



KDE Comprehensive School Improvement Plan

Ft Wright Elementary School
Kenton County

Tina Wartman, Principal
501 Farrell Dr
Covington, KY 41011

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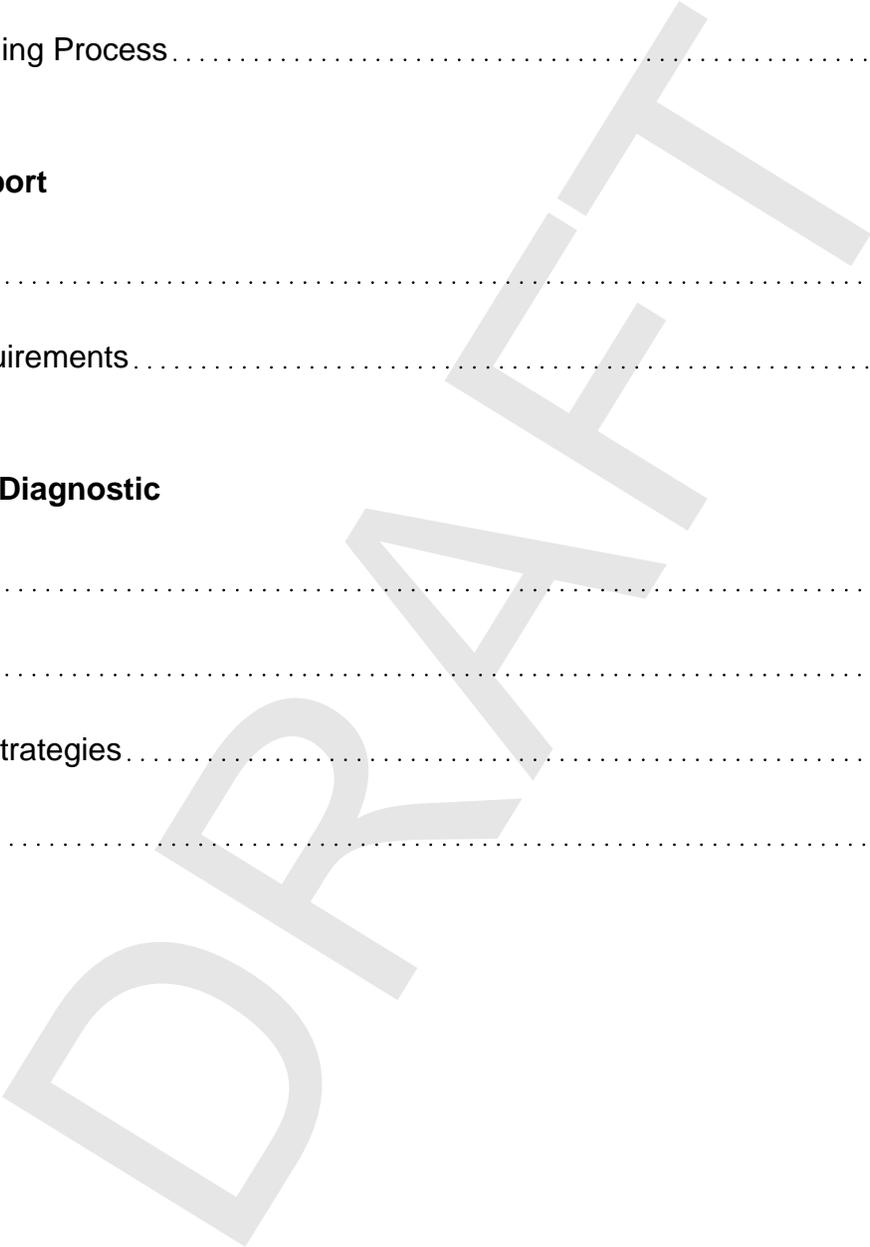
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Introduction

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 2015. 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.

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Executive Summary

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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.

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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. 76% of the student population is caucasian, with 24% consisting of minority population. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past three years. In addition to the negative impact of transiency itself, the vast majority of these students have additional barriers to learning including lack of parental involvement in their education. FWE is Schoolwide Title I with approximately 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 along with 20 classified staff. FWE is fortunate to have an extremely active and supportive PTA recently helping to equip each classroom with a Smart Board and iPads to increase student achievement.

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 staff, parents, and other stakeholders collaborated to develop a mission and philosophy for Fort Wright Elementary.

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, Ft. Wright Elementary celebrated maintaining a proficient classification and scoring in the 83rd percentile of all Kentucky elementary schools on the K-Prep State Assessment. This can be attributed to the staff maintaining a daily focus to deliver the appropriate standards through utilization of multiple instructional strategies and differentiating to meet each student's needs. FWE received a cut score of 70.9 on K-PREP testing which categorizes FWE as a Proficient school FWE received a cut score of 62.2 in Growth and an Achievement score of 80.8. 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 continue improvement with their K-PREP Gap and Growth scores and to continue building students' foundations and skills in numeracy and literacy. Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?

Based on our current analysis of state and school data, it is imperative that we do more, especially in the areas of on-demand writing and students in the varying gap groups. We must increase on-demand writing practices (including Writing Boot Camp) that include stand alone and passage based prompts across all grade levels.

Additionally, increasing the sense of academic urgency across the building using assessment results will help our teachers focus on students who qualify for one or more of the identified gap groups. Students will analyze their own common and classroom assessments to identify areas for improvement. With this information, students and teachers will be able to set individual goals for common assessments, Accelerated Reader, MAP, and K-PREP.

Furthermore, Ft. Wright will continue to empower teachers to lead by having lead teachers in each grade level, special area, and special education. These individuals will continually be imperative to the empowerment of teachers and students. These individuals will ensure that each team member contributes to weekly grade level lesson plans with flashbacks, standards, vocabulary, learning experiences, assessments, and RTI. These teachers will also facilitate discussions over students on the 50th percentile and below watch lists. Teachers will collaboratively discuss watch list students' work samples, methods to bring about academic achievement, and DIBELS analysis. The special education team will hold weekly data driven meetings for teachers to share individual student progress and specially designed instruction. This allows us to determine if the Specially Designed Instruction is effective or needs revision. Watch lists at FW do not just include those students who score below proficiency. Proficient and distinguished students have their own watch list and are accelerated to meet goals on their own learning path. This is accomplished, not only in each classroom, but with the assistance of our middle school partners that help us accelerate our Prep Plus students that are ready for additional math standards.

Data analysis is crucial to improve each student moving forward. During the school data analysis meeting, teachers dissected each individual student's K-PREP data (including scale score to performance levels) to make individual student learning plans. Teachers focused, specifically, on students close to the next performance level and strategies that should be implemented to move students forward so they can progress from Novice -Apprentice, Apprentice-Proficient, Proficient-Distinguished.

Lastly, administrators give specific feedback and coaching tips to teachers to improve instruction on the Professional Practices Rubric during classroom walks. Dan, our district consultants and I model instructional strategies during CSIP Strategy Meetings, Lead Teacher meetings, and during PLCs. We model quality instruction in classrooms. We showcase our superstar teachers through videos (provided by KCSD Media Team) for our teachers to focus in on meaningful engagement, formative assessments, accountable talk, and effective collaborative learning happening right in our building. Our teachers love this opportunity of watching our very own super stars in action. Our school goal with these strategies in place and continued continuity is to reach the distinguished level.

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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 has a caring staff of 36 certified teachers and 20 classified staff with three of them being Nationally Board Certified.

AWARDS

- Achieved ranking as a Proficient school on the K-Prep Assessment
- Academic Team placed 2nd in District and competed in the Regional competition.
- Recipient of the Read to Achieve Grant
- Recipient of the MAF Grant
- Recognized as a School of Contribution through Service Learning projects
- Recipient of Wellness Grant through Northern Kentucky Health Department
- Two literacy grants to provide reading instruction to forty students
- Teacher's Excellent in Everywhere KCSD Award given to Carol Lumpkin, Certified Teacher

2015-16 CSIP Goals

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Overview

Plan Name

2015-16 CSIP Goals

Plan Description

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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 - Ft. Wright will demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Program Review Proficiency at Ft. Wright Elementary	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
3	Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$51500
4	Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
5	Proficiency & Achievement at Ft. Wright Elementary	Objectives: 1 Strategies: 8 Activities: 9	Organizational	\$71197
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	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	Novice Reduction	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0

Goal 1: Tell Survey - Ft. Wright will demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school.

Measurable Objective 1:

demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school from 73.5% to 80.0% by 10/01/2017 as measured by TELL Survey.

Strategy 1:

Decision-making impact survey - Administration will survey staff to identify areas they feel need more teachers' impact on the decision-making process.

Category: Stakeholder Engagement

Activity - Staff survey for decision-making input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide a survey to teachers to gather input regarding areas they feel would benefit with more of their involvement in the decision-making process.	Policy and Process	08/12/2015	10/31/2017	\$0	No Funding Required	Administration and teachers.

Goal 2: Program Review Proficiency at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase our school's Practical Living and Career Studies curriculum and instruction score from 2.08 in 2015 to 2.15 score by 10/01/2016 as measured by Program Review State Report.

Strategy 1:

Teacher Trainings on curriculum and instruction - Teachers attend monthly program review meetings to gain knowledge on curriculum and proficient evidence.

Category: Professional Learning & Support

Activity - Program Review meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in monthly program review meetings to develop new curriculum ideas and strategies for improvement in practical living and career studies.	Professional Learning	08/19/2015	06/01/2016	\$0	No Funding Required	Administration , certified staff, community stakeholders

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ft. Wright Elementary will conduct a 'Career Day' where professionals from a wide variety of occupations visit classrooms of all levels to educate the students about their particular career, including education and training. Teachers will be held accountable to relate and assess impact of the students' experience in regards to practical living and career studies.	Career Preparation/Orientation	11/01/2015	11/24/2015	\$0	No Funding Required	All staff members
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Strategy 2:

Coordinated School Health Committee - A Coordinated School Health Committee is used for a support and resource for collaboration and integration of health education instruction throughout the school environment.

Category: Continuous Improvement

Activity - Wellness Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wellness Committee will conduct a survey of student, staff, and parents and based on results will make recommendation to SBDM Committee regarding ways to modify the Wellness Policy.	Academic Support Program	08/19/2015	06/01/2016	\$0	No Funding Required	Administration, FRC Coordinator, and Wellness Committee

Activity - CSHC Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CSHC utilizes a comprehensive school physical activity program to increase the quality of the physical instruction as well as physical opportunities throughout the school environment to increase the quality of instruction and increase time allocated for physical opportunities on a daily basis.	Academic Support Program	08/19/2015	06/01/2016	\$0	No Funding Required	Administration, FRC Coordinator, and Wellness Committee

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 57.9% in 2014 to 62.9% by 10/01/2016 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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$5000	Title I Schoolwide	READ 180 teacher and Administration
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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 using different strategies such as 3.8 paragraph, 4 block, and timed on-demands. Teachers will follow school-wide steps for answering constructed response questions. Teachers will participate in job-embedded professional learning regarding Live Scoring and Book Study. Students will participate in small group, intentionally differentiated writing 'boot camps' to improve their writing skills	Academic Support Program	08/19/2015	06/01/2016	\$0	No Funding Required	Certified staff and instructional assistants

Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction of vocabulary from core content and deconstruction of learner targets; working with word stations focusing on vocabulary during Daily 5 in literacy blocks each day	Academic Support Program	08/19/2015	06/01/2016	\$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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$1000	Title I Schoolwide	System 44 teacher and Administration

Strategy 3:

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

Category: Continuous Improvement

Activity - Early Intervention in Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The EIR program provides instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. With the addition of writing, all of the aforementioned areas are key components to the literacy development of successful and struggling readers and writers. Abiding by our district's Writing Continuum and the KCAS Standards for Writing, students in 3rd grade will author several informative, opinion, and narrative writing pieces during their primary years. In their classroom, they will receive writing instruction related to these pieces. EIR connects reading instruction to writing instruction by providing students with writing instruction and opportunities to write. EIR provides students time to respond and reflect on their reading. EIR children's literature and non-fiction texts used to teach students the 5 elements of literacy are examples of excellent written pieces by award winning authors. These high quality text examples will allow students to experience a variety of author's writing styles and voice. EIR text selections include examples of core writing standards that students are encouraged to use in their own writing such as: the use of descriptive language, character development, fiction story structure, key features in non-fiction text, and point of view. High quality children's literature and non-fiction EIR text selections also allow students an opportunity for vocabulary acquisition. Student's writing achievement will increase as their vocabulary increases. Newly acquired vocabulary will aid students in expressing their thoughts in written form in a clear concise manner, as well as their ability to produce well written and organized pieces.</p>	<p>Academic Support Program</p>	<p>08/19/2015</p>	<p>06/01/2016</p>	<p>\$44500</p>	<p>Read to Achieve, General Fund</p>	<p>Read to Achieve Teacher, Administration</p>
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Strategy 4:

Reading Assist - Reading Assist implementation will improve reading fluency, comprehension, and vocabulary.

Category: Continuous Improvement

Activity - Monitor Implementation of Reading Assist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teacher(s) will review student data and collaborate student progress with regular education teacher and parent.</p>	<p>Policy and Process</p>	<p>08/19/2015</p>	<p>06/01/2016</p>	<p>\$1000</p>	<p>Grant Funds</p>	<p>Administration and certified teachers</p>

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 48.7% in 2015 to 50.0% by 10/01/2016 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

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.

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Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$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	08/19/2015	06/01/2016	\$0	No Funding Required	Certified staff
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	08/19/2015	06/01/2016	\$0	No Funding Required	Certified staff
Activity - MDC Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0	No Funding Required	All certified staff

Strategy 2:

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

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$0	General Fund	All Classroom Teachers
Activity - MDC Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0	No Funding Required	All certified staff

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 59.0 % in 2015 to 63.1% by 10/01/2016 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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$67810	Title I Schoolwide, Title I Schoolwide	READ 180 teacher and Administration

Strategy 3:

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

Category: Continuous Improvement

Research Cited: System 44 - Compendium of Research - 2011

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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	08/19/2015	06/01/2016	\$0	No Funding Required	System 44 teacher and Administration

Strategy 4:

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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$0	No Funding Required	All Staff

Strategy 5:

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

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$0	No Funding Required	All Staff

Strategy 6:

Math Model - Clear expectations for a 90 minute math block that include: deconstructing learning target, embedded formative assessments, whole group instruction, and small group workstations

Category: Continuous Improvement

Activity - Monitor Math Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of clear math expectations through lesson plans and classroom walks.	Policy and Process	08/19/2015	06/01/2016	\$0	No Funding Required	Administration and certified staff

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Strategy 7:

Literacy Model - Clear expectations for a 90 minute literacy block that include deconstructing learning target, whole group instruction, teacher led small groups, small group workstations, daily read aloud, and vocabulary instruction with a separate time devoted for writing instruction.

Category: Continuous Improvement

Activity - Monitor Reading Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of reading expectations through lesson plans and classroom walks.	Policy and Process	08/19/2015	06/01/2016	\$0	No Funding Required	Administration and certified staff

Strategy 8:

LDC & MDC Modules - Modules to make literary and math connections across the curriculum.

Category: Continuous Improvement

Activity - LDC Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completed modules that teachers will implement with fidelity to make literary connections across the curriculum.	Academic Support Program	08/19/2015	06/01/2016	\$0	No Funding Required	Administration and certified staff

Activity - MDC Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0	No Funding Required	All 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 combined reading and math proficient and distinguished increases from 32.9% in 2015 to 33.4% by 10/01/2016 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.

Category: Professional Learning & Support

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/19/2015	06/01/2016	\$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	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/19/2015	06/01/2016	\$0	No Funding Required	All Special Education Staff, Administrative Team

Strategy 2:

Effective Lesson Plans - All teacher lesson plans will be closely monitored during instructional walks.

Category: Continuous Improvement

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will perform regular checks of all teachers lesson plans during instructional walks looking for differentiated instruction in the areas of literacy and numeracy.	Academic Support Program	08/19/2015	06/01/2016	\$0	No Funding Required	Administration and Special Education Teachers

Strategy 3:

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

Category: Continuous Improvement

Activity - Weekly 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	08/19/2015	06/01/2016	\$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

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$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 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/19/2015	06/01/2016	\$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 52% in 2015 to 56% by 10/01/2016 as measured by Brigance results.

Strategy 1:

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

Category: Early Learning

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	08/12/2015	08/13/2015	\$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.

Category: Stakeholder Engagement

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	08/19/2015	06/01/2016	\$0	General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members
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Goal 8: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 06/01/2016 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level Wellness Policy.

Category: Continuous Improvement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level policy.	Policy and Process	08/19/2015	06/01/2016	\$0	No Funding Required	All staff members

Goal 9: Novice Reduction

Measurable Objective 1:

increase student growth by decreasing the novice percentage of 5th grade reading 12.8% to 8.0% by 10/01/2016 as measured by K-Prep assessment results.

Strategy 1:

Daily 5 Structure - Classroom teachers will follow the Daily 5 structure and literacy model to meet the needs of all students.

Category: Learning Systems

Activity - Daily 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A literacy model used to differentiate to needs of students and improve literacy instruction.	Direct Instruction	08/19/2015	06/01/2016	\$0	No Funding Required	All staff members

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Activity - Monitor Implementation of Literacy Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will monitor and provide feedback to teachers regarding effective implementation of the literacy model.	Academic Support Program	08/19/2015	06/01/2016	\$0	No Funding Required	Administration

Strategy 2:

Read 180 Strategies - 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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$0	General Fund	Read 180 teacher, classroom teachers and administration

Strategy 3:

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

Category: Continuous Improvement

Activity - System 44 Classes	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	08/19/2015	06/01/2016	\$0	General Fund	System 44 teacher, classroom teachers and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Intervention in Reading Program	The EIR program provides instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. With the addition of writing, all of the aforementioned areas are key components to the literacy development of successful and struggling readers and writers. Abiding by our district's Writing Continuum and the KCAS Standards for Writing, students in 3rd grade will author several informative, opinion, and narrative writing pieces during their primary years. In their classroom, they will receive writing instruction related to these pieces. EIR connects reading instruction to writing instruction by providing students with writing instruction and opportunities to write. EIR provides students time to respond and reflect on their reading. EIR children's literature and non-fiction texts used to teach students the 5 elements of literacy are examples of excellent written pieces by award winning authors. These high quality text examples will allow students to experience a variety of author's writing styles and voice. EIR text selections include examples of core writing standards that students are encouraged to use in their own writing such as: the use of descriptive language, character development, fiction story structure, key features in non-fiction text, and point of view. High quality children's literature and non-fiction EIR text selections also allow students an opportunity for vocabulary acquisition. Student's writing achievement will increase as their vocabulary increases. Newly acquired vocabulary will aid students in expressing their thoughts in written form in a clear concise manner, as well as their ability to produce well written and organized pieces.	Academic Support Program	08/19/2015	06/01/2016	\$40000	Read to Achieve Teacher, Administration
Total					\$40000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Monitor Implementation of Reading Assist	Teacher(s) will review student data and collaborate student progress with regular education teacher and parent.	Policy and Process	08/19/2015	06/01/2016	\$1000	Administration and certified teachers
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Ability Grouping	Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/19/2015	06/01/2016	\$0	Certified staff
Writing	Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands. Teachers will follow school-wide steps for answering constructed response questions. Teachers will participate in job-embedded professional learning regarding Live Scoring and Book Study. Students will participate in small group, intentionally differentiated writing 'boot camps' to improve their writing skills	Academic Support Program	08/19/2015	06/01/2016	\$0	Certified staff and instructional assistants
Staff survey for decision-making input	Administration will provide a survey to teachers to gather input regarding areas they feel would benefit with more of their involvement in the decision-making process.	Policy and Process	08/12/2015	10/31/2017	\$0	Administration and teachers.
Weekly Progress Data Checks	Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/19/2015	06/01/2016	\$0	All Special Education Teachers and Administration
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	08/19/2015	06/01/2016	\$0	All Staff
Monitor Reading Model	Monitor the implementation of reading expectations through lesson plans and classroom walks.	Policy and Process	08/19/2015	06/01/2016	\$0	Administration and certified staff
Lesson Plan Checks	Administration will perform regular checks of all teachers lesson plans during instructional walks looking for differentiated instruction in the areas of literacy and numeracy.	Academic Support Program	08/19/2015	06/01/2016	\$0	Administration and Special Education Teachers
Program Review meeting	Teachers will participate in monthly program review meetings to develop new curriculum ideas and strategies for improvement in practical living and career studies.	Professional Learning	08/19/2015	06/01/2016	\$0	Administration , certified staff, community stakeholders
System 44	Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/19/2015	06/01/2016	\$0	System 44 teacher and Administration

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MDC Lessons	Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0	All certified staff
Monitor Implementation of Literacy Model	Administration will monitor and provide feedback to teachers regarding effective implementation of the literacy model.	Academic Support Program	08/19/2015	06/01/2016	\$0	Administration
MDC Lessons	Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0	All certified staff
Vocabulary	Direct instruction of vocabulary from core content and deconstruction of learner targets; working with word stations focusing on vocabulary during Daily 5 in literacy blocks each day	Academic Support Program	08/19/2015	06/01/2016	\$0	Certified staff
CSHC Survey	CSHC utilizes a comprehensive school physical activity program to increase the quality of the physical instruction as well as physical opportunities throughout the school environment to increase the quality of instruction and increase time allocated for physical opportunities on a daily basis.	Academic Support Program	08/19/2015	06/01/2016	\$0	Administration, FRC Coordinator, and Wellness Committee
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level policy.	Policy and Process	08/19/2015	06/01/2016	\$0	All staff members
Career Day	Ft. Wright Elementary will conduct a 'Career Day' where professionals from a wide variety of occupations visit classrooms of all levels to educate the students about their particular career, including education and training. Teachers will be held accountable to relate and assess impact of the students' experience in regards to practical living and career studies.	Career Preparation/Orientation	11/01/2015	11/24/2015	\$0	All staff members
LDC Lessons	Completed modules that teachers will implement with fidelity to make literary connections across the curriculum.	Academic Support Program	08/19/2015	06/01/2016	\$0	Administration and certified staff
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	08/19/2015	06/01/2016	\$0	Special Education Teachers
Daily 5	A literacy model used to differentiate to needs of students and improve literacy instruction.	Direct Instruction	08/19/2015	06/01/2016	\$0	All staff members
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	08/19/2015	06/01/2016	\$0	All Staff
Reading Strategies	Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/19/2015	06/01/2016	\$0	All Special Education Staff and Administrative Team

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Flexible Ability Grouping	Special Education teachers join flexible ability grouping for math in grades 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/19/2015	06/01/2016	\$0	Certified teachers
Math Instructional Strategy Training	Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/19/2015	06/01/2016	\$0	All Special Education Staff, Administrative Team
Writing	Writing in all content areas every day.	Academic Support Program	08/19/2015	06/01/2016	\$0	Certified staff
Monitor Math Model	Monitor the implementation of clear math expectations through lesson plans and classroom walks.	Policy and Process	08/19/2015	06/01/2016	\$0	Administration and certified staff
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	08/12/2015	08/13/2015	\$0	Kindergarten teachers and Administration
MDC Lessons	Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0	All certified staff
Wellness Committee	Wellness Committee will conduct a survey of student, staff, and parents and based on results will make recommendation to SBDM Committee regarding ways to modify the Wellness Policy.	Academic Support Program	08/19/2015	06/01/2016	\$0	Administration, FRC Coordinator, and Wellness Committee
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community-Take It Home Program	Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	08/19/2015	06/01/2016	\$0	FRC Coordinator, Counselor, Administration Team, and All Staff Members

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<p>Early Intervention in Reading Program</p>	<p>The EIR program provides instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. With the addition of writing, all of the aforementioned areas are key components to the literacy development of successful and struggling readers and writers. Abiding by our district's Writing Continuum and the KCAS Standards for Writing, students in 3rd grade will author several informative, opinion, and narrative writing pieces during their primary years. In their classroom, they will receive writing instruction related to these pieces. EIR connects reading instruction to writing instruction by providing students with writing instruction and opportunities to write. EIR provides students time to respond and reflect on their reading. EIR children's literature and non-fiction texts used to teach students the 5 elements of literacy are examples of excellent written pieces by award winning authors. These high quality text examples will allow students to experience a variety of author's writing styles and voice. EIR text selections include examples of core writing standards that students are encouraged to use in their own writing such as: the use of descriptive language, character development, fiction story structure, key features in non-fiction text, and point of view. High quality children's literature and non-fiction EIR text selections also allow students an opportunity for vocabulary acquisition. Student's writing achievement will increase as their vocabulary increases. Newly acquired vocabulary will aid students in expressing their thoughts in written form in a clear concise manner, as well as their ability to produce well written and organized pieces.</p>	<p>Academic Support Program</p>	<p>08/19/2015</p>	<p>06/01/2016</p>	<p>\$4500</p>	<p>Read to Achieve Teacher, Administration</p>
<p>Number Talks</p>	<p>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.</p>	<p>Direct Instruction</p>	<p>08/19/2015</p>	<p>06/01/2016</p>	<p>\$0</p>	<p>All Classroom Teachers</p>
<p>System 44 Classes</p>	<p>Students participate in System 44 program to increase reading and phonics skills.</p>	<p>Direct Instruction</p>	<p>08/19/2015</p>	<p>06/01/2016</p>	<p>\$0</p>	<p>System 44 teacher, classroom teachers and administration</p>
<p>Number Talks</p>	<p>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.</p>	<p>Direct Instruction</p>	<p>08/19/2015</p>	<p>06/01/2016</p>	<p>\$0</p>	<p>All Classroom Teachers</p>

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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	08/19/2015	06/01/2016	\$0	Read 180 teacher, classroom teachers and administration
Total					\$4500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
System 44	Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/19/2015	06/01/2016	\$1000	System 44 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	08/19/2015	06/01/2016	\$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	08/19/2015	06/01/2016	\$5000	READ 180 teacher and Administration

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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	08/19/2015	06/01/2016	\$4650	READ 180 teacher and Administration
Compass Learning	Students utilize individual learning paths derived from MAP scores.	Technology	08/19/2015	06/01/2016	\$3387	all staff
Total					\$77197	

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KDE Needs Assessment

Introduction

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

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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?

All stakeholders performed a full review of Ft. Wright's 2014-15 K-Prep assessment data and organized data reviewed with the usage of data analysis tools and trend data provided by administration. After analysis of school-wide and grade specific content area data, groups convened to discuss and highlight achievement as well as areas of needed improvement.

Data proves:

59% of students reached proficiency in Reading and Math

64.8% of students achieved proficient/distinguished in Reading

62.2 % 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?

Strengths: Increased Achievement scores across all content areas. 7.5% points higher than the state average in Reading and Math proficiency. Three year trend data indicates that Ft. Wright has reduced novice rates in both Reading and Math in all assessed grade levels. Over the past four years, Ft. Wright Elementary has increased the overall K-Prep accountability score from 61.4 to 70.9 for an average increase of 2.4 points per year. Three year behavioral trend data indicates a 50% reduction in office referrals. According the recent TELL Survey data, 100% of staff are in agreement that parents and guardians are influential decision-makers at Ft. Wright Elementary. This is reflected by having parent/guardian representation on all committees at Ft. Wright. TELL Survey results also reinforce the consistent collaborative efforts between Ft. Wright Elementary and parent and community involvement, with having multiple 100% scores in the area of Community Support and Involvement.

Actions:

Intentional goal setting for all assessments

All students engaged in rigorous lessons

Math ability grouping for intentional differentiation in grades 1-5

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: Do The Math, Read to Achieve, Read 180/ System 44, Reading Assist, Number Talks, Orton Gillingham, Compass Learning

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

Bi-weekly team lead meetings focused on curriculum, instruction and assessment; team leaders then distribute in PLCs

PBIS Team consisting of representatives from administration, counselor, teachers, bus driver, parent, instructional assistants and students. The PBIS team meets at least monthly to address needs and adjust the school action plan to meet those needs.

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

Monthly district and weekly team RBTL (Reducing Barriers To Learning) meetings to meet student needs

FRYSC organizes monthly community outreach programs

Weekly after-school lab for increased instruction, including transportation afterwards

Kentucky Numeracy Project- Forward with Fluency is being implemented in all primary grades

Special Education meets weekly to review data and discuss student data and interventions

Teachers lead professional book studies

Celebrate:

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

Consistent focus on RTI students and intentional scheduled differentiation to reduce novice rates across all grade levels in Reading and Math

Weekly PLCs that are data driven and focused on needs for student success

PBIS implemented with fidelity across all areas and continued reduction in behavior across all settings

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Opportunities for Improvement

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

Needs Improvement:

GAP Students - 34.1% of GAP students hit proficiency in Math

Growth - Reading and Math Growth for all students (following a decrease from 2013-14 K-Prep)

Increase 3rd Grade Reading and Math proficiency

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, Do The Math, Read 180, System 44, The Daily 5, Reading Assist)

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

Master schedule that includes RTI Blocks

Use of progress monitoring data

Program Review Committee formed and intentionally vertically aligned

Program Review Calendar and detailed plan for each area and grade level to address deficiencies

Routine Analysis of the Program Review and assessment for areas of improvement

Literacy, Math, and Writing Models (Expectations)

Increase writing on-demand practices that include stand alone and passage based prompts

Follow School-wide Steps for Success for Answering constructed Response Questions

Continue Live Scoring with short answer and extended response

Writing notebooks for all content areas

Weekly flashbacks in all core content subject areas

Empowering Lead Teachers

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 Curriculum Consultants to increase knowledge of all teachers

Work with FRC 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

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KDE Compliance and Accountability - Schools

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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 2015. 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.

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Planning and Accountability Requirements

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

Goal 1:

Tell Survey - Ft. Wright will demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school.

Measurable Objective 1:

demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school from 73.5% to 80.0% by 10/01/2017 as measured by TELL Survey.

Strategy1:

Decision-making impact survey - Administration will survey staff to identify areas they feel need more teachers' impact on the decision-making process.

Category: Stakeholder Engagement

Research Cited:

Activity - Staff survey for decision-making input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide a survey to teachers to gather input regarding areas they feel would benefit with more of their involvement in the decision-making process.	Policy and Process	08/12/2015	10/31/2017	\$0 - No Funding Required	Administration and teachers.

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 59.0 % in 2015 to 63.1% by 10/01/2016 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

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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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$4650 - Title I Schoolwide \$63160 - Title I Schoolwide	READ 180 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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$0 - No Funding Required	System 44 teacher and Administration

Strategy4:

LDC & MDC Modules - Modules to make literary and math connections across the curriculum.

Category: Continuous Improvement

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Research Cited:

Activity - MDC Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0 - No Funding Required	All certified staff

Activity - LDC Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completed modules that teachers will implement with fidelity to make literary connections across the curriculum.	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Administration and certified staff

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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$0 - No Funding Required	All Staff

Strategy6:

Math Model - Clear expectations for a 90 minute math block that include: deconstructing learning target, embedded formative assessments, whole group instruction, and small group workstations

Category: Continuous Improvement

Research Cited:

Activity - Monitor Math Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of clear math expectations through lesson plans and classroom walks.	Policy and Process	08/19/2015	06/01/2016	\$0 - No Funding Required	Administration and certified staff

Strategy7:

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

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/19/2015	06/01/2016	\$3387 - Title I Schoolwide	all staff

Strategy8:

Literacy Model - Clear expectations for a 90 minute literacy block that include deconstructing learning target, whole group instruction, teacher led small groups, small group workstations, daily read aloud, and vocabulary instruction with a separate time devoted for writing instruction.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Reading Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of reading expectations through lesson plans and classroom walks.	Policy and Process	08/19/2015	06/01/2016	\$0 - No Funding Required	Administration and certified staff

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

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 52% in 2015 to 56% by 10/01/2016 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.

Category: Stakeholder Engagement

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	08/19/2015	06/01/2016	\$0 - General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members

Strategy2:

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

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Category: Early Learning

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	08/12/2015	08/13/2015	\$0 - No Funding Required	Kindergarten teachers and Administration

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 52% in 2015 to 56% by 10/01/2016 as measured by Brigance results.

Strategy1:

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

Category: Early Learning

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	08/12/2015	08/13/2015	\$0 - No Funding Required	Kindergarten teachers and Administration

Strategy2:

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.

Category: Stakeholder Engagement

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	08/19/2015	06/01/2016	\$0 - General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members

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

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 57.9% in 2014 to 62.9% by 10/01/2016 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.

Category: Continuous Improvement

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. Teachers will follow school-wide steps for answering constructed response questions. Teachers will participate in job-embedded professional learning regarding Live Scoring and Book Study. Students will participate in small group, intentionally differentiated writing 'boot camps' to improve their writing skills	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Certified staff and instructional assistants

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	08/19/2015	06/01/2016	\$5000 - Title I Schoolwide	READ 180 teacher and Administration

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Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content and deconstruction of learner targets; working with word stations focusing on vocabulary during Daily 5 in literacy blocks each day	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Certified staff

Strategy2:

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

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$1000 - Title I Schoolwide	System 44 teacher and Administration

Strategy3:

Reading Assist - Reading Assist implementation will improve reading fluency, comprehension, and vocabulary.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of Reading Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher(s) will review student data and collaborate student progress with regular education teacher and parent.	Policy and Process	08/19/2015	06/01/2016	\$1000 - Grant Funds	Administration and certified teachers

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.

Category: Continuous Improvement

Research Cited:

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Activity - Early Intervention in Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The EIR program provides instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. With the addition of writing, all of the aforementioned areas are key components to the literacy development of successful and struggling readers and writers. Abiding by our district's Writing Continuum and the KCAS Standards for Writing, students in 3rd grade will author several informative, opinion, and narrative writing pieces during their primary years. In their classroom, they will receive writing instruction related to these pieces. EIR connects reading instruction to writing instruction by providing students with writing instruction and opportunities to write. EIR provides students time to respond and reflect on their reading. EIR children's literature and non-fiction texts used to teach students the 5 elements of literacy are examples of excellent written pieces by award winning authors. These high quality text examples will allow students to experience a variety of author's writing styles and voice. EIR text selections include examples of core writing standards that students are encouraged to use in their own writing such as: the use of descriptive language, character development, fiction story structure, key features in non-fiction text, and point of view. High quality children's literature and non-fiction EIR text selections also allow students an opportunity for vocabulary acquisition. Student's writing achievement will increase as their vocabulary increases. Newly acquired vocabulary will aid students in expressing their thoughts in written form in a clear concise manner, as well as their ability to produce well written and organized pieces.</p>	Academic Support Program	08/19/2015	06/01/2016	\$4500 - General Fund \$40000 - Read to Achieve	Read to Achieve Teacher, Administration

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 48.7% in 2015 to 50.0% by 10/01/2016 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.

Category: Continuous Improvement

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	08/19/2015	06/01/2016	\$0 - General Fund	All Classroom Teachers

Activity - MDC Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0 - No Funding Required	All certified staff

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.

Category: Continuous Improvement

Research Cited:

Activity - MDC Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completed modules that teachers will implement with fidelity to make math connections across the curriculum.	Direct Instruction	08/19/2015	06/01/2016	\$0 - No Funding Required	All 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	08/19/2015	06/01/2016	\$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	08/19/2015	06/01/2016	\$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	08/19/2015	06/01/2016	\$0 - General Fund	All Classroom Teachers

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 combined reading and math proficient and distinguished increases from 32.9% in 2015 to 33.4% by 10/01/2016 as measured by school report delivery targets.

Strategy1:

Effective Lesson Plans - All teacher lesson plans will be closely monitored during instructional walks.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of all teachers lesson plans during instructional walks looking for differentiated instruction in the areas of literacy and numeracy.	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Administration and Special Education Teachers

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Weekly 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	08/19/2015	06/01/2016	\$0 - No Funding Required	All Special Education Teachers and Administration

Strategy3:

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

Category: Continuous Improvement

Research Cited:

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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	08/19/2015	06/01/2016	\$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 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Certified teachers

Strategy4:

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

Category: Professional Learning & Support

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	08/19/2015	06/01/2016	\$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	08/19/2015	06/01/2016	\$0 - No Funding Required	All Special Education Staff and Administrative Team

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

Program Review Proficiency at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase our school's Practical Living and Career Studies curriculum and instruction score from 2.08 in 2015 to 2.15 score by 10/01/2016 as measured by Program Review State Report.

Strategy1:

Teacher Trainings on curriculum and instruction - Teachers attend monthly program review meetings to gain knowledge on curriculum and proficient evidence.

Category: Professional Learning & Support

Research Cited:

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ft. Wright Elementary will conduct a 'Career Day' where professionals from a wide variety of occupations visit classrooms of all levels to educate the students about their particular career, including education and training. Teachers will be held accountable to relate and assess impact of the students' experience in regards to practical living and career studies.	Career Preparation/ Orientation	11/01/2015	11/24/2015	\$0 - No Funding Required	All staff members

Activity - Program Review meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in monthly program review meetings to develop new curriculum ideas and strategies for improvement in practical living and career studies.	Professional Learning	08/19/2015	06/01/2016	\$0 - No Funding Required	Administration, certified staff, community stakeholders

Strategy2:

Coordinated School Health Committee - A Coordinated School Health Committee is used for a support and resource for collaboration and integration of health education instruction throughout the school environment.

Category: Continuous Improvement

Research Cited:

Activity - CSHC Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CSHC utilizes a comprehensive school physical activity program to increase the quality of the physical instruction as well as physical opportunities throughout the school environment to increase the quality of instruction and increase time allocated for physical opportunities on a daily basis.	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Administration, FRC Coordinator, and Wellness Committee

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Activity - Wellness Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness Committee will conduct a survey of student, staff, and parents and based on results will make recommendation to SBDM Committee regarding ways to modify the Wellness Policy.	Academic Support Program	08/19/2015	06/01/2016	\$0 - No Funding Required	Administration, FRC Coordinator, and Wellness Committee

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KDE Assurances - School

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Introduction

KDE Assurances - School

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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.	N/A		

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
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		

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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.	N/A		

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.	N/A		

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.	N/A		

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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
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.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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.	N/A		

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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 (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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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		

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.	N/A		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators 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.	N/A		

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		

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The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Richard Webster- Parent

Brooke Hiltz- Parent

Maureen Gregory- Parent

Amy Quinn- Parent

Katie Scheper- Parent

Virginia Sharpe- Parent

Dan Schacherer- Assistant Principal

All Certified Teachers

Kim DelBarba- Secretary

Rose Koehler- FRC Coordinator

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Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

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Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

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Advocacy

Overall Rating: 3.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Strengths: Parent involvement on all committees, stakeholders feel welcome and valued when entering the school, school and stakeholders work to use any/all resources to meet the needs of students and remove barriers to learning

Actions: SBDM policies require parent involvement on committees, procedures in place for assisting visitors to the school in regards to making them feel welcome and with their desired purpose, plans developed to meet the needs of students with barriers to learning

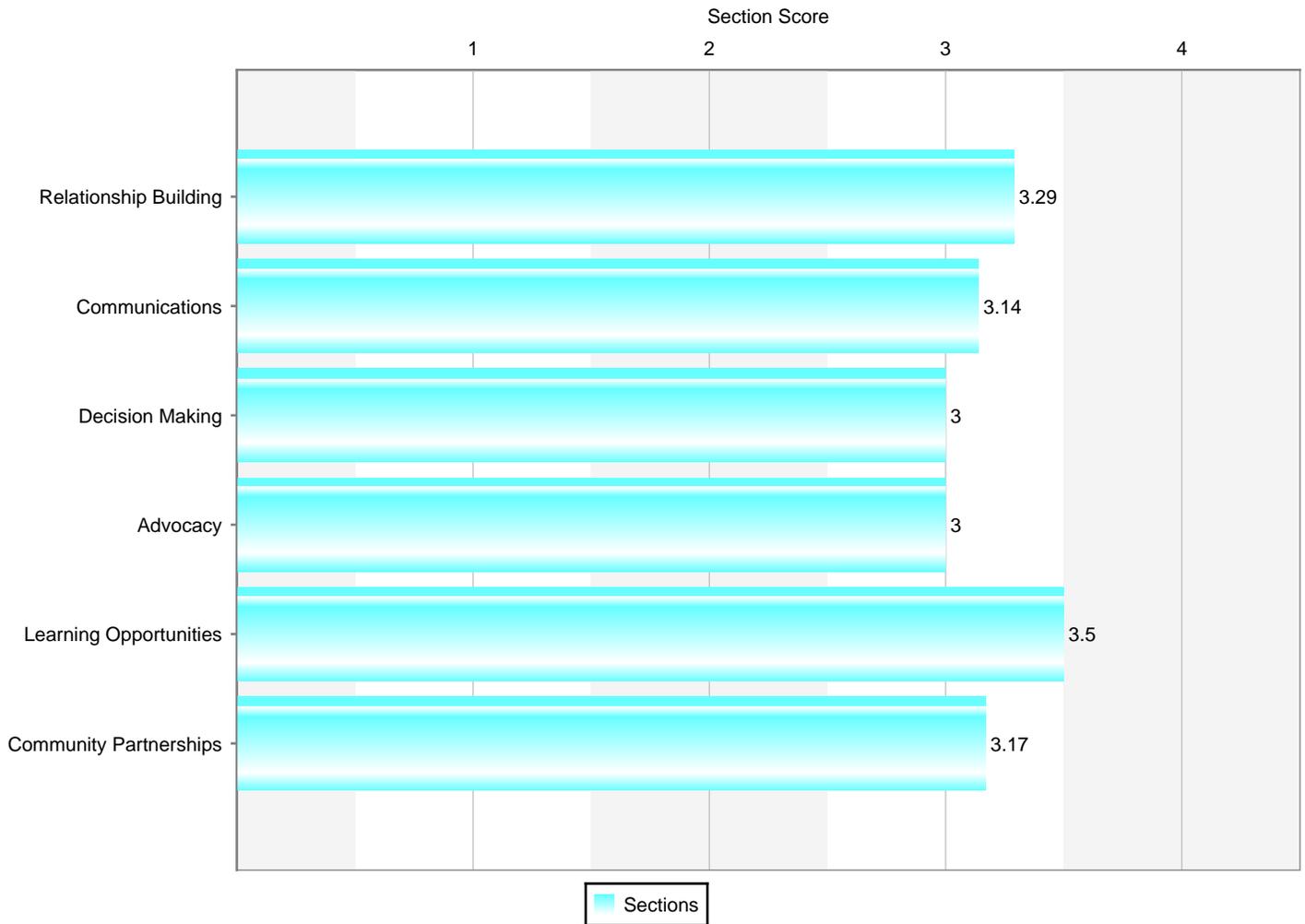
Needed Improvement: Increased percentage of parent engagement, trainings to teach those parents procedures and comprehension of data, standards, etc.

Plans: rewards for parent engagement, continued community outreach programs, offer variety of trainings that include food and childcare to encourage participation

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Fort Wright utilizes a variety of processes and tools to engage stakeholders in the development of the school improvement plan. Parents, teachers and School Based Decision Making Council members are involved through analysis and discussion of the improvement plan. Surveys are utilized to assist in access to information as well as assisting with focusing on the appropriate stakeholders. Various committee meetings for Positive Behavior Instructional Supports, Program Review, and Curriculum Instruction & Assessment were scheduled before, during and after school, depending on whatever the needs were to engage the stakeholders.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

There was a wide range of representation from stakeholder groups to assist in development of the school improvement plan. Parent input was vital in the development of many of the components of the school improvement plan. Additionally, it was necessary for Fort Wright Elementary to utilize a wide variety of parents and gather their input in regards to many topics and programs along with the successes of the programs. This happened during data analysis, Business Engagement Tour, GC IPL projects, special needs programs and more. Fort Wright administrators worked with staff and SBDM Council to gather input and work collaboratively to develop the school improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final school improvement plan is made accessible in a variety of methods to accommodate all stakeholders. The final plan will be shared and reviewed at a SBDM meeting which is open for all stakeholders to attend. Electronic copies will be sent to all staff members. Paper copies will be available in the school during regular school hours. Also, the final plan will be made available online for all stakeholders to access. Stakeholders will receive information on the progress of the school improvement plan through monthly SBDM meetings, as well as through other methods of communication, such as the school webpage and a direct link to the webpage in our weekly school newsletter.

School Safety Report

DRAFT

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.

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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	9/12/2014	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 2015	

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	August 2015	

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 11, 2015	

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
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2015	

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

Label	Assurance	Response	Comment	Attachment
11.	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
12.	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	August 2015 September 2015	

Label	Assurance	Response	Comment	Attachment
13.	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		

Equitable Access Diagnostic

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Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Teacher turnover for Fort Wright is 13.3% compared to the state rate of teacher turnover of 17.3%. Fort Wright has 52% Free and Reduced lunch ,13.3% minority, 15.7 % students with disabilities.

What sources of data were used to determine the barriers?

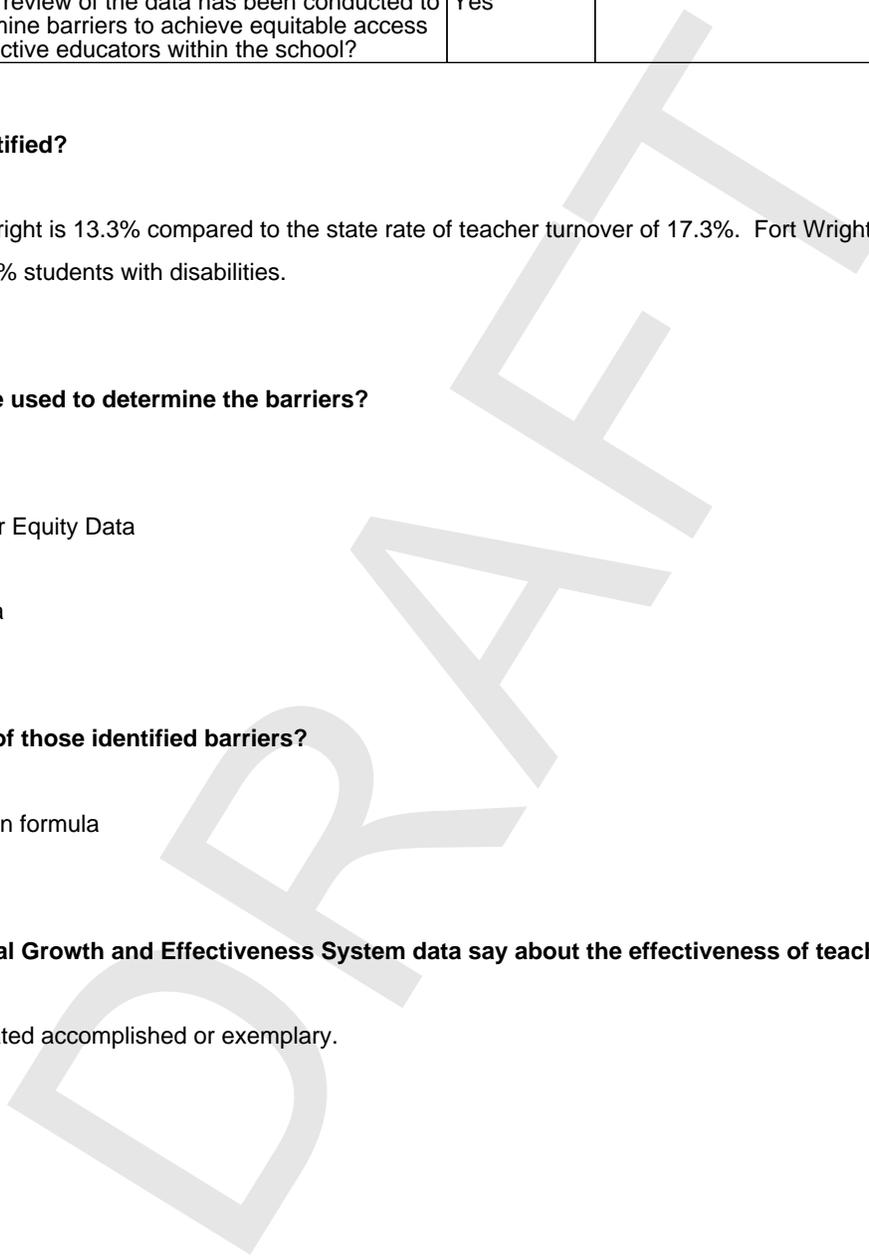
Free & Reduced Meal Data
 School Report Card Teacher Equity Data
 Minority Data
 Students with Disability Data

What are the root causes of those identified barriers?

Changes in staffing allocation formula

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Over 99% of teachers are rated accomplished or exemplary.



Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Teachers are hired using Fort Wright's consultation policy. Beyond the initial hiring process, administrators follow SBDM policies for student assignment when placing students into classes each year. All teachers are highly qualified for the courses they are teaching and extensive professional learning is given for those teaching EL or Exceptional students regardless of their previous experience.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Teachers are hired using Fort Wright's consultation policy. Beyond the initial hiring process, administrators follow SBDM policies for student assignment when placing students into classes each year (which utilizes a variety of academic data, ranging from MAP, KPrep, SRI, and SPI). All teachers are highly qualified for the courses they are teaching and extensive professional learning is given for those teaching EL or Exceptional students regardless of their previous experience.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Fort Wright engages in ongoing analysis of student data to determine staffing need. For example, if data analysis identifies a need in the area of mathematics a staffing plan is developed by Fort Wright which emphasizes opportunities of math support and enrichment through classes with increased frequency, intensity or duration. Highly qualified and effective staff are then recruited and hired. Job fairs, collaboration with university partners and social media are a few methods that Fort Wright utilizes to recruit highly skilled teachers. In many cases, Fort Wright's excellent reputation and competitive salary structure of the Kenton County School District entice diverse teachers and leaders to want to become part of Fort Wright's instructional team.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Fort Wright emphasizes quality instructional practices in every classroom every day for every student. Our commitment to quality instructional practices guides our hiring screening process and yields a highly qualified and effective teaching staff.

Through monthly feedback to teachers following Professional Practices Rubric (PPR) Walks, teachers refine their teaching practices to meet the differentiated needs of students in their classrooms. Teachers of Limited English Proficient and Exceptional Children also meet regularly with school administrators to refine their instructional skills and strategies.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Through dynamic leadership, administrative support and professional learning, teachers and leaders at Fort Wright have some of the highest achievement indices in the district. Nurturing the belief that all students can learn at high levels has been proven to be true through state and local assessment data. When teachers struggle with meeting the needs of students, additional support and assistance is provided through instructional consultants, professional learning and targeted guidance.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

District New Teacher Orientation/Professional Development Day: As a district we host an annual new teacher orientation/professional development session. All new teachers spend half of the day with district representatives getting acclimated on district level procedures/initiatives. During the other half of the day, the new teachers work with their building level leadership team on school specific procedures, etc. All schools submit an agenda for this professional learning day.

- All first year teachers complete the Kentucky Teacher Internship Program.
- Fort Wright differentiates the professional learning offered to experienced, yet new teachers to the district through assigning a mentor, and/or having standing new teacher trainings to fill any necessary gaps of understanding with programs, procedures, structures, etc.
- Administration and district consultants are regularly used to support new teachers. Administrators and consultants work with teachers through Professional Learning Community meetings and in classrooms.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Fort Wright utilizes district guidelines for teacher support and assistance. This document will give the evaluators guidance on how to provide tiered support and assistance to teachers in order to improve performance and meet performance expectations.

Administrators visit each classroom providing coaching feedback at least once per month.

Principal evaluators participate in classroom walks two times per month at each school.

Principals and Assistant Principals are trained monthly on best practices in curriculum, instruction, and assessment. Often times this is a train the trainer type session. A big part of this monthly meeting is the ongoing coaching and calibration with our Professional Practices Rubric/Quality Instruction Feedback.

Administrators and District Consultants are regularly used to support teachers. Consultants work with teachers through Professional Learning Community meetings and in the classrooms.

Job embedded and professional learning sessions are developed based on areas of needed as noted through PGES data and PPR Walks.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

2015 TELL Kentucky results indicated Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9%. This was targeted in the 2014-2015 CSIP through goals, strategies and activities to increase that percentage to

90%. This 2015-16 CSIP focuses on teachers being more influential in decision making.

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Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Tell Survey

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