

Franklin Elementary Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal-building template will assist your improvement team in addressing those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By the Spring of 2025, Franklin Elementary will increase the early literacy proficiency of kindergarten students from 43% to 85% and foundational numeracy proficiency from 47% to 85% as measured by FastBridge Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring of 2024, FES will increase the early literacy proficiency of kindergarten students from 50% to 75% as measured by FastBridge early Reading Assessments.	KCWP 1: We will Design and Deploy Standards to ensure the current curriculum is valid and standards are taught to fidelity.	READING and MATH: Standards will be referenced and monitored periodically (quarterly) during PLC meetings.	An increased number of students meeting benchmark by the spring assessment. More students are foundationally ready to move to 1st grade at the end of their kindergarten year.	PLC notes Walkthroughs	
	KCWP 2: We will Design and Deliver Instruction to ensure Tier I and Tier II instructional needs are met and the next steps for improvement are identified.	READING: Teachers will implement the use of CKLA for foundational phonics skills and literature instruction.	An increased number of students meeting the benchmark on the spring FastBridge assessment. More students are foundationally ready to move to 1st grade at the end of their kindergarten year.	FastBridge Scores Classroom Progress Monitoring	District Provided Funds
	KCWP 2: We will Design and Deliver Instruction to establish systems of collaboration to meet the Tier I educational needs of all students.	READING: Students will receive flexible small group instruction as needed during core literacy time to target skill deficits and bridge learning gaps.	Increased FastBridge reading scores for Tier 2 and Tier 3 students. Movement of students up from one tier to the next (Tier 3 to Tier 2 and Tier 2 to Tier 1)	FastBridge Scores Classroom Progress Monitoring	

Goal 1 (State your reading and math goal.): By the Spring of 2025, Franklin Elementary will increase the early literacy proficiency of kindergarten students from 43% to 85% and foundational numeracy proficiency from 47% to 85% as measured by FastBridge Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		WIN Time (READING and MATH): Students will be divided into tiered instructional groups among teacher teams to receive an additional 30 minutes of intensive instruction on needed reading skills to bridge the gaps between groupings. Tier 1 students will receive enrichment instruction and are grouped in a larger ratio of student to teacher. Tiers 2 and 3 will both be in smaller groups. Tier 3 classrooms will receive additional support via SPED teachers and paras. Groupings will be flexible based on at least three data points and teacher recommendations.	based on FastBridge data.		
		READING and MATH: Teachers will receive additional training in providing students effective real-time feedback on their learning progress.	Increased FastBridge math scores for Tier 2 and Tier 3 students. Movement of students up from one tier to the next (Tier 3 to Tier 2 and Tier 2 to Tier 1) based on FastBridge data.	Classroom Progress Monitoring Fastbridge Scores Increased scores on classroom assessments.	Educational Excellence Foundation Grant: \$2500 (materials)
			Increased FastBridge math scores for Tier 2 and Tier 3 students. Movement of students up from one tier to the next (Tier 3 to Tier 2 and Tier 2 to Tier 1) based on FastBridge data.	PLC discussions on goal setting Students will be able to state their goals for the FastBridge assessment. They will also be able to set their goal and know whether or not they met their goals.	N/A

Goal 1 (State your reading and math goal.): By the Spring of 2025, Franklin Elementary will increase the early literacy proficiency of kindergarten students from 43% to 85% and foundational numeracy proficiency from 47% to 85% as measured by FastBridge Assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By Spring of 2024, FES will increase the foundational numeracy proficiency from 61% to 80% as measured by FastBridge earlyMath Assessments.	KCWP 3: We will Design and Deliver Assessment Literacy to provide feedback to students on their progression of learning.	Teachers will receive additional training in goal setting and its relative importance for students in the classroom. They will also learn how to set attainable goals as well as how to display data to make it user-friendly to students in the classroom.	Teacher discussion of goals met and yet to be met. Data displayed in classrooms.	PLC conversations Data observed during classroom walkthroughs.	N/A
	KCWP4: We will Review, Analyze, and Apply Data results to ensure that student data is collected, analyzed, and used to drive classroom instruction and determine student's needs.	READING and MATH: All students will be universally screened three times per year with the FastBridge earlyReading and earlyMath suite of assessments. For students identified as at risk, progress monitoring will be conducted on a weekly or biweekly basis. Progress monitoring data will be reviewed every six weeks for two primary purposes: 1) to provide targeted instructional support to students as needed and 2) to gauge teacher effectiveness and provide instructional coaching as needed.	Increased FastBridge Scores Decreased Tier 2 and Tier 3 numbers; increased Tier 1 numbers	Data from FastBridge collected three times per year.	

2: State Assessment Results in science, social studies, and writing

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, 100% of FES students will be taught the KSA standards for science, social studies and writing via the literacy block using evidence-based curricular resources (Amplify).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring of 2024, 100% of students will be taught 70% of the KA Standards for science, social studies, and writing.	KCWP 1: We will Design and Deploy Standards to ensure the current curriculum is valid and standards are taught to fidelity.	SCIENCE and SS: Science and SS instruction has been embedded into the literacy content through the informational texts found in Amplify as well as additional texts used as read-alouds in the classroom. Teachers will focus discussions and activities around the KY academic standards for science and social studies.	Teachers' discussions in PLCs will indicate a knowledge of the standards and an understanding of which standards have been taught and which are left to teach.	PLC meetings are used to review standards and vocabulary as well as to monitor standards already taught and left to be taught. Also, use PLC meetings to share appropriate additional texts and activities to wholly, yet succinctly teach the standards.	N/A
	KCWP 2: We will Design and Deliver Instruction to ensure Tier I and Tier II instructional needs are met and the next steps for improvement are identified.			Walkthroughs Unit plans	
	KCWP 2: We will Design and Deliver Instruction to establish systems of collaboration to meet the Tier I educational needs of all students.	WRITING: Handwriting is embedded within the Amplify foundational skills curriculum, including explicit letter formation instruction, and will be monitored for effectiveness. Additionally, composition is embedded within Amplify, and students will produce several narrative, informational, and opinion pieces through a variety of drawings, dictations, and written work.	Improved writing and composition as evidenced in PLC discussions.	Teachers will monitor Amplify handwriting and composition instruction for effectiveness, collecting student samples to share during PLCs. Revisions will be made to instruction as required to meet standards.	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2023–2024 school year, 100% of students will receive high-quality, evidence-based core literacy and foundational numeracy instruction provided by a certified classroom teacher. By the spring of 2024, we will decrease the percentage of students identified as Tier II and Tier III in early literacy for the Multiracial and African American subgroups from 52.4% to 42.4% as measured by Fast Bridge Assessment.	KCWP 5: Design, Align, and Deliver Support Processes to ensure appropriate academic interventions are taking place to meet the needs of all students. KCWP 2: We will Design and Deliver Instruction to ensure Tier I and Tier II instructional needs are met and the next steps for improvement are identified.	W.I.N. Time (READING and MATH): Students will be divided into tiered instructional groups among teacher teams to receive an additional 30 minutes of intensive instruction on needed reading skills to bridge the gaps between groupings. Tier 1 students will receive enrichment instruction and are grouped in a larger ratio of student to teacher. Tiers 2 and 3 will both be in smaller groups. Tier 3 classrooms will receive additional support via SPED teachers and paras. Groupings will be flexible based on at least three data points and teacher recommendations.	Increased FastBridge reading scores for Tier 2 and Tier 3 students. Movement of students up from one tier to the next (Tier 3 to Tier 2 and Tier 2 to Tier 1) based on FastBridge data.	FastBridge Classroom Progress Monitoring	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By Spring of 2025, we will decrease the percentage of English Language Learners identified as Tier II and Tier III in early literacy from 100% to 60% as measured by the FastBridge early reading Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, we will decrease the percentage of students identified as Tier II and Tier III in early literacy for English Learners from 100% to 80% as measured by the FastBridge early reading assessment.	KCWP 5: Design, Align, and Deliver Support Processes to ensure appropriate academic interventions are taking place to meet the needs of all students. KCWP 2: We will Design and Deliver Instruction to ensure Tier I and Tier II instructional needs are met and the next steps for improvement are identified.	W.I.N. Time (READING and MATH): Students will be divided into tiered instructional groups among teacher teams to receive an additional 30 minutes of intensive instruction on needed reading skills to bridge the gaps between groupings. Tier 1 students will receive enrichment instruction and are grouped in a larger ratio of student to teacher. Tiers 2 and 3 will both be in smaller groups. Tier 3 classrooms will receive additional support via SPED teachers and paras. Groupings will be flexible based on at least three data points and teacher recommendations.	Increased FastBridge reading scores for Tier 2 and Tier 3 students. Movement of students up from one tier to the next (Tier 3 to Tier 2 and Tier 2 to Tier 1) based on FastBridge data.	FastBridge Classroom Progress Monitoring	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the Spring of 2025, Franklin Elementary will increase attendance rates of kindergarten students from 89% to 95% as measured by monthly cumulative attendance data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2024, FES will increase student attendance levels from 92% to 95% as measured by monthly cumulative attendance data.	KCWP 6: We will Establish a Learning Culture and Environment to ensure processes are in place to communicate with and support parents/families to address barriers to learning.	Weekly communications with parents of students with 5 or more absences to be conducted by Truancy Team (Principal, Counselor, School Social Worker, DPP)	Infinite Campus: decrease in percentage of students absent/tardy monthly	Infinite Campus Reports Teacher Attendance Logs	Activities Fund/PTO Fund: \$1000
		Having reward/celebratory activities to acknowledge students who come to school on time daily and stay at school.			
		Acknowledge/reward faculty/staff who come to work on time and have consistent attendance through monthly recognition/awards.	Increase in Faculty/Staff who attend work daily. Measure/evaluate this monthly		Activities Fund: \$500