11-1-18 Phase Three: Executive Summary for Schools_11202018_11:31

Phase Three: Executive Summary for Schools

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 11/20/2018
Status: Open
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Phase Three: Executive Summary for Schools

Executive Summary for Schools

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 (FWE) completed a 22 million dollar renovation including twelve additional classrooms, art and music classrooms, a new cafeteria, new offices, and much more. FWE is located at 501 Farrell Drive in Covington, KY. FWE is part of the Kenton County School District and serves approximately 465 students in a suburban community. 74% of the student population is caucasian, with 26% consisting of minority population. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past five 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 58 percent of the population being free and reduced lunch status. FWE has a caring staff of 32 certified teachers with four of them being Nationally Certified along with eleven classified staff. FWE is fortunate to have an extremely active and supportive Parent Teacher Association (PTA).

ATTACHMENTS

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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.

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**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 achieving an OTHER classification 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 personalizing instruction to meet each student's needs. Additionally, FWE has been a model PBIS school achieving a perfect score of 100 in the Team Implementation Checklist (TIC) for four years in a row. 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 current analysis of state and school data, it is imperative that we do more, especially in the areas of reading and math with students in the GAP groups: free and reduced lunch status, Hispanics, and students with disabilities. Students will be accountable to analyze 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 plans to ensure each student grows with an intentional focus on students with disabilities. Teachers will collaboratively discuss 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. 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. Administrators and district consultants model instructional strategies during CSIP Strategy Meetings, Lead Teacher meetings, and during PLCs. We model quality instruction in classrooms along with empowering superstar teachers. Teachers love this opportunity of watching our very own super stars in action. FWE’s school goal with these strategies in place and continued continuity is to receive a five star rating along with proficiency and growth for all students.

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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.

This is my seventh year as PRINCIPAL and I’ve witnessed the staff members, certified and classified, at Fort Wright Elementary transform to become top notch educators. Teachers and Instructional Assistants all develop relationships with students and have a "whatever it takes" attitude. Their dedication to the Falcon Staff, Falcon Community, and most importantly Falcon Students is first class. Everyone knows and believes in offering students a world class education so ALL Falcons graduate college and/or career ready. Fort Wright Elementary teachers and staff members take great pride in getting to know each and every student and family. These positive relationships allow teachers and staff members to really know students and how they learn best. At Fort Wright Elementary, we believe if you can dream it, you can achieve it. Falcons ACHIEVE each and every day.

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11-1-18 Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data is reviewed daily at Fort Wright Elementary. Classroom teachers formatively assess student mastery daily to guide instruction. This information is recorded in Infinite Campus, Mastery Connect, and standard checklists. Teachers and administrators discuss student data weekly during Professional Learning Communities (PLCs). Data discussions are focused on MAP, K-PREP, classroom assessments: reading assessments, math assessments, On-Demand writing, science assessments, and social studies assessment, and software data from programs implemented with fidelity. These records are kept on a team google drive. The School Based Decision Making (SBDM) Council, the Curriculum, Instruction, and Assessment (CIA) and the Positive Behavior Instructional Support (PBIS) committees reviews data monthly. This data can be located in the committee minutes on the school website.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- 50% of free and reduced gap students scored proficient and/or distinguished on KPREP Reading.
- We saw a 3.2% increase among free and reduced gap students in reading from 2017 to 2018.
- 46.9% of free and reduced gap students scored proficient and/or distinguished on KPREP Math.
- We saw a 6.4% increase among gap students in math from 2017 to 2018.
- We scored in the top 14% in the state on KPREP Separate Academic Indicator (Social Studies, On-Demand Writing, Science).
- We scored in the top 12% in the state on KPREP Science Index.
- Chronic absenteeism decreased to 5.87% in 2018 from 6.25% in 2017.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

-38% of students with disabilities scored novice on KPREP Reading. -30.7% of students with disabilities scored novice on KPREP Math. -We saw a 4.5% decrease among gap students scoring proficient and/or distinguished on KPREP Reading. -We saw a 6.4% decrease among students with disability scoring proficient and/or distinguished on KPREP Math from 2017 to 2018. -We scored 59% in the state on all students growth on KPREP Reading and Math. Too many students did not make growth in reading and/or math.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Students in the gap group (free and reduced lunch status & students with disabilities) need improvement in reading and math. We need to decrease the number of novice students with disabilities in the areas of reading and math. Gap group students need to be identified and progress monitored throughout the school year by the general education teachers, special educators, and administrators. Professional Learning Communities (PLCs) need to focus on weekly data progress of all students to ensure all students make academic achievements and growth. Administrators need to focus on more intentional classroom walks in special education and general education classrooms. Administrators will focus on job embedded professional learning throughout the school year to deepen teacher knowledge.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Fort Wright will be utilizing Design, Align and Deliver Support Processes. This process will be utilized by tracking ALL students in both literacy and numeracy. Teachers will track weekly assessments and discuss each student during every Professional Learning Community (PLC). These assessments and practices will include many other processes listed above.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example**: Graduation rate has increased from 67% the last five years to its current rate of 98%.
- 71.66% of fourth grade students scored proficient and/or distinguished on KPREP Reading.
- 69.02% of fifth grade students scored proficient and/or distinguished on KPREP Reading. -65% of fourth grade students scored proficient and/or distinguished on KPREP Math. -71.83% of fifth grade students scored proficient and/or distinguished on KPREP Social Studies. -46% of fourth grade students scored proficient and/or distinguished on KPREP Science.

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11-1-18 Phase Three: Comprehensive Improvement Plan for Schools

Phase Three: Comprehensive Improvement Plan for Schools

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

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Status: Open
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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

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<td>FW-Goal Builder</td>
<td>Goal builder, activities, and strategies</td>
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Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.
1: Proficiency Goal

- **Goal 1 (State your proficiency goal):** By 2022, Fort Wright Elementary School will increase the combined reading and math proficiency for all students from 63.9% in 2017-2018 Report Card proficiency data.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- **KCWP 1:** Design and Deploy Standards
- **KCWP 2:** Design and Deliver Instruction
- **KCWP 3:** Design and Deliver Assessment Literacy
- **KCWP 4:** Review, Analyze and Apply Data
- **KCWP 5:** Design, Align and Deliver Support
- **KCWP 6:** Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.

- **KCWP1:** Design and Deploy Standards Classroom Activities
- **KCWP2:** Design and Deliver Instruction Classroom Activities
- **KCWP3:** Design and Deliver Assessment Literacy Classroom Activities
- **KCWP4:** Review, Analyze and Apply Data Classroom Activities
- **KCWP5:** Design, Align and Deliver Support Classroom Activities
- **KCWP6:** Establishing Learning Culture and Environment Classroom Activities

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<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: By 2019, Fort Wright Elementary School will increase reading proficiency for all students from 63.9% in 2018 to 67% in 2019 as measured by the school report card proficiency data.</td>
<td><strong>KCWP 2:</strong> Design and Deliver Instruction</td>
<td>Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</td>
<td>Weekly Professional Learning Communities (PLC) (every Thursday)</td>
<td>Weekly PLC Agenda and Minutes contain Action Plans for the following week</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>KCWP 4:</strong> Review, Analyze and Apply Data</td>
<td>Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</td>
<td>Weekly Professional Learning Communities (PLC) (every Thursday)</td>
<td>Weekly PLC Agenda and Minutes contain Action Plans for the following week</td>
<td>0</td>
</tr>
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<td></td>
<td></td>
<td>Use classroom assessment data to inform teacher’s instructional decisions.</td>
<td>Daily through Weekly Lesson Plans</td>
<td>Lesson Plans are submitted to administrators</td>
<td>0</td>
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<td></td>
<td></td>
<td>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized</td>
<td>CSIP Strategy Meetings</td>
<td>Administrator Walks and Observation</td>
<td>0</td>
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<tr>
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<td>- KCWP 5: Design, Align and Deliver Support</td>
<td>student needs to procure a unique match that will propel student achievement.</td>
<td>Weekly MTSS Meetings</td>
<td>Weekly MTSS Agenda and Minutes</td>
<td>0</td>
<td></td>
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<tr>
<td>- Objective 2: By 2019, Fort Wright Elementary School will increase math proficiency from 59% in 2018 to 63% in 2019 as measured by the school report card proficiency data.</td>
<td>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</td>
<td>Weekly PLC Agenda and Minutes contain Action Plans for the following week</td>
<td>0</td>
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<tr>
<td>- KCWP 2: Design and Deliver Instruction</td>
<td>Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</td>
<td>Weekly PLC Agenda and Minutes contain Action Plans for the following week</td>
<td>0</td>
<td></td>
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<tr>
<td>- KCWP 4: Review, Analyze and Apply Data</td>
<td>Create and monitor a &quot;Watch (Cusp) List&quot; for students performing below proficiency.</td>
<td>Weekly PLC Agenda and Minutes contain Action Plans for the following week</td>
<td>0</td>
<td></td>
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<td></td>
<td>Use classroom assessment data to inform teacher's instructional decisions.</td>
<td>Daily through Weekly Lesson Plans</td>
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<td>- KCWP 5: Design, Align and Deliver Support</td>
<td>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.</td>
<td>CSIP Strategy Meetings</td>
<td>Administrator Walks and Observation</td>
<td>0</td>
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<td></td>
<td>Assure consideration and addressment of non-academic barriers to learning.</td>
<td>Weekly MTSS Meetings</td>
<td>Weekly MTSS Agenda and Minutes</td>
<td>0</td>
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): By 2022, Fort Wright Elementary School will increase the Separate Academic Indicator from 79.3 in 2018 to 85 in 2022 as per academic indicator data.

<table>
<thead>
<tr>
<th>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</th>
<th>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</th>
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  • KCWP 3: Design and Deliver Assessment Literacy  
  • KCWP 4: Review, Analyze and Apply Data  
  • KCWP 5: Design, Align and Deliver Support  
  • KCWP 6: Establishing Learning Culture and Environment | • KCWP1: Design and Deploy Standards Classroom Activities  
  • KCWP2: Design and Deliver Instruction Classroom Activities  
  • KCWP3: Design and Deliver Assessment Literacy Classroom Activities  
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<tr>
<td>• Objective 1: By 2019, Fort Wright Elementary School will increase the on-demand proficiency for all students from 54.9% in 2018 to 58% in 2019 as measured by the School Report Card proficiency data.</td>
<td>• KCWP 2: Design and Deliver Instruction</td>
<td>Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</td>
<td>Daily through Weekly Lesson Plans</td>
<td>Lesson Plans are submitted to administrators</td>
<td>0</td>
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<td></td>
<td>• KCWP 4: Review, Analyze and Apply Data</td>
<td>Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified. Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.</td>
<td>Daily through Weekly Lesson Plans</td>
<td>Lesson Plans are submitted to administrators</td>
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<tr>
<td>Objective 2: By 2019, Fort Wright Elementary School will increase the science proficiency for all students from 48.4% in 2018 to 52% in 2019 as measured by the School Report Card proficiency data.</td>
<td>• KCWP 2: Design and Deliver Instruction</td>
<td>Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After).</td>
<td>Daily through Weekly Lesson Plans</td>
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<td>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</td>
<td>Daily through Weekly Lesson Plans</td>
<td>Lesson Plans are submitted to administrators</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>• KCWP 4: Review, Analyze and Apply Data</td>
<td>Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.</td>
<td>Daily through Weekly Lesson Plans</td>
<td>Lesson Plans are submitted to administrators</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.</td>
<td>On-going PPR</td>
<td>Administrator Walks and Observation</td>
<td>0</td>
</tr>
</tbody>
</table>
Goal 3 (State your Gap goal): By 2022, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 30% in 2022 as measured by the school report card gap data.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: By 2019, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 22% in 2019 as measured by the school report card gap data.</td>
<td>KCWP 1: Design and Deploy Standards</td>
<td>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</td>
<td>Monthly classroom walks and teacher observation</td>
<td>Color spreadsheet of teacher walks with comments</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>Create and monitor a &quot;Watch (Cusp) List&quot; for students performing below proficiency. Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</td>
<td>Weekly MTSS Meetings</td>
<td>MTSS Agendas and Minutes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly PLCs</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)
- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)
- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities
<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2: By 2019, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 38% in 2018 to 30% in 2019 as measured by the school report card gap data.</td>
<td>KCWP 6: Establishing Learning Culture and Environment</td>
<td>Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</td>
<td>Daily through Weekly Lesson Plans</td>
<td>Lesson Plans are submitted to administrators</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure that all available resources are deployed to assist students in need (reduction of physical and mental health barriers to learning), i.e. FRYSC, DPP, Cabinet for Family and Children, etc.</td>
<td>Weekly MTSS Meeting</td>
<td>Agenda and Minutes from weekly MTSS Meetings</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity- student equity.</td>
<td>Daily color for each student Student Safety</td>
<td>Monthly review of PBIS data/ Administrator Walks and Observations/ Monthly review of Student Discipline Referrals</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</td>
<td>Develop a tracking system for monitoring of student achievement progress by learning target and by standard.</td>
<td>Weekly PLCs</td>
<td>PLC Agenda and Minutes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use summative evidence to inform what comes next for individual students and groups of students.</td>
<td>Weekly PLCs</td>
<td>PLC Agenda and Minutes</td>
<td>0</td>
</tr>
</tbody>
</table>
5: Growth

- **Goal 5 (State your Growth goal):** By 2022, Fort Wright Elementary School will increase the percentage of students meeting typical growth percentage in math from 63.70% to data.

<table>
<thead>
<tr>
<th>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</th>
<th>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</th>
<th>In the following of activities, the person activity or activities,</th>
</tr>
</thead>
</table>
| - KCWP 1: Design and Deploy Standards  
  - KCWP 2: Design and Deliver Instruction  
  - KCWP 3: Design and Deliver Assessment Literacy  
  - KCWP 4: Review, Analyze and Apply Data  
  - KCWP 5: Design, Align and Deliver Support  
  - KCWP 6: Establishing Learning Culture and Environment | - KCWP1: Design and Deploy Standards Classroom Activities  
  - KCWP2: Design and Deliver Instruction Classroom Activities  
  - KCWP3: Design and Deliver Assessment Literacy Classroom Activities  
  - KCWP4: Review, Analyze and Apply Data Classroom Activities  
  - KCWP5: Design, Align and Deliver Support Classroom Activities  
  - KCWP6: Establishing Learning Culture and Environment Classroom Activities | |

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Objective 1: By 2019, Fort Wright Elementary School</td>
<td>Create and monitor a &quot;Watch (Cusp) List&quot; for students performing below proficiency.</td>
<td>Weekly MTSS Meeting</td>
<td>Weekly MTSS Agenda and Minutes</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Strategy</td>
<td>Activities to Deploy Strategy</td>
<td>Measure of Success</td>
<td>Progress Monitoring Date &amp; Notes</td>
<td>Funding</td>
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<tr>
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</tr>
<tr>
<td>will increase the percentage of students meeting typical growth percentage in math from 63.70% in 2018 to 67% in 2019 measured by MAP data.</td>
<td>• KCWP 4: Review, Analyze and Apply Data</td>
<td>Use classroom assessment data to inform teacher's instructional decisions.</td>
<td>Weekly Professional Learning Communities</td>
<td>Weekly PLC Agenda and Minutes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>• KCWP 6: Establishing Learning Culture and Environment</td>
<td>Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.</td>
<td>Weekly MTSS Meeting</td>
<td>Weekly MTSS Agenda and Minutes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.</td>
<td>Weekly Assessments/Goal-setting</td>
<td>PLC Agenda and Minutes</td>
<td>0</td>
</tr>
</tbody>
</table>
6: Transition Readiness

Goal 6 (State your Transition Readiness goal): By 2022, Fort Wright Elementary School will increase the percentage of students transition ready from 38.03% in 2018 to 69.67% in 2022 as measured by:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to Deploy Strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Objective 1: By 2019, Fort Wright Elementary School will increase the percentage of students transition ready from 38.03% in 2018 to 51.472% in 2019 as measured by the school report card proficiency data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- KCWP 2: Design and Deliver Instruction</td>
<td>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</td>
<td>CSIP Strategy Meetings and Individual Professional Learning Plans</td>
<td>Monthly Classroom Walks and Observations</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan for and implement active student engagement strategies.</td>
<td>Teachers Weekly Lesson Plans</td>
<td>Lesson Plans are submitted to administrators weekly</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use formative and summative evidence to inform what comes next for individual students and groups of students.</td>
<td>Teachers Weekly Lesson Plans and Weekly PLC Meetings</td>
<td>Lesson Plans are submitted to administrators weekly and PLC Minutes with Action Plans</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>- KCWP 5: Design, Align and Deliver Support</td>
<td>Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walks to ensure high levels of teacher effectiveness and student achievement.</td>
<td>Weekly Assessments/Classroom Walks</td>
<td>PLC Agenda and Minutes/ Monthly Walk Feedback</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incorporate professional knowledge of best practice and high yield strategies</td>
<td>CSIP Strategy Meetings/ Individual Professional</td>
<td>Monthly CSIP Strategy Meetings/ On-Going Job-embedded Professional</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Strategy</td>
<td>Activities to Deploy Strategy</td>
<td>Measure of Success</td>
<td>Progress Monitoring Date &amp; Notes</td>
<td>Funding</td>
</tr>
<tr>
<td>-----------</td>
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<td>-------------------</td>
<td>----------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>with knowledge of personalized student needs to procure a unique match that will propel student achievement.</td>
<td>Learning Plans/Weekly Assessment Data</td>
<td>Learning/On-Going Review of Professional Practices Growth Plans</td>
<td></td>
</tr>
</tbody>
</table>
Phase Three: Closing the Achievement Gap Diagnostic

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 12/10/2018
Status: Open
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II. Achievement Gap Analysis ................................................................................... 4  
III. Planning the Work ............................................................................................... 6  
ATTACHMENT SUMMARY...................................................................................... 7
Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.
Complete the Achievement Gap Group spreadsheet and attach it.
Achievement Gap group Spreadsheet is completed and attached.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
II. Achievement Gap Analysis

A. Describe the school’s climate and culture as they relate to its gap population.

Fort Wright Elementary’s (FWE) school climate is first class. FWE’s culture thrives on the opportunity to communicate, collaborate, and educate a diverse population using best practices at all times. Teachers and staff members advocate and build relationships with all students. This team of staff identify how each student learns best and personalize instruction to ensure students gain access to mastery of every content standard.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

In 2018, Fort Wright Elementary did not have enough special education students to be identified as a gap group. Novice reduction of special education students continues to be a need. The only identified gap group in 2018 is students that are Free and Reduced Lunch Status. Students that are identified as Free and Reduced Lunch Status are making progress toward proficiency.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Free and Reduced Lunch Status- In reading, 50% of students scored proficient and distinguished. This is a 3.2% gain from the 2017 school year. In math, 46.9% of identified students scored proficient and distinguished as compared to 40.5 in 2017.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

As far as the identified GAP groups in 2017, students with free and reduced lunch status are making progress. That said, even though Fort Wright Elementary did not have enough students with disabilities to be identified as a gap group this group regressed in both literacy and numeracy.

E. Describe in detail the school’s professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Each teacher participates in a minimum of 24 hours of professional learning that is differentiated for teacher needs. Professional learning is determined by teacher survey input, classroom observations and walks, and on-going data analysis. Teachers get the opportunity to plan their learning with an administrator to determine best professional development needed to improve student achievement. PD Plan and ESS plan was reviewed and approved in May 2018. Teachers participate in monthly CSIP Strategy meetings to improve on strategies to implement in all content areas. During this time, teachers are empowered to lead sessions based on content expertise and classroom success. Students are encouraged to participate in ESS services with bus transportation throughout the school year. FWE’s ESS Plan was developed and approved in November 2018. During this time, teachers focus on reading and math strategies. Over the summer, students participated in a summer program for four weeks in which students focused on literacy and numeracy and received bus transportation. All incoming Kindergarten students participate in two days of JUMPSTART to begin learning school routines and assist teachers with building an instructional plan for each student.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Intentional focus and weekly data discussions during PLCs helped improve the reading and math proficiency of free and reduced lunch status students. This year, Fort Wright Elementary is ensuring all special education teachers get the specialized training needed to deliver specially designed instruction to allow each student with a disability to meet individualized goals.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Fort Wright Elementary is determined to improve the achievement of all GAP students. Teachers give weekly assessments that cover the standards taught throughout the week. Once a week, teachers and administrators participate in a Professional Learning Community in which each GAP student is discussed. Teachers discuss the students that mastered the standard, nearly mastered, and need remediation. Teachers make a weekly plan of action to reteach or accelerate content standards to personalize instruction for all students. This process for continuous improvement involves all teachers, school counselor, school psychologist, school based therapists, Family Resource Coordinator, administrators, district consultants, district consultants (RBTL), SBDM Council, and other community members. Each month, the SBDM Council reviews different sets of data to review student achievement growth.
III. Planning the Work

Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By 2022, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 30% in 2022 as measured by the school report card gap data. • Objective 1: By 2019, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 19.1% in 2018 to 22% in 2019 as measured by the school report card gap data. • Objective 2: By 2019, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 38% in 2018 to 30% in 2019 as measured by the school report card gap data.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap
Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

The Closing the Achievement Gap Summary spreadsheet is attached.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
## ATTACHMENT SUMMARY

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FW- GAP Group Identification</td>
<td>Attached is the gap group identification for Fort Wright Elementary.</td>
<td>I</td>
</tr>
<tr>
<td>FW- Measurable Gap Goal 2019</td>
<td>Attached is the Measurable Gap Goal, objectives, strategies, and activities that will be used to hit the goal.</td>
<td>II, E, III, III</td>
</tr>
<tr>
<td>Gap Group/Total number of students</td>
<td>Percentage of Total School Population</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Free and Reduced/106</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Special Education/95</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Black/27</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/42</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Asian/6</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Hawaiin/ Pacific Islander/1</td>
<td>0.20%</td>
<td></td>
</tr>
<tr>
<td>EL/23</td>
<td>8.00%</td>
<td></td>
</tr>
<tr>
<td>2 or More Races/41</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Measurable Gap Goal</td>
<td>Strategy Chosen to</td>
<td>Activities chosen to</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>KCWP 1: Design and Deploy Standards</td>
<td>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (student equity).</td>
<td>Lead Teachers and Administration</td>
</tr>
<tr>
<td></td>
<td>Create and monitor a &quot;Watch (Cusp) List&quot; for students performing below proficiency.</td>
<td>MTSS Team</td>
</tr>
</tbody>
</table>

*By 2022, Fort Wright*
<table>
<thead>
<tr>
<th>KCWP 4: Review, Analyze and Apply Data</th>
<th>Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.</th>
<th>Teachers and Administration</th>
<th>Weekly PLC Agenda and Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCWP 6: Establishing Learning Culture and Environment</td>
<td>Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.</td>
<td>Teachers and Administration</td>
<td>Lesson Plans in Google Drive every week</td>
</tr>
<tr>
<td></td>
<td>Ensure that all available resources are deployed to assist students in need (reduction of physical and mental health barriers to learning), i.e. FRYSC, DPP, Cabinet for Family and Children, etc.</td>
<td>Family Youth Resource Coordinator, Teachers, and Administration</td>
<td>Weekly MTSS Minutes</td>
</tr>
<tr>
<td>Teachers and Administration</td>
<td>PLC Minutes</td>
<td>PLC Minutes</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Ensure that classrooms operate within the school’s guidelines for cultural responsiveness and hold students to high expectations for appreciating and accepting diversity-student equity.</td>
<td>Develop a tracking system for monitoring student achievement progress by learning target and by standard.</td>
<td>Use summative evidence to inform what comes next for individual students and groups of students.</td>
<td></td>
</tr>
</tbody>
</table>

**KCWP3: Design and Deliver Assessment Literacy Classroom Activities**
9/2018-19 Phase One: Continuous Improvement Diagnostic_09122018_12:46

Phase One: Continuous Improvement Diagnostic

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 09/27/2018
Status: Locked
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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

**Part I:**

1. Using the results of perception surveys (e.g., TELKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

After analyzing the school's TELL Kentucky Survey, Fort Wright Elementary will work diligently to improve in the area of Professional Learning: Professional learning deepens teachers'content knowledge. Each teacher gave input on the school Professional Learning Plan for the school through a survey. Administrators and the Curriculum, Instruction, and Assessment (CIA) committee analyze the survey and determine the best Professional Learning Plan for the school. All teachers complete an individual learning plan to differentiate learning to meet the needs of different grade levels, specific content areas, strategies, and individual needs to improve achievement. In addition, teachers get the opportunity to participate in monthly Comprehensive School Improvement Plan (CSIP) Strategy Meetings that provide multiple sessions to allow teachers to participate in sessions that will deepen teachers content knowledge. Teachers give input on needed professional learning after each CSIP Meeting through a google form. Furthermore, teachers meet with administrators during weekly Professional Learning Communities to review student data and make action plans for students to ensure student growth and mastery of content. During this time, teachers and administrators actively discuss personalized professional learning that is needed to improve student achievement.

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**Part II:**

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The school will engage a variety of shareholders in the development of a process that is truly ongoing and continuous by ensuring parents participate in all three school committees (Curriculum, Instruction, and Assessment (CIA), Positive Behavior Instructional Support (PBIS), and the School Based Decision Making Council (SBDM). All committees elicit parent support through the school newsletter, Remind, Twitter, PTA meetings, and other Social Medias. Meeting dates are determined at the first meeting and publicized. Meeting agendas and minutes will be posted on the school website to allow all stakeholders to view. Furthermore, stakeholders will be involved in school events (iMOM breakfasts, ALL Pro Dad breakfasts), extended school services, Parent
Teacher Association Meetings, Literacy Nights, Math Nights, Wellness Nights, community outreach events, and Family Resource Youth Service Center Advisory Council Meetings. Administration attends all committee meetings to ensure processes are followed. Data analysis is always used to monitor for effectiveness and student growth.

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.
<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Item(s)</th>
</tr>
</thead>
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11-1-18 Phase Two: School Safety Report_10222018_12:12

Phase Two: School Safety Report

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 10/22/2018
Status: Open
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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one several weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.
Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?
   If the answer is "no," please explain below.

   Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

   Yes, the school council adopted an emergency plan in accordance with local board policy and in compliance with the specification in KRS 158.162(3).

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?
   If the answer is "no," please explain below.

   Yes, the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b).

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?
   If the answer is "no," please explain below.

   Yes, the school posted primary and secondary evacuation routes in each room by a doorway used for evacuation as required by KRS 158.162(3)(a).

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?
   If the answer is "no," please explain below.

   Yes, the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b).

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?
   If the answer is "no," please explain below.

   Please provide the most recent date of review/revision of the school's emergency plan in the district.

   Yes, the school's emergency plan was reviewed at the end of the 2017-18 school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c).
6. Did the principal discuss the emergency plan with all school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?
If the answer is “no,” please explain below.

Please provide the date the school completed this discussion.

Yes, the emergency plan was discussed with all school staff prior to the first instructional day of the 2018-19 school year and noted in the Opening Day for Staff Agenda as required by KRS 158.162(2)(d).

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?
If the answer is “no,” please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, the principal conducted at least one severe weather drill, one earthquake drill, and one lockdown drill during the first 30 instructional days of the 2018-19 school year as required by KRS 158.162(4).

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?
If the answer is “no,” please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, at least one severe weather drill, one earthquake drill, and one lockdown drill was completed in the month of January in the 2017-18 school year as required by KRS 158.162(4).
## ATTACHMENT SUMMARY

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11-1-18 Phase Two: School Assurances_10222018_12:08

Phase Two: School Assurances

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 10/22/2018
Status: Open
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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.
School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
   ● Yes
   ○ No
   ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
   ● Yes
   ○ No
   ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. 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.
   ● Yes
   ○ No
   ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. 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, career, and transition ready.
   ● Yes
   ○ No
COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.
   • Yes
   • No
   • N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. 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.
   • Yes
   • No
   • N/A

COMMENTS

ATTACHMENTS
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7. 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.
   • Yes
   • No
   • N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement
8. 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 and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS
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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No
 COMMENTS

ATTACHMENTS
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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.
   - Yes
   - No
   - N/A

 COMMENTS

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Phase Three: Title I Annual Review

Ft Wright Elementary School
Tina Wartman
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

Last Modified: 12/04/2018
Status: Open
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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26.
Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? Please attach any supporting documentation which is named according to the section it supports.

Fort Wright Elementary analyzes and triangulates student data. The data reviewed is K-PREP data, MAP data, Brigance data, district Common Assessment data, Writing scrimmages, and formative and summative classroom data. The following describes who reviews data, the frequency, and documentation: SBDM Council (monthly- minutes); Professional Learning Communities (PLCs- weekly- data charts); CSIP Strategy Meetings (monthly-minutes); Committee meetings (PBIS & Curriculum, Instruction, and Assessment- monthly or more frequently as needed- minutes); Administrative Meetings (weekly- minutes); Leadership Meetings (monthly).

ATTACHMENTS
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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. Please attach any supporting documentation which is named according to the section it supports.

FW K-PREP data identifies all students score higher than students receiving free and reduced lunch and students with disabilities. Title I funds were used to purchase additional staff to create smaller classrooms along with additional help to instruct novice students in literacy and numeracy. Title I funding was effective in decreasing the percentage of novice students in the free and reduced lunch status in both reading and math.

ATTACHMENTS
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Parent and Family Engagement (ESSA Section 1116)

Rationale:
• Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
• Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
• As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
• Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
• To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school’s parent and family engagement program and the processes and data sources used to make this determination. Please attach any supporting documentation which is named according to the section it supports.

FWE’s parent and family engagement program is based off triangulated data. Last school year, teachers and parents partnered to provide literacy and math nights. During this time, parents learned strategies to use at home to improve student achievement in both reading and math with volunteers for childcare so. Also, during these evening events stations were available to assist parents with volunteering in the school. reducing barriers, and interpreters. Also, parents and teachers partnered to purchase chromebooks for all students to allow students to participate in blended and personalized learning opportunities.

ATTACHMENTS
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3B. Describe any changes that will be made to next year’s parent and family engagement program based on your evaluation. Please attach any supporting documentation which is named according to the section it supports.

This year, a change that will be made is to include a writing opportunity for parents. With the addition of full day kindergarten, another change is to provide more chromebooks to remain the one to one technology status.

ATTACHMENTS
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Evaluation of the Schoolwide Program

Rationale:
Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. Please attach any supporting documentation which is named according to the section it supports.

After reviewing multiple sets of data, Fort Wright Elementary will continue targeting gap students, free and reduced and special education. Also, FW will monitor weekly assessments to check for growth of ALL students. K-PREP data shows that the majority of fourth and fifth graders did not make significant growth in reading or math.

ATTACHMENTS
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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. Please attach any supporting documentation which is named according to the section it supports.

This year, SBDM Council spent a lot of time revising the Parent Teacher Compact. This agreement went home with each student. Parents are given the opportunity to read and sign during parent teacher conferences. Furthermore, the SBDM Council took a lot of time last school year revising multiple policies to ensure students get the most rigorous opportunities for learning when at Fort Wright Elementary. Also, most effective was discussing gap students each week during professional learning communities. Least effective, administration spent more time focused on gap students and didn't ensure all students were making adequate growth.

ATTACHMENTS
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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? Please attach any supporting documentation which is named according to the section it supports.

This year, FWE added a Falcon Mentor Reading Program. This mentor program consists of community members and parents that volunteered to attend a specific reading training. After getting trained, mentors and students were paired based on reading data. Mentors and students read together weekly.

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