Every trimester, FWE celebrates students that participate in a service project outside of the school day, excellent attendance, and achievement through a Golden Work Ethic Dinner in which students are provided dinner, backpack charms, certificate, and a golden dollar from our BEST Partner, PNC Bank. Fort Wright began a Good Faith Effort program to recognize students each month that put forth effort. We recognize outstanding Students of the Month, First Time Fours and Twos on Writing open responses. Students participate in a monthly on-demand Principal prompt along with monthly AR Challenges.

Additional Information

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

- Parents and approved community members are always welcome to volunteer in classrooms and/or sponsor with clubs and/or sports.
- FWE offers a wide variety of clubs and extra curricular activities for students to be involved outside the classroom.
- FWE staff teach literacy and numeracy skills to parents and students at their community location.
- One to One Reading Coaches, where parents volunteer in first grade to read with students.
- Career Day when we showcase parents and community workers.

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
2	Program Review Proficiency at Ft. Wright Elementary	Objectives: 6 Strategies: 4 Activities: 4	Organizational	\$0
3	Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$17120
4	Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$4661
5	Proficiency & Achievement at Ft. Wright Elementary	Objectives: 1 Strategies: 8 Activities: 8	Organizational	\$88392
6	GAP - Special Education at Ft. Wright Elementary	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$0
7	Kindergarten Readiness at Ft. Wright Elementary	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
8	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

Measurable Objective 1:

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2014 as measured by TELL Survey.

Strategy 1:

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

Activity - Teacher Training on 3.8 Paragraphs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members.	Academic Support Program	10/28/2013	06/01/2014	\$0	No Funding Required	Central Office consultants, writing cluster lead teacher, and classroom teachers
Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Administrative team
Activity - Teacher Training on Math Curriculum and Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Selected teachers (regular ed and special education), administration team
Activity - Kentucky Numeracy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Train K-3 grade teachers in Forward With Fluency, focusing on math fluency.	Academic Support Program	08/07/2013	06/01/2014	\$0	No Funding Required	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers
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Activity - Teacher Training on Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged.	Academic Support Program	08/22/2013	06/01/2014	\$0	No Funding Required	Administration team and certified teachers

Strategy 2:

Monthly Survey - Teachers will be provided opportunity through a variety of methods to provide feedback regarding differentiated professional development that is needed and provided.

Activity - Monthly Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients.	Academic Support Program	01/06/2014	06/01/2014	\$0	No Funding Required	Administration and Certified Teachers

Goal 2: Program Review Proficiency at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase our school's Arts & Humanities average overall score from 6.6 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by Program Review State Report.

(shared) Strategy 1:

Program Review Committee- Arts & Humanities - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Arts & Humanities instruction occurring at Ft. Wright Elementary.

Activity - Organization of Program Review Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Arts & Humanities instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	No Funding Required	All Staff
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(shared) Strategy 2:

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Administrative team and certified teachers

Measurable Objective 2:

collaborate to increase our school's PLCS average overall score from 6.9 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by state Program Review Report.

(shared) Strategy 1:

Program Review Committee-PLCS - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality PLCS instruction occurring at Ft. Wright Elementary.

Activity - Organization of Program Review-PLCS Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit PLCS instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	No Funding Required	All certified staff

(shared) Strategy 2:

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Administrative team and certified teachers

Measurable Objective 3:

collaborate to increase our school's Writing average overall score from 6.4 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by state Program Review Report.

(shared) Strategy 1:

Program Review Committee- Writing - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Writing instruction

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occurring at Ft. Wright Elementary.

Activity - Organization of Program Review- Writing Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Writing instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	No Funding Required	All Certified Staff

(shared) Strategy 2:

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Administrative team and certified teachers

Measurable Objective 4:

collaborate to improve Arts and Humanities Curriculum and Instruction from 1.5 to 2 points by 10/01/2014 as measured by Program Review State Report.

(shared) Strategy 1:

Program Review Committee- Arts & Humanities - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Arts & Humanities instruction occurring at Ft. Wright Elementary.

Activity - Organization of Program Review Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Arts & Humanities instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	No Funding Required	All Staff

Measurable Objective 5:

collaborate to improve PLCS- Formative and Summative Assessments from 1.67 to 2 points by 10/01/2014 as measured by Program Review State Report.

(shared) Strategy 1:

Program Review Committee-PLCS - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality PLCS instruction occurring at Ft. Wright Elementary.

Activity - Organization of Program Review-PLCS Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit PLCS instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	No Funding Required	All certified staff

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Measurable Objective 6:

collaborate to improve Writing- Formative and Summative Assessments from 1.0 to 2 points by 10/01/2014 as measured by Program Review State Report.

(shared) Strategy 1:

Program Review Committee- Writing - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Writing instruction occurring at Ft. Wright Elementary.

Activity - Organization of Program Review- Writing Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Writing instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	No Funding Required	All Certified Staff

Goal 3: Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0	No Funding Required	READ 180 teacher and Administration

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Certified staff

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Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Certified staff

Strategy 2:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0	Title I Schoolwide	System 44 teacher and Administration

Strategy 3:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0	No Funding Required	All Staff

Strategy 4:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Activity - Soar to Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120	Title I Schoolwide	Read to Achieve Teacher, Administration

Goal 4: Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$4661	Title I Schoolwide	Do The Math teacher and Administration

Strategy 2:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0	General Fund	All Classroom Teachers

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Certified staff

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Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Certified staff

Strategy 3:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0	General Fund	All Classroom Teachers

Goal 5: Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

Strategy 1:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387	Title I Schoolwide	all staff

Strategy 2:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$67810	Title I Schoolwide, Title I Schoolwide	READ 180 teacher and Administration
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Strategy 3:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0	No Funding Required	System 44 teacher and Administration

Strategy 4:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0	No Funding Required	All Staff

Strategy 5:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0	No Funding Required	All Staff

Strategy 6:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

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Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0	No Funding Required	All Staff

Strategy 7:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387	Title I Schoolwide	Do The Math teacher and Administration

Strategy 8:

Interventions - Differentiated and engaging instruction

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808	Title I Schoolwide	Administration and certified staff

Goal 6: GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

Strategy 1:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

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Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0	No Funding Required	All Special Education Staff and Administrative Team

Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0	No Funding Required	All Special Education Staff, Administrative Team

Strategy 2:

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Administration and Special Education Teachers

Strategy 3:

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Activity - Biweekly Progress Data Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	All Special Education Teachers and Administration

Strategy 4:

Grade Level Experts - Each special education teacher will serve as a content expert

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Special Education Teachers
Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0	No Funding Required	Certified teachers

Goal 7: Kindergarten Readiness at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

Strategy 1:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0	No Funding Required	Kindergarten teachers and Administration

Strategy 2:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0	General Fund	Ft. Wright Administration and Teachers

Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff

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Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% by 05/31/2015 as measured by evaluation results.

Strategy 1:

PGES - PGES

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Academic Support Program	01/01/2014	05/31/2015	\$0	No Funding Required	All certified staff

Strategy 2:

Professional Learning and Support - Professional Learning and Support

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Academic Support Program	01/01/2014	05/31/2015	\$0	No Funding Required	All certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talks	Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0	All Classroom Teachers
Number Talks	Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0	All Classroom Teachers
Community-Take It Home Program	Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0	Ft. Wright Administration and Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Soar to Success	Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120	Read to Achieve Teacher, Administration
READ 180 Classes	The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$63160	READ 180 teacher and Administration
READ 180 Classes	The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$4650	READ 180 teacher and Administration
Compass Learning	Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387	all staff

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Do The Math classes	Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre-Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387	Do The Math teacher and Administration
Do The Math classes	Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre-Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$4661	Do The Math teacher and Administration
Technology and Intervention	Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808	Administration and certified staff
System 44	Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0	System 44 teacher and Administration
Total					\$110173	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Biweekly Progress Data Checks	Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0	All Special Education Teachers and Administration
Monitor Implementation	Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0	Administrative team
Teacher Training on Rigor	Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged.	Academic Support Program	08/22/2013	06/01/2014	\$0	Administration team and certified teachers

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Flexible Ability Grouping	Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0	Certified teachers
Monitor Implementation	Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0	Administrative team and certified teachers
System 44	Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0	System 44 teacher and Administration
Math Instructional Strategy Training	Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0	All Special Education Staff, Administrative Team
Writing	Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0	Certified staff
Text Dependent Training	All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0	All Staff
Lesson Plan Checks	Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0	Administration and Special Education Teachers
Organization of Program Review-PLCS Evidence	During monthly committee meetings, teachers created a technology-based location so all staff can access and submit PLCS instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	All certified staff
Teacher Training on 3.8 Paragraphs	Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members.	Academic Support Program	10/28/2013	06/01/2014	\$0	Central Office consultants, writing cluster lead teacher, and classroom teachers
Number Talks	Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0	All Staff
Vocabulary	Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0	Certified staff
Number Talks	Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0	All Staff

Comprehensive School Improvement Plan

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READ 180 Classes	The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0	READ 180 teacher and Administration
Organization of Program Review- Writing Evidence	During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Writing instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	All Certified Staff
Writing	Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0	Certified staff
Reading Strategies	Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0	All Special Education Staff and Administrative Team
JumpStart Program	Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0	Kindergarten teachers and Administration
Text Dependent Training	All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0	All Staff
Monthly Faculty Meetings	Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients.	Academic Support Program	01/06/2014	06/01/2014	\$0	Administration and Certified Teachers
Flexible Ability Grouping	Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0	Certified staff
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Academic Support Program	01/01/2014	05/31/2015	\$0	All certified staff
Organization of Program Review Evidence	During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Arts & Humanities instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0	All Staff

Comprehensive School Improvement Plan

Fort Wright Elementary School

Teacher Training on Math Curriculum and Strategies	Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0	Selected teachers (regular ed and special education), administration team
Grade Level Experts	Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0	Special Education Teachers
Professional Learning and Support	Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.	Academic Support Program	01/01/2014	05/31/2015	\$0	All certified staff
Kentucky Numeracy Project	Train K-3 grade teachers in Forward With Fluency, focusing on math fluency.	Academic Support Program	08/07/2013	06/01/2014	\$0	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers
Total					\$0	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

During data analysis Fort Wright Elementary concluded three topic questions:

1. How can we help all students meet proficiency in reading and math?
2. Which group of students are meeting proficiency in reading and math?
3. Which group of students need to receive intentional targeted interventions in reading and math?

Data proves:

50.2% of students reached proficiency in Reading and Math

63.3 % of students showed growth in Reading

62.0 % of our students made typical or higher growth in combined Reading and Math

Data clearly explains our groups that need to be targeted. Data also explains the percentage of proficient students that need to be accelerated to become distinguished.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Strength: Achievement in the areas of Science, Social Studies, and Language Mechanics

FW scored 93.1/100 points in Science

FW scored 82.1/100 points in Social Studies

FW scored 82.3/100 points in Language Mechanics

Actions:

Intentional goal setting based on MAP data

All students engaged in rigorous lessons

Common Assessments given according to district timeline

Common Assessments analyzed and discussed during PLCs

Individualized Compass (software) learning paths used during centers

Intentional lesson plans which include differentiated instruction to meet the needs of ALL students

Focusing on Learner Targets (I Can statements)

Addition of research-based programs that are implemented with fidelity: Shurley English, Read Live

Weekly PLCs which give teachers opportunities to collaborate with grade level and special educators to analyze data and discuss rigorous learning experiences that teach the KCAS to mastery

Instructional walks by administration with follow-up constructive feedback to teachers

RTI meeting every week targeted by grade levels and gives feedback to teachers

Counselor attends PLCs once a month for RTI

Ky Numeracy Project is being implemented in all grades

Special Education meets twice a month to review data and discuss progress.

Teachers lead professional book studies.

Celebrate:

Determined teachers that desire to increase knowledge of KCAS during job embedded professional developments

KYCID (PBIS) Updates- Bus and School wide behaviors have decreased by over 50%.

FW administration and staff maintain a positive learning climate focused on student success.

Opportunities for Improvement

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

Needs Improvement

Reading Achievement- 50.4% of our students reached proficiency in reading.

Math Achievement- 50% of our students reached proficiency in math.

GAP Students -28.4% of our GAP students hit proficiency in Reading.

GAP Students- 24.6% of our GAP students hit proficiency in Math.

Plans

PLCs focused on analyzing common assessments and writing pieces (calibration)

PLCs focused on discussion of learning experience (lesson activities) for each standard and ensuring the correlation with standards

Professional development for special education teachers

Reinforcement of Tier II and Tier III instruction in the regular classroom

Use KCAS Standards Gradebook to track student mastery of standards

Intentional implementation of Compass (individualized software path) in reading/ math

Implement research based programs with fidelity in the areas of Math and Reading (Number Talks, Xtra Math, Do The Math, Read 180, System 44, The Daily 5, Read Live)

RTI data collected and reviewed by RTI Committee for students in the 50th percentile and below in both reading and math

Schedule PLCs to allow interventionists to regularly communicate student progress with classroom teachers

Reinforce Tier II and Tier III instruction in the regular classroom (double dose)

Intentional goal setting with students for MAP and Accelerated Reader

Use KCAS standards gradebook to track student mastery of standards

Schedule that allows for RTI Blocks

Use of progress monitoring data

Conclusion

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

Next Steps

Monitor students in the 50th percentile and below in both reading and math to increase student achievement through RTI meetings to ensure success of ALL students

Continue intentional differentiated job embedded professional developments with the assistance of Central Office Consultants to increase knowledge of all teachers

Work with FRYSC Coordinator, PTA, and community to expand opportunities and transportation for at risk students such as going to surrounding communities

Counselor will work with small groups of students to increase self-confidence, work habits, and study skills

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Fort Wright does not host preschool.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Fort Wright Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Fort Wright is Title I School-wide	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	FW is Title I School-Wide	

Comprehensive School Improvement Plan

Fort Wright Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	FW is Title I School-Wide	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	FW is Title I School-Wide	

Comprehensive School Improvement Plan

Fort Wright Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Fort Wright Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	FW is Title I School-Wide	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	FW is Title I School-Wide	

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Research Cited:

Activity - Soar to Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120 - Title I Schoolwide	Read to Achieve Teacher, Administration

Strategy2:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Comprehensive School Improvement Plan

Fort Wright Elementary School

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy3:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	READ 180 teacher and Administration

Strategy4:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - Title I Schoolwide	System 44 teacher and Administration

Goal 2:

Comprehensive School Improvement Plan

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Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$4661 - Title I Schoolwide	Do The Math teacher and Administration

Strategy2:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

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Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Strategy3:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Goal 3:

Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited:

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

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Strategy2:

Interventions - Differentiated and engaging instruction

Research Cited:

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808 - Title I Schoolwide	Administration and certified staff

Strategy3:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387 - Title I Schoolwide	all staff

Strategy4:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy5:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy6:

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READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$4650 - Title I Schoolwide \$63160 - Title I Schoolwide	READ 180 teacher and Administration

Strategy7:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy8:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	System 44 teacher and Administration

Narrative:

A Comprehensive School Improvement Plan was completed by the principal and assistant principal where data was evaluated and needs were prioritized. This plan was presented to the Site Based Council. All students were evaluated to determine individual needs. Students were given Map assessments to determine students' individual instructional level. Students in grades k-3 who scored below 25th percentile in reading were also given DIBELS test. Staff used information to guide instruction, group students and determine if intervention in reading

or math was needed for each student. The data results showed a need for reading intervention at all grade levels and math intervention in specific grade levels. Soar to Success, a research based literacy program, was used for Tier II intervention in grades K-3. READ 180 and System 44 literacy programs were used in grades 3-5. PCI reading and Orton Gillingham research based programs were implemented as a Tier III intervention. Do the Math, a research based math intervention program, was implemented in grades 2-5. Students who were not making gains were put in the RTI process. Staff also participated in data analysis of K-prep results. Results/analysis showed need to improve the achievement gap between our free and reduced students compared with other students in areas of reading and math.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

Measurable Objective 1:

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2014 as measured by TELL Survey.

Strategy1:

Monthly Survey - Teachers will be provided opportunity through a variety of methods to provide feedback regarding differentiated professional development that is needed and provided.

Research Cited:

Activity - Monthly Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients.	Academic Support Program	01/06/2014	05/30/2014	\$0 - No Funding Required	Administration and Certified Teachers

Strategy2:

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

Research Cited:

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administrative team

Activity - Teacher Training on Math Curriculum and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Selected teachers (regular ed and special education), administration team

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Activity - Teacher Training on 3.8 Paragraphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members.	Academic Support Program	10/28/2013	05/23/2014	\$0 - No Funding Required	Central Office consultants, writing cluster lead teacher, and classroom teachers

Activity - Kentucky Numeracy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-3 grade teachers in Forward With Fluency, focusing on math fluency.	Academic Support Program	08/07/2013	06/01/2014	\$200 - Title I Schoolwide	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers

Activity - Teacher Training on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged.	Academic Support Program	08/22/2013	06/01/2014	\$0 - No Funding Required	Administration team and certified teachers

Goal 2:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Research Cited:

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Activity - Soar to Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120 - Title I Schoolwide	Read to Achieve Teacher, Administration

Strategy2:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - Title I Schoolwide	System 44 teacher and Administration

Strategy3:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	READ 180 teacher and Administration

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Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Strategy4:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Goal 3:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

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Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Strategy2:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6386 - Title I Schoolwide	Do The Math teacher and Administration

Strategy3:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Goal 4:

Proficiency & Achievement at Ft. Wright Elementary

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Fort Wright Elementary School

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy2:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387 - Title I Schoolwide	all staff

Strategy3:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

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Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$63160 - Title I Schoolwide \$4650 - Title I Schoolwide	READ 180 teacher and Administration

Strategy4:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy5:

Interventions - Differentiated and engaging instruction

Research Cited:

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808 - Title I Schoolwide	Administration and certified staff

Strategy6:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	System 44 teacher and Administration

Strategy7:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all

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content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy8:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited:

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

Goal 5:

GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Research Cited:

Comprehensive School Improvement Plan

Fort Wright Elementary School

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff and Administrative Team

Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff, Administrative Team

Strategy2:

Grade Level Experts - Each special education teacher will serve as a content expert

Research Cited:

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Special Education Teachers

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified teachers

Strategy3:

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

Research Cited:

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administration and Special Education Teachers

Strategy4:

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Research Cited:

Comprehensive School Improvement Plan

Fort Wright Elementary School

Activity - Biweekly Progress Data Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Teachers and Administration

Narrative:

Beginning, middle and end of year MAP testing was done to monitor students and establish specific needs. DIBELS, Running records and classroom evaluations were given to adjust and develop services. Teachers continued to be trained in the common core standards and school curriculum is directly linked to core standards. Students in grades K-3 who needed additional reading instruction were given literacy instruction in Soar to Success. The program is research based and provides instruction in the 5 elements of reading. Running records and progress monitoring were completed to determine individual levels and allow for flexible grouping. Students needing fluency instruction received instruction using the Great Leaps program. This program monitored students' progress continually. Students in 2 thru 5 grades that showed needs in math received math intervention using a research based program called Do the Math. Xtra Math was implemented to increase student fact fluency. Research based programs, Read 180 and System 44, were implemented in grades 3-5 to students with intensive needs in literacy. All classroom teachers participated in weekly PLC's to promote instruction as well as implementing the Daily 5 program in their classrooms including guided reading, shared reading, independent reading, and teacher modeling. Teachers use effective questioning strategies as well as accountable talk moves. Job embedded professional development was put into place to increase knowledge of KCAS. Teachers continued to focus on learner targets and differentiated instruction in reading and math was implemented to meet needs of all students. Staff also participated in data analysis of K-prep results. Results/analysis showed need to improve the achievement gap between our free and reduced students compared with other students. 15 students will be attending a free reading camp over the summer to help close the achievement gap. Bi-weekly after school computer lab time was implemented for targeted students to improve students' literacy and numeracy knowledge. School strategies showed student improvement in MAP scores as well as SRI scores.

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

Measurable Objective 1:

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2014 as measured by TELL Survey.

Strategy1:

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

Research Cited:

Activity - Kentucky Numeracy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-3 grade teachers in Forward With Fluency, focusing on math fluency.	Academic Support Program	08/07/2013	06/01/2014	\$200 - Title I Schoolwide	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers

Activity - Teacher Training on Math Curriculum and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Selected teachers (regular ed and special education), administration team

Activity - Teacher Training on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged.	Academic Support Program	08/22/2013	06/01/2014	\$0 - No Funding Required	Administration team and certified teachers

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Activity - Teacher Training on 3.8 Paragraphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members.	Academic Support Program	10/28/2013	05/23/2014	\$0 - No Funding Required	Central Office consultants, writing cluster lead teacher, and classroom teachers

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administrative team

Strategy2:

Monthly Survey - Teachers will be provided opportunity through a variety of methods to provide feedback regarding differentiated professional development that is needed and provided.

Research Cited:

Activity - Monthly Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients.	Academic Support Program	01/06/2014	05/30/2014	\$0 - No Funding Required	Administration and Certified Teachers

Narrative:

All teachers in the building meet highly qualified status based on our LEAD report. Three teachers are Nationally Board Certified. Title I teacher has both a BA in Elementary Education and a Masters in Education with a reading certificate. Teacher has 13 years of experience teaching with 10 in reading intervention and has attended numerous trainings and workshops on reading strategies. All Para-educators are HIGHLY qualified and have their Bachelors degree and have experience working with children as a Para-educator or have passed an equivalent test. Paraeducator Academy sessions are offered at the district PGA and the Paraeducator Academy yearly, on topics that directly pertain to issues, strategies, and procedures for paraeducators. All teachers have certificates in current field they are teaching. Para-educators have to pass a test if they do not have a bachelors degree to maintain highly qualified status.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

Measurable Objective 1:

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2014 as measured by TELL Survey.

Strategy1:

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

Research Cited:

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administrative team

Activity - Teacher Training on Math Curriculum and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Selected teachers (regular ed and special education), administration team

Activity - Kentucky Numeracy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-3 grade teachers in Forward With Fluency, focusing on math fluency.	Academic Support Program	08/07/2013	06/01/2014	\$200 - Title I Schoolwide	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers

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Activity - Teacher Training on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged.	Academic Support Program	08/22/2013	06/01/2014	\$0 - No Funding Required	Administration team and certified teachers

Activity - Teacher Training on 3.8 Paragraphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members.	Academic Support Program	10/28/2013	05/23/2014	\$0 - No Funding Required	Central Office consultants, writing cluster lead teacher, and classroom teachers

Strategy2:

Monthly Survey - Teachers will be provided opportunity through a variety of methods to provide feedback regarding differentiated professional development that is needed and provided.

Research Cited:

Activity - Monthly Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients.	Academic Support Program	01/06/2014	05/30/2014	\$0 - No Funding Required	Administration and Certified Teachers

Goal 2:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

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Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	READ 180 teacher and Administration

Strategy2:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy3:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - Title I Schoolwide	System 44 teacher and Administration

Strategy4:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Research Cited:

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Activity - Soar to Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120 - Title I Schoolwide	Read to Achieve Teacher, Administration

Goal 3:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6386 - Title I Schoolwide	Do The Math teacher and Administration

Strategy2:

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Comprehensive School Improvement Plan

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Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Strategy3:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Goal 4:

Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

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Strategy1:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	System 44 teacher and Administration

Strategy2:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy3:

Interventions - Differentiated and engaging instruction

Research Cited:

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808 - Title I Schoolwide	Administration and certified staff

Strategy4:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387 - Title I Schoolwide	all staff

Strategy5:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

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Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$63160 - Title I Schoolwide \$4650 - Title I Schoolwide	READ 180 teacher and Administration

Strategy6:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited:

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

Strategy7:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy8:

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Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Goal 5:

GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Research Cited:

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff and Administrative Team

Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff, Administrative Team

Strategy2:

Grade Level Experts - Each special education teacher will serve as a content expert

Research Cited:

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Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified teachers

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Special Education Teachers

Strategy3:

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Research Cited:

Activity - Biweekly Progress Data Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Teachers and Administration

Strategy4:

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

Research Cited:

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administration and Special Education Teachers

Narrative:

Entire staff received training in the states new core standards to become familiar with student expectations. Teacher use research based strategies in the classroom. Teachers use DIBELS and MAP results to determine if instruction is closing the achievement gap. Teachers participated in PLC's. Teachers became trained in the Daily 5 program and are implementing in the classroom. Classroom teachers participated in weekly PLC's to improve classroom instruction as well as improve student achievement. Professional Development plan was determined from teacher/ staff needs assessment, CSIP, and state requirements. PD opportunities were as follows: KPREP Data Analysis, District Safety Procedures, ELA and Math Standards, ELA and Mathematical Practices, along with flexible offerings through our district Professional Growth Academy. PD tied to the school's identified need through data analysis, and teacher growth plans. PD includes all staff members including Family Resource through schoolwide and district initiatives and growth plans.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

Measurable Objective 1:

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2014 as measured by TELL Survey.

Strategy1:

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

Research Cited:

Activity - Teacher Training on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged.	Academic Support Program	08/22/2013	06/01/2014	\$0 - No Funding Required	Administration team and certified teachers

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administrative team

Activity - Teacher Training on 3.8 Paragraphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members.	Academic Support Program	10/28/2013	05/23/2014	\$0 - No Funding Required	Central Office consultants, writing cluster lead teacher, and classroom teachers

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Activity - Teacher Training on Math Curriculum and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Selected teachers (regular ed and special education), administration team

Activity - Kentucky Numeracy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-3 grade teachers in Forward With Fluency, focusing on math fluency.	Academic Support Program	08/07/2013	06/01/2014	\$200 - Title I Schoolwide	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers

Strategy2:

Monthly Survey - Teachers will be provided opportunity through a variety of methods to provide feedback regarding differentiated professional development that is needed and provided.

Research Cited:

Activity - Monthly Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients.	Academic Support Program	01/06/2014	05/30/2014	\$0 - No Funding Required	Administration and Certified Teachers

Narrative:

Posting for new positions require that only teachers that meet highly qualified criteria will be interviewed. The school district provides extensive in-house training opportunities through the Professional Growth Academy and on-going job embedded PD, to retain highly qualified teachers. The Kenton County School District works very closely with local universities in their teacher preparation programs. KCSD trains new teachers to our district and that is followed up at Fort Wright with an orientation specific to Fort Wright. All new teachers are assigned a teacher mentor. KCSD trains new teachers on previous learning and support based on the new teacher and/or principal request.

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	READ 180 teacher and Administration

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Strategy2:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Research Cited:

Activity - Soar to Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120 - Title I Schoolwide	Read to Achieve Teacher, Administration

Strategy3:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy4:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - Title I Schoolwide	System 44 teacher and Administration

Goal 2:

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Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6386 - Title I Schoolwide	Do The Math teacher and Administration

Strategy2:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Strategy3:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Comprehensive School Improvement Plan

Fort Wright Elementary School

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Goal 3:

Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$63160 - Title I Schoolwide \$4650 - Title I Schoolwide	READ 180 teacher and Administration

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Strategy2:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387 - Title I Schoolwide	all staff

Strategy3:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy4:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy5:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

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Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy6:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	System 44 teacher and Administration

Strategy7:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited:

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

Strategy8:

Interventions - Differentiated and engaging instruction

Research Cited:

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808 - Title I Schoolwide	Administration and certified staff

Goal 4:

Kindergarten Readiness at Ft. Wright Elementary

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Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

Strategy1:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Research Cited:

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0 - General Fund	Ft. Wright Administration and Teachers

Strategy2:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Research Cited:

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0 - No Funding Required	Kindergarten teachers and Administration

Narrative:

Our Site Base Decision Making Council has developed a Parent Involvement Policy as well as a Parent Teacher Compact. Both the Policy and Compact were reviewed and approved during a parent meeting and all parents received a copy. An annual parent meeting was held to review the policy and compact as well as discuss Title I funding. Invitations for this meeting were in the weekly newsletter, parent PTA website as well as on PTA facebook page. Trimester progress reports are sent to parents. All teachers met with parents for conferences at the end of the 1st trimester. Written communication is sent 6 times a year; 3 trimester progress reports and 3 trimester report cards. MAP assessments also sent home 3 times a year. Title I staff has access to the Family Resource Center materials and brochures. Family Resource holds summer reading programs where title students may attend. The school held two Open Houses, one in fall and one in winter. Both Open Houses introduced parents to programs in the school as well as celebrated successes in the school. All families received notification of these events. A committee planned and hosted a family literacy night in which all students received individual invitations. School held a "Go Green" science night and sent home notification for transportation if needed. Multiple parenting classes were offered through the Family Resource Center at two different times throughout the year. Family resource coordinator also planned activities for targeted students and parents over summer to foster school/family relationships as well as assist families school supplies and questions about school. A family book fair night was held with reading activities and crafts provided.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Research Cited:

Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff, Administrative Team

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff and Administrative Team

Strategy2:

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

Research Cited:

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administration and Special Education Teachers

Strategy3:

Grade Level Experts - Each special education teacher will serve as a content expert

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Research Cited:

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified teachers

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Special Education Teachers

Strategy4:

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Research Cited:

Activity - Biweekly Progress Data Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Teachers and Administration

Goal 2:

Kindergarten Readiness at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

Strategy1:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Research Cited:

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Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0 - General Fund	Ft. Wright Administration and Teachers

Strategy2:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Research Cited:

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0 - No Funding Required	Kindergarten teachers and Administration

Narrative:

Kindergarten Jump Start helps students become familiar with Kindergarten routines. Students meet with Kindergarten teacher for 3 days prior to school to help students transition into the school schedule and environment. School held ReadIFest to transition all students from summer to new school year. School Counselor and Family Resource Coordinator went to preschool to build relationships with future Kindergarten students. IEP transition meetings are held for those students to assist with transitions. The Family Resource Coordinator also held a early childhood literacy fair for current and future students during summer and throughout the school year.

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - Title I Schoolwide	System 44 teacher and Administration

Strategy2:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Research Cited:

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Activity - Soar to Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120 - Title I Schoolwide	Read to Achieve Teacher, Administration

Strategy3:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	READ 180 teacher and Administration

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

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Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Strategy4:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Goal 2:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Strategy2:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Comprehensive School Improvement Plan

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Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Strategy3:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6386 - Title I Schoolwide	Do The Math teacher and Administration

Goal 3:

Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

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Strategy1:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy2:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited:

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

Strategy3:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

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Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$63160 - Title I Schoolwide \$4650 - Title I Schoolwide	READ 180 teacher and Administration

Strategy4:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy5:

Interventions - Differentiated and engaging instruction

Research Cited:

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808 - Title I Schoolwide	Administration and certified staff

Strategy6:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

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Strategy7:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387 - Title I Schoolwide	all staff

Strategy8:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	System 44 teacher and Administration

Goal 4:

GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

Research Cited:

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administration and Special Education Teachers

Strategy2:

Grade Level Experts - Each special education teacher will serve as a content expert

Research Cited:

Comprehensive School Improvement Plan

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Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified teachers

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Special Education Teachers

Strategy3:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Research Cited:

Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff, Administrative Team

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff and Administrative Team

Strategy4:

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Research Cited:

Activity - Biweekly Progress Data Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Teachers and Administration

Goal 5:

Kindergarten Readiness at Ft. Wright Elementary

Comprehensive School Improvement Plan

Fort Wright Elementary School

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

Strategy1:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Research Cited:

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0 - General Fund	Ft. Wright Administration and Teachers

Strategy2:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Research Cited:

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0 - No Funding Required	Kindergarten teachers and Administration

Narrative:

The school district delegates which student assessments are used to assess student growth. MAP RIT scores are used to help develop individualized instruction and interventions for all students. DIBELS is used to assess students whose scores are in the bottom 25th percentile. Teachers use this information to develop instruction and goals for students. Individual goals for students who are in the RTI process are also developed. Teachers analyze KPREP data and participate in weekly PLCs to discuss data formative, summative, Common Assessments, DIBELS, SRI, SPI, MAP, and Brigance data. Each teacher participates in a committee and attends RTI data meetings.

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - Title I Schoolwide	System 44 teacher and Administration

Strategy2:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

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Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	READ 180 teacher and Administration

Strategy3:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy4:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Research Cited:

Activity - Soar to Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120 - Title I Schoolwide	Read to Achieve Teacher, Administration

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Goal 2:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6386 - Title I Schoolwide	Do The Math teacher and Administration

Strategy2:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Strategy3:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

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Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Goal 3:

Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387 - Title I Schoolwide	all staff

Strategy2:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

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Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$63160 - Title I Schoolwide \$4650 - Title I Schoolwide	READ 180 teacher and Administration

Strategy3:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited:

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

Strategy4:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	System 44 teacher and Administration

Strategy5:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

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Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy6:

Interventions - Differentiated and engaging instruction

Research Cited:

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808 - Title I Schoolwide	Administration and certified staff

Strategy7:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy8:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Goal 4:

GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

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collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Grade Level Experts - Each special education teacher will serve as a content expert

Research Cited:

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Special Education Teachers

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified teachers

Strategy2:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Research Cited:

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff and Administrative Team

Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff, Administrative Team

Strategy3:

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

Research Cited:

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Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administration and Special Education Teachers

Strategy4:

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Research Cited:

Activity - Biweekly Progress Data Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Teachers and Administration

Goal 5:

Kindergarten Readiness at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

Strategy1:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Research Cited:

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0 - General Fund	Ft. Wright Administration and Teachers

Strategy2:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Research Cited:

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Activity - JumpStart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0 - No Funding Required	Kindergarten teachers and Administration

Narrative:

Staff participated in PD's on the common core standards. Teachers include common core standards being cover in their lesson plans. Teachers continually analysis student data to insure students needs are being met. Bi-weekly RTI meetings are held to discuss student progress and those not making adequate progress. Documents used to support discussion include: school referral forms, teacher observations, RTI data and student testing data. As a team, the best way to provide effective interventions for students is discussed. Implementations of interventions are put into place in a timely manner. Teachers and paraeducators meet to discuss and share data about student growth, as well as the effectiveness of interventions. Literacy Intervention teachers presented literacy PD's at monthly faculty meetings to assist/improve literacy instruction in the school. Teachers collaborate during common planning time and PLC meetings.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - Title I Schoolwide	System 44 teacher and Administration

Strategy2:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy3:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

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Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	READ 180 teacher and Administration

Strategy4:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Research Cited:

Activity - Soar to Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120 - Title I Schoolwide	Read to Achieve Teacher, Administration

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Goal 2:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Strategy2:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

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Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Strategy3:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$4661 - Title I Schoolwide	Do The Math teacher and Administration

Goal 3:

Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited:

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Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

Strategy2:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy3:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy4:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

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Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$4650 - Title I Schoolwide \$63160 - Title I Schoolwide	READ 180 teacher and Administration

Strategy5:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy6:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	System 44 teacher and Administration

Strategy7:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387 - Title I Schoolwide	all staff

Strategy8:

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Interventions - Differentiated and engaging instruction

Research Cited:

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808 - Title I Schoolwide	Administration and certified staff

Goal 4:

GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Research Cited:

Activity - Biweekly Progress Data Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Teachers and Administration

Strategy2:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Research Cited:

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff and Administrative Team

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Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff, Administrative Team

Strategy3:

Grade Level Experts - Each special education teacher will serve as a content expert

Research Cited:

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified teachers

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Special Education Teachers

Strategy4:

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

Research Cited:

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administration and Special Education Teachers

Goal 5:

Kindergarten Readiness at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

Strategy1:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These

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strategies and activities will require little to no cost or resources.

Research Cited:

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0 - General Fund	Ft. Wright Administration and Teachers

Strategy2:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Research Cited:

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0 - No Funding Required	Kindergarten teachers and Administration

Narrative:

Federal funds are used to pay Title I teacher's salary as well as Para-educators salaries. State funds and SBDM allocation are used to pay for the Read to Achieve Grant teacher, supplemental books, assessments and professional development. Local funds provide in kind services-facilities, desks, chairs, lighting, heat and air-conditioner. Special education teachers, FRC, community members, RTI Team collaborate to improve instruction and increase student achievement.

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 12, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 12, 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	September 11, 2013- first responders September 12, 2013- SBDM council review	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 10, 2013 We reviewed as much as we had completed on the plan. Next year, according to our policy we will have our plan completed and reviewed (by local authorities) by July 1 and reviewed on opening day.	

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

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

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 11, 2013	

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

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

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

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

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

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

Goal 1:

Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

Measurable Objective 1:

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2014 as measured by TELL Survey.

Strategy1:

Monthly Survey - Teachers will be provided opportunity through a variety of methods to provide feedback regarding differentiated professional development that is needed and provided.

Research Cited:

Activity - Monthly Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share collected data from monthly surveys with teachers. As a team, decide on next steps for trainings and recipients.	Academic Support Program	01/06/2014	06/01/2014	\$0 - No Funding Required	Administration and Certified Teachers

Strategy2:

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

Research Cited:

Activity - Teacher Training on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on increasing Rigor, focusing on excellent examples of rigor. Then, allowing each grade level team extra planning time to increase rigor in lesson plans to keep all students engaged.	Academic Support Program	08/22/2013	06/01/2014	\$0 - No Funding Required	Administration team and certified teachers

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administrative team

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Activity - Teacher Training on 3.8 Paragraphs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members.	Academic Support Program	10/28/2013	06/01/2014	\$0 - No Funding Required	Central Office consultants, writing cluster lead teacher, and classroom teachers

Activity - Kentucky Numeracy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-3 grade teachers in Forward With Fluency, focusing on math fluency.	Academic Support Program	08/07/2013	06/01/2014	\$0 - No Funding Required	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers

Activity - Teacher Training on Math Curriculum and Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train selected special education teachers and classroom teachers participating in Northern Kentucky Math Cadre, focusing on differentiating instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Selected teachers (regular ed and special education), administration team

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

Goal 1:

Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 50.2% in 2013 to 59.0% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

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Strategy2:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy3:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited:

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

Strategy4:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

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Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$4650 - Title I Schoolwide \$63160 - Title I Schoolwide	READ 180 teacher and Administration

Strategy5:

Interventions - Differentiated and engaging instruction

Research Cited:

Activity - Technology and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Materials will be used to purchase materials to differentiate instruction	Academic Support Program	07/01/2013	06/01/2014	\$10808 - Title I Schoolwide	Administration and certified staff

Strategy6:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy7:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/14/2013	06/01/2014	\$3387 - Title I Schoolwide	all staff

Strategy8:

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System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	System 44 teacher and Administration

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

Strategy1:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Research Cited:

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0 - General Fund	Ft. Wright Administration and Teachers

Strategy2:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Research Cited:

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0 - No Funding Required	Kindergarten teachers and Administration

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The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

Kindergarten Readiness at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2013 to 48% by 10/01/2014 as measured by Brigance results.

Strategy1:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Research Cited:

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	10/01/2013	06/01/2014	\$0 - General Fund	Ft. Wright Administration and Teachers

Strategy2:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Research Cited:

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2013	08/09/2013	\$0 - No Funding Required	Kindergarten teachers and Administration

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

Goal 1:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

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Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 52.7% in 2013 to 57.4% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Research Cited:

Activity - Soar to Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Soar to Success materials, the students are provided with phonics (decoding), fluency, vocabulary, and comprehension instruction. Each week, students begin by using pre-reading comprehension strategies to preview the book, build background knowledge, and make a story prediction. While working during the week, students begin each class re-reading the prior day's material for reflection and fluency practice, as well as review our graphic organizer. Students decode and are introduced to new vocabulary words they will encounter in the text that day. Students participate in a guided reading group where they are asked to apply reading strategies to help decode words, clarify for meaning, and practice reading fluently. At the end of each session, we work on comprehension by recalling and looking in the text for important ideas and details. The information is recorded on either a Semantic Map, KWL Chart, or Story Map graphic organizer. Students' progress is monitored on a weekly basis. Instruction is provided based on assessment data reflecting student areas of need and strength.	Academic Support Program	08/14/2013	06/01/2014	\$17120 - Title I Schoolwide	Read to Achieve Teacher, Administration

Strategy2:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/14/2013	06/01/2014	\$0 - Title I Schoolwide	System 44 teacher and Administration

Strategy3:

Text Dependent Questions - All staff will participate in using Best Practices to utilize text dependent questioning strategies throughout all content.

Research Cited:

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Activity - Text Dependent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained in creating and utilizing text dependent questions throughout all content areas.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Staff

Strategy4:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/14/2013	06/01/2014	\$0 - No Funding Required	READ 180 teacher and Administration

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Goal 2:

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 50.0% in 2012-13 to 55% by 10/01/2014 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

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Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified staff

Strategy2:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/14/2013	06/01/2014	\$0 - General Fund	All Classroom Teachers

Strategy3:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

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Activity - Do The Math classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/14/2013	06/01/2014	\$4661 - Title I Schoolwide	Do The Math teacher and Administration

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 7.6% in 2013 to 32.2% by 10/01/2014 as measured by school report delivery targets.

Strategy1:

Monitor Progress of Special Education Students - During biweekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Research Cited:

Activity - Biweekly Progress Data Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Teachers and Administration

Strategy2:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Research Cited:

Comprehensive School Improvement Plan

Fort Wright Elementary School

Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff, Administrative Team

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/14/2013	06/01/2014	\$0 - No Funding Required	All Special Education Staff and Administrative Team

Strategy3:

Effective Lesson Plans - Special Education teachers' lesson plans will be closely monitored during instructional walks.

Research Cited:

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of Special Education teachers' lesson plans during instructional walks.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administration and Special Education Teachers

Strategy4:

Grade Level Experts - Each special education teacher will serve as a content expert

Research Cited:

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Special Education Teachers

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 3-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Certified teachers

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

Goal 1:

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Program Review Proficiency at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase our school's PLCS average overall score from 6.9 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by state Program Review Report.

Strategy1:

Program Review Committee-PLCS - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality PLCS instruction occurring at Ft. Wright Elementary.

Research Cited:

Activity - Organization of Program Review-PLCS Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit PLCS instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0 - No Funding Required	All certified staff

Strategy2:

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

Research Cited:

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administrative team and certified teachers

Measurable Objective 2:

collaborate to increase our school's Writing average overall score from 6.4 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by state Program Review Report.

Strategy1:

Program Review Committee- Writing - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Writing instruction occurring at Ft. Wright Elementary.

Research Cited:

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Activity - Organization of Program Review-Writing Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Writing instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0 - No Funding Required	All Certified Staff

Strategy2:

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

Research Cited:

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administrative team and certified teachers

Measurable Objective 3:

collaborate to improve Arts and Humanities Curriculum and Instruction from 1.5 to 2 points by 10/01/2014 as measured by Program Review State Report.

Strategy1:

Program Review Committee- Arts & Humanities - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Arts & Humanities instruction occurring at Ft. Wright Elementary.

Research Cited:

Activity - Organization of Program Review Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Arts & Humanities instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0 - No Funding Required	All Staff

Measurable Objective 4:

collaborate to increase our school's Arts & Humanities average overall score from 6.6 in 2012-13 to 8.0 average overall score by 10/01/2014 as measured by Program Review State Report.

Strategy1:

Teacher Training on Formative and Summative Assessments - Teachers will attend trainings on creating and implementing formative and summative assessments.

Research Cited:

Comprehensive School Improvement Plan

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Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of formative and summative assessments through walk through visits to classrooms. Feedback will be given to teachers.	Academic Support Program	08/14/2013	06/01/2014	\$0 - No Funding Required	Administrative team and certified teachers

Strategy2:

Program Review Committee- Arts & Humanities - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Arts & Humanities instruction occurring at Ft. Wright Elementary.

Research Cited:

Activity - Organization of Program Review Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Arts & Humanities instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0 - No Funding Required	All Staff

Measurable Objective 5:

collaborate to improve Writing- Formative and Summative Assessments from 1.0 to 2 points by 10/01/2014 as measured by Program Review State Report.

Strategy1:

Program Review Committee- Writing - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality Writing instruction occurring at Ft. Wright Elementary.

Research Cited:

Activity - Organization of Program Review-Writing Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit Writing instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0 - No Funding Required	All Certified Staff

Measurable Objective 6:

collaborate to improve PLCS- Formative and Summative Assessments from 1.67 to 2 points by 10/01/2014 as measured by Program Review State Report.

Strategy1:

Program Review Committee-PLCS - Program Review Committee meets on a monthly basis to review, discuss and add evidence of quality PLCS instruction occurring at Ft. Wright Elementary.

Research Cited:

Comprehensive School Improvement Plan

Fort Wright Elementary School

Activity - Organization of Program Review-PLCS Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, teachers created a technology-based location so all staff can access and submit PLCS instruction evidence.	Academic Support Program	01/01/2014	06/01/2014	\$0 - No Funding Required	All certified staff