



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09122023_08:55

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Ft Wright Elementary School
Sarah Ackel
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

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2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Sarah Ackel - 9/12/23



2023-2024 Phase One: Executive Summary for Schools_09122023_08:52

2023-2024 Phase One: Executive Summary for Schools

Ft Wright Elementary School
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2023-2024 Phase One: 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) is located at 501 Farrell Drive in Covington, KY. FWE is part of Kenton County School District and serves approximately 500 students in grades preschool through fifth grade. We offer full day preschool that serves approximately 40 students. Ft. Wright has approximately 75 employees including both certified and classified staff. 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, trauma, and increased mental health concerns. 71.7% of the student population is Caucasian and 28.3% consisting of minority population. FWE is Schoolwide Title I with approximately 57% of the population being free and reduced lunch status and an attendance rate of 98.8%. In 2016, Ft. Wright went through a major renovation making our building a state-of-the-art building for students to learn. Ft. Wright is an energy efficient facility which contributes to our districts recognition for energy star savings. In collaboration with our district, Ft. Wright is 1:1 with technology at all grade levels. FWE has fully implemented of our new district wide Learning Management Systems including Schoology and Performance Matters, which grounds stakeholders in forward facing progress to make instructional decisions that are best for students and improve overall achievement. In the 2023-2024 school year, Fort Wright Elementary adopted a new ELA program. Fort Wright staff are working collaboratively with the school district to ensure that this program is being implemented with fidelity. This includes teacher leaders as literacy leaders. These teacher attend district meetings for training to present to the other staff. Also, teachers are attending district sessions throughout the year to work with district staff and other teachers on planning and implementing this program. FWE is fortunate to have an extremely active and supportive Parent Teacher Association. Over the last several years, our PTA has raised money to purchase school technology needs as well as provide support and assistance to students and teachers. One of the Kenton County School District Transition Ready goals is to have all students in at least one extra-curricular activity. Ft. Wright provides students with opportunities to be involved in clubs both during and after school. During the 2022-2023 school year, FWE started the Tower Time Club where all students choose a club of interest hosted by staff to participate in 4 times a year. Ft. Wright offers many other extra curriculums such as; Academic Team, Journalism, E-Wise, Basketball, Soccer, Art and Drama Clubs, and Yoga.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Ft. Wright Elementary stakeholder groups consist of our SBDM councils, school staff, parent and community members. Together, stakeholders share in the understanding of the school mission and serve as a positive force to achieve outcomes for all students and sustain those outcomes over time to ensure all students receive a world class education. Through collaborative efforts, stakeholders engage in data analysis to identify areas of needed improvement or growth as well as celebrating milestones. Fort Wright's SBDM Council analyzes data monthly. This data analysis as well as triangulated data (trend data) from common assessments, Kentucky Summative Assessment (KSA), formative assessments, social emotional behavior data, and attendance data guide the action steps and strategies in the school action plan. School staff is working diligently with families and community partners to ensure every student leaves each grade level being Transition Ready. Some examples of the collaboration are as follows: Parent Literacy Nights provide opportunities for school staff to collaborate with parents to develop stakeholder understanding of best practices in literacy and provide an opportunity for staff to equip parents with the tools they need to support learning in the home. Fort Wright Elementary partners with the Kenton County Public Library to get all students actively reading outside of school. In addition, other community partners like Cinfed provide incentives for students for hitting academic goals. The active PTA is dedicating to active fund raising to provide additional resources to improve student achievement, attendance incentives, and well being of all students as well as celebrating achievements. Weekly newsletters to school families include strategies and best practices to ensure all students are Transition Ready at each grade level including attendance strategies, extracurricular activities, and best instructional practices to improve literacy and numeracy instruction.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Fort Wright staff, parents and other stakeholders collaborated to develop our school mission statement: **We believe: Each student is important. Every student can be a successful learner.** FWE stakeholders carry out this mission statement in numerous ways. We believe in shared decision making with stakeholders, which is accomplished through our SBDM Council, school Lead Teachers inclusive of a representative from each grade level and department. Lead teachers meet twice a month to engage in meaningful and purposeful collaborative discussions centered student data driven from our school action plan. Ft. Wright Elementary has strong systems and structures in place that hold stakeholders accountable to ensuring all

students are transition ready through a comprehension MTSS process. Fort Wright follows the two instructional priorities of the district. Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers which includes rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1) and fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education). The other priority is effective Professional Learning Communities (PLC's). PLC meetings allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps. During these meetings regular student name and claim happen and determine adjustments to instruction as a result of regular review of data. Our school core MTSS team, comprised of administration, interventionists, special education lead teacher, school administration secretary, and Family Resource coordinator meet weekly to analyze student intervention data to identify necessary next steps for students in Tier II and Tier III interventions. FWE has strong relationships with our families and community and recognize that family and community engagement are crucial to school improvement needs. Ft. Wright works closely with our PTA and community partners to offer a variety of opportunities to deepen relationships with families and our community. Some include events include,; Family Literacy Night, monthly iMoms and All-Pro Dads breakfast, movie nights, monthly PTA meetings, Glow Dance, Winter Wonderland Festival, and back to school Falcon Fest where families come in and meet their child's teacher and have access to resources to start the year.

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.

Ft. Wright is focused on making sure all students attend school daily and are Transition Ready and receive a World Class Education. FWE focuses on maintaining a positive culture with a positive growth mindset to ensure all students learning needs are met. This mindset as well as clear expectations for the school Action Plan and Roadmap established at the beginning of each school year and followed consistently has brought us to celebrate several increases in proficiency. Ft. Wright earned a Blue ranking in all academic areas on the 2021-2022 KSA. On the 2021-2022 KSA reading assessment, 71% of all students were proficient or distinguished, which was well above the state percentage. Additionally, 59% of students with disabilities scored proficient or distinguished on the 2021-2022

reading assessment and 58% of our Free and Reduced Lunch gap population scored proficient or distinguished. Another notable achievement that FWE celebrates is our growth in math. 2022-2023 Preliminary KSA data shows an increase from 59% in 2021-2022 to 63% and 12% growth in our Free and Reduced population with 41% of students scoring proficient or distinguished in 2021-2022 to 53% in 2022-2023. An area of needed growth that FWE has prioritized is to increase our overall student proficiency in both reading and math for our EL and Students with Disabilities gap populations. While 81% of EL students made growth on the 2022-2023 ACCESS assessment, 2022-2023 KSA Preliminary data shows that 45% of EL students scored proficient or distinguished in reading and only 18% in math. According to 2022-2023 Preliminary reading data, Students with disabilities decreased from 41% proficient/distinguished in 2021-2022 to 28%. In math, Students with Disabilities increased from 30% proficient/distinguished in 2021-2022 to 32% on Preliminary data. Over the last three years, FWE continues to implement four big strategies to improve fidelity and maintain consistency of the Multi-Tiered System of Support (MTSS) for all staff and students in Leadership, Data-Driven Decision Making through a Progression Model, Targeted Instruction, and Data to Support Student Success. Monthly learning walk data is used to empower teacher leaders, differentiate professional learning, and give high quality feedback to improve and strengthen Tier I instruction as well as strengthening instruction for the interventionists. Over the last three years, our commitment to seeking out and engaging in professional learning opportunities centered around school and individual needs has become more intentional and differentiated through school faculty meetings, job embedded professional learning focused on deconstruction of standards, planning intentional spiral reviews with the standards that have been taught and monitored in real time, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity. During the 2022-2023 school year, we implemented Teacher Learning Labs, with a focus on student-centered classroom observations. This in-house professional development opportunity has allowed stakeholders to engage in collaborative discussions with peers during a pre-briefing session and post-observation to develop shared, collaborative practices. In addition, teachers get the opportunity to complete a peer observation and debrief/reflect with administration. Restructured PLC's have created more effective Professional Learning Communities. PLCs are data focused which includes tracking, monitoring, and celebration of Transition Ready students at all grade levels. All teachers (K-5) administer all weekly assessments in Performance Matters so that the team has quick access to the data for data analysis and can adjust instruction quickly to reteach any standards. In addition, PLC time is used to share best instructional practices. Intentional training around school MTSS procedures with a focus on implementing interventions with fidelity and following progression charts during progress checks. The MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings. Following data driven progress checks the interventionists and administration work collaboratively to create a balcony view of the intervention data to determine the effectiveness of the intervention and make any needed adjustments.

Additional Information

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

Fort Wright Elementary teachers and staff take great pride in building relationships and 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report_09262023_23:13

2023-2024 Phase One: School Safety Report

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2023-2024 Phase One: School Safety Report

School Safety Report

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 severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

yes

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 in the comment box.

yes

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 in the comment box.

yes

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 in the comment box.

yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

yes

7. Was the school's emergency plan reviewed following 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) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes. July 21, 2023

8. 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)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes. August 10, 2023

9. 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(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

yes

10. 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(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for Schools_10112023_09:39

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Data is consistently reviewed and analyzed at Fort Wright Elementary. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (Performance Matters). This data includes KSA, MAP, weekly formative assessments, summative assessments, software data, and district common assessments. Lead teachers for each grade level create the agenda and minutes to document data that is discussed, instructional strategies, along with a weekly plan of action for students that exceed mastery and need additional support to master the covered standards. The MTSS Team consists of teachers (general educator and special educator), school psychologist, school counselor, district reducing barriers to learning (RBTL) interventionist, attendance secretary, family resource coordinator, assistant principal and principal. This team meets weekly to discuss any student that is referred during the week for an academic, behavior, attendance or social emotional behavior concern and determines if the student needs to receive an intervention (Tier 2 instruction). The MTSS team reviews intervention data every eight to ten

weeks to determine if students make adequate progress, need additional interventions, or exit interventions. Meetings are documented with minutes each week and the MTSS dashboard is updated during data checks. SBDM Council (two parents, three teachers, and principal) look at data every month. Council reviews attendance data and behavior data every month. Council reviews MAP data and KSA data at various meetings throughout the year as the data is released. Meetings are documented with minutes each week and posted on the school website.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Fort Wright Elementary's proficiency goals and objectives from last school year's Comprehensive School Improvement Plan were focused on increasing proficiency for ALL students in the area of Math, Reading, Science, Social Studies and Writing and to increase proficiency of students with disabilities in Math and Reading. In the area of Reading, Ft. Wright's yearly objective was to increase reading proficiency for ALL students from 71% in 2022 to 76.8 % in 2023, which was not met. 64% of students scored in the proficiency range which was a decrease of -7% from the 2022 school year.

In Math, Ft. Wright's proficiency objective goal was to increase math proficiency for ALL students from 59% in 2022 to 67% in 2023. While we did not meet the goal of 67%, we did increase by 4% as our overall proficiency score for ALL students was 63% proficient. In Science, Social Studies and Writing, the yearly objective goal was to increase proficiency for ALL students from 60% in 2022 to 68% in 2023 as well as to decrease the amount of students scoring novice from 8% in 2022 to 7% in 2023.

In science, our percent of students scoring proficiency was 64% in 2022 and in 2023 60%, which was a -4% decrease. We also increased students' scoring novice from 0% in 2022 to 10% in 2023. In Social Studies, Ft. Wright met our proficiency with 70% of students scoring proficiency in 2023, which was an increase of 11% from the prior year. While we did not meet our novice reduction goal in Social Studies, we did decrease from 13% in 2022 to 12% in 2023. Our writing proficiency score increased 8% from 55% of students scoring proficient/distinguished in 2022 to 63% in 2023.

We also decreased and met our novice reduction objective by 9%. In 2022 we had 11% students score novice and in 2023 only 2%. As far as the Achievement Gap objectives, Ft. Wright Elementary did not meet either objective for Reading and Math proficiency for students with disabilities. In Math, students made progress from 2022 scores by increasing from 30% to 32% proficiency but missed the proficiency goal of 38% by -6%. In Reading, we saw a decrease from 41% of students scoring proficient/distinguished in 2022 to 28% in 2023.

Ft. Wright has implemented strong structures and systems over the last few years which have resulted in increased student proficiency. While we did not meet some of our yearly objectives, the designated activities and actions identified in our CSIP remain our focus. Strategies and activities target areas of need as indicated by our data and reflect best practices, which will result in improvements in student understanding in order to increase student achievement. Ft. Wright has

implemented strong MTSS structures by deepening staff awareness of best practices for all Tiers of instruction. We have focused on building capacity of Tier I instructional practices by implementing Lab Classrooms where teachers observe a model classroom and engage in meaningful and purposeful collaborative discussions around student/teacher evidences observed that were successful in developing student understanding. Monthly learning walks providing feedback on the Quality Instructional Cycle of Instruction to each teacher along with weekly analysis of trend data in PLC's and weekly memos have helped to improve Tier I instruction in all content areas. Weekly PLC structures allowed teachers to review and analyze weekly and common assessment data using Performance Matters, which fostered collaborative discussions around next steps for improvement.

Teachers model and share instructional practices during PLC's as well as school staff meetings to build capacity for best practices. Our core MTSS team, which is comprised of the Principal, Assistant Principal,, Counselor, FRC coordinator, Interventionist, district RBTL and KTP workers meets weekly to identify student needs and supports for students with attendance, SEB, behavioral, and/or academic needs. The MTSS team also meets every 8-10 weeks with teachers to review Tier II and Tier III intervention data in the areas of reading, math, behavior, and mental health. Progress data is analyzed by the team and then recommendations for next steps are made.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Data trends from the previous two academic years show continued growth in Math proficiency for all students. In 2020-2021 school year, we had 51% of students proficient/distinguished. In the 2021-2022 school year, Ft. Wright scored 59% proficient/distinguished and in the 2022-2023 school year, we scored 63%, which is an overall increase of 12% from the 2020-2021 school year to the 2022-2023 school year. Students with disabilities trend data in Math also show continuous growth over the last two academic years. In 2020-2021, Ft. Wright scored 14% proficiency and in 2022-2023 scored 32% proficient/distinguished, which is an increase of 18%.

Trend data also shows that Proficiency for our Free and Reduced Lunch populations in both Reading and Math continues to improve. In Math, our Free and Reduced Lunch populations overall proficiency score was 36% in 2020-2021 and in 2022-2023 53% proficient/distinguished, which is an increase of 17%. In Reading, our Free and Reduced population proficiency score was 42% in 2020-2021 and 54% in 2022-2023, which is an increase of 12% proficient/distinguished. Ft. Wright trend data also shows significant increases in proficiency in Social Studies. In 2021-2022, 59% of students scored proficient/distinguished and in 2022-2023, 70% of students scored proficient/distinguished. In the area of Writing, trend data shows increases

in proficiency from 2020-2021 to 2022-2023. In both 2020-2021 and 2021-2022 we had 55% proficiency, but grew 10% in 2022-2023 to 63%. In Reading, Ft. Wright's proficiency decreased from 71% in 2021-2022 to 64% in 2022-2023. Our students with disabilities proficiency also declined from 41% proficient/distinguished in 2021-2022 to 28% in 2022-2023.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

Fifty-nine (59) percent of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2023. In Reading, 64% of students scored proficient/distinguished on the 2023 KSA assessment. In Math, students with disabilities scored 32% proficient/distinguished and in Reading 28% of students with disabilities scored proficient/distinguished on the KSA assessment. In Math, 45% of EL students scored proficient/distinguished and in Reading 18% scored proficient/distinguished on the 2023 KSA assessment. In Math, 53% of our Free and Reduced Lunch population scored proficient/distinguished and in Reading, 54% scored proficient/distinguished on the 2023 KSA assessment. Fifty-eight (58%) percent of kindergarten students are kindergarten ready according to the Brigance assessment administered in the fall of 2023. For the MAP assessment taken in the fall of 2023, kindergarten students scored a median RIT percentile of 62% compared to the district mean of 65 in the area of math. In math, first grade scored a median RIT percentile of 57% compared to the district mean of 69. Second grade students scored a median RIT percentile of 66% compared to the district average of 66 in math. Third grade students scored a median RIT percentile of 60 compared to the district average RIT of 67 in math. Fourth grade scored a median RIT percentile of 60% compared to the district average of 63 in math. Fifth grade students scored a median RIT percentile of 45% compared to the district average 63 in math. In the fall MAP Reading assessment, kindergarten students scored a median RIT percentile

of 52 compared to the district average 59. First grade scored a median RIT percentile of 66 which was equal to the district average. Second grade students scored a median RIT percentile of 58% compared to the district average 60 in reading. Third grade students scored a reading median RIT percentile of 68% compared to the district average 70. Fourth grade students scored a reading median RIT percentile of 51% compared to the district average 65 and fifth grade students scored a 57% compared to the district average 68. According to ACCESS data from the spring of 2023, 83% of students made growth and 19% of students exited.

Non-Academic Current State:

Ft. Wright school attendance rate for the 2022-2023 school year was 95.1% with a goal of 96.25%. Quality School Climate Survey results from KSA spring assessment indicate that 98% of students believe Ft. Wright is a caring place. 98% of students believe adults at Ft. Wright respect students' differences (gender, culture, race, religion and ability). According to the 2022 Impact survey, 100% of staff believe Ft. Wright has a positive working environment. 93% of staff also believe that the professional development opportunities are related to their content, which was a 5% increase from the 2020 Impact survey. 100% of teachers believe that Ft. Wright will continue to improve in the future.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

According to state assessment data (KSA) in the Spring of 2023, 64% of our students scored proficient/distinguished in the area of Reading, which is a decline of 7% from the previous school year. In Reading, students with disabilities scored 28% proficient/distinguished on the Spring of 2023 KSA assessment, which was a significant decrease of 13% from the previous school year. Our students with disabilities also saw significant increases in students scoring novice in both Reading and Math. In Reading in the Spring of 2022, 15% of students with disabilities scored

novice and in 2023, 36% of students with disabilities scored novice. In Math, students scoring novice increased from 23% novice in the Spring of 2022 to 43% novice in the Spring of 2023. In Science, 60% of students scored proficient/distinguished which was a slight decline of 4% from the 2021-2022 KSA assessment. In Math, our English Language students scored 45% proficient/distinguished and in Reading, 18% proficient/distinguished on the 2023 spring KSA assessment. While there were no EL scores reported for the 2021-2022 school year, both reading and math proficiency scores remain below our objective goals of increasing student proficiency from 50% in 2022 to 60% in 2023. In Math, Ft. Wright saw slight increases in students scoring proficient/distinguished on the 2023 KSA spring assessment. In 2021-2022 59% of students scored proficient/distinguished and in 2022-2023, 63% of students scored proficient/distinguished. Our students with disabilities also increased from 30% proficient/distinguished in 2021-2022 to 32% in 2023. Even with the increases in proficiency for ALL students and students with disabilities, Ft. Wright did not meet the yearly objective goals in math to increase proficiency in math for ALL students from 59% in 2022 to 67% in 2023 and increasing math proficiency for students with disabilities from 30% in 2022 to 38% in 2023. These areas will remain a priority that will be addressed in our comprehensive school improvement plan.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

In math, trend data shows continued improvements in students scoring proficient/distinguished. In the Spring of 2021, 51% of ALL students scored proficient/distinguished. In the Spring of 2022, 59% of ALL students scored proficient/distinguished and in the spring of 2023, 63% of ALL students scored proficient/distinguished. Similarly, trend data in Math shows students with disabilities trending up in the percentages of students scoring proficient/distinguished. In the Spring of 2021, students with disabilities scored 14% proficient/distinguished. On the 2023 KSA assessment, students with disabilities scored 32% proficient/distinguished which is an 18% increase from 2021. In Social Studies, students scored 59% proficient/distinguished on the 2022 KSA assessment and increased to 70% proficient/distinguished on the Spring of 2023 assessment. In Writing, Ft. Wright saw increased proficiency from 55% of ALL students scoring proficient/distinguished on the Spring 2022 KSA assessment to 63% proficient/distinguished in 2023. Students with disabilities proficiency scores also increase significantly with 7% scoring proficient/distinguished on the 2022 Spring KSA assessment to 40% proficient/distinguished in 2023, which is a 33% increase in proficiency! Student novice scores also decreased in Writing from 11% of ALL students scoring novice on the 2022 KSA assessment to 2% of ALL students scoring novice in 2023. 40% of students with disabilities scored novice in writing on the 2022 KSA assessment

which decreased by 20% in 2023 to 20% of students with disabilities scoring novice.

In math, implementation of the Thinking Strategies and staff awareness of metacognition strategies to promote student understanding and agency have supported growth in these areas. On-going work in PLC's to deepen stakeholder awareness of Kentucky Academic Standards in order to provide meaningful tasks that allow students opportunities to understand standards at the intended depth have also helped areas of improvement. In writing, PLC's and CSIP meetings included focus on deepening stakeholder awareness of the KSA writing scoring rubrics to provide more targeted instruction in writing. Writing scrimmages and stakeholder analysis of writing pieces allowed staff to identify areas of strength and areas of needed improvement.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



FW School Key Elements 23

8. After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

After analyzing the key elements of teaching and learning, Ft. Wright Elementary will focus its resources, time, and effort to improve student achievement in the following two key areas: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. Ft. Wright will continue our focus on reviewing weekly common assessment data during PLC's to identify and make adjustments to instruction to ensure mastery of standards for ALL students in the areas of Reading and Math. In addition, we will continue to utilize our Performance Matters, to analyze district common assessments and student intervention data to dig deeper into areas of needed growth for students. This data will allow stakeholders to make on-going instructional adjustments in real time to improve student achievement.

With the adoption of our new literacy program, CKLA Amplify, a comprehensive literacy program, we will utilize this resource to make the shift from balanced literacy to the Science of Reading and provide on-going professional development for teachers. Ft. Wright will also continue our intentional work to provide high quality instruction for all students by providing monthly feedback to teachers on the elements of the quality instructional cycle of instruction. School learning walk trends and assessment data will be used to provide intentional and differentiated professional development for stakeholders at monthly faculty meetings and other professional development opportunities.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 FW School Key Elements 23		• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	<ol style="list-style-type: none"> 1. Weekly PLC's – PLC structures allow teachers to engage in data analysis and standard deconstruction to make instructional adjustments as necessary. 2. Breakdown of formative and summative assessments scores by grade level standards through the learning management system, Performance Matters. 3. Stakeholders participate in district professional development with a focus on deepening standard knowledge and building assessments that assess students understanding to the intended depth of the standard.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	<ol style="list-style-type: none"> 1. Administration conducts, at minimum, one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycles with feedback centered on the Kenton County Quality Instruction Rubric for Best Instructional Practices. 2. Fidelity Walks are being implemented this year to ensure fidelity of implementation of Amplify CKLA to support shift from balanced literacy to the Science or Reading. 3. Multi-Tiered Support System (MTSS) is in place. Weekly meetings to ensure all intervention goals are targeted at each students identified deficits and instruction practices will decrease learning gaps and increase student achievement. 4. Teacher accountability to lesson plans that demonstrate best practices for all students.

Key Elements of the Teaching and Learning Environment – School

		<ol style="list-style-type: none"> 5. All teachers participate in Student Centered Learning Labs. This in-house professional development opportunity allows stakeholders to engage in collaborative discussions with peers during pre-briefing sessions and post-observation discussion.
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	Yes	<ol style="list-style-type: none"> 1. Administration and staff follow the KCSD Balanced Assessment System – informing instruction for students success beginning with Assessment FOR Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). 2. Weekly and District Common Assessments are implemented with fidelity and recorded in Performance Matters data dashboard. 3. Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLC's, MTSS meetings to analyze data and make informed decisions.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	<ol style="list-style-type: none"> 1. Weekly grade level PLC's use assessment data to identify standard mastery and skill deficits for remediation and to discuss progress of standards. In addition, teachers identify next steps which include the standard or students for remediation, share best practices, and make adjustments in timelines or schedules to reteach. 2. Additional PLC's for job embedded professional development differentiated for grade level teachers or school wide depending on classroom walk feedback, assessment data, and observations. 3. Special Education accountability to student data analysis of IEP progress data as well as progress towards proficiency and mastery of grade level standards. Performance Matters reports and IEP progress data are used to determine students who need instructional changes.

Key Elements of the Teaching and Learning Environment – School

<p>KCWP 5: Design, Align and Deliver Support</p> <p>Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	<p>Yes</p>	<ol style="list-style-type: none"> 1. Performance Matters is the Learning Management Systems that tracks standards based mastery for all students across all content areas as well as intervention data and MAP data. 2. School Special Education Dashboard to track students making progress on IEP goals. 3. PLC Agendas and Minutes track evidence discussed and next steps. 4. District Data Dashboard to track Common Assessment Data, MAP data, MTSS Data, Compliance Data across the district. This data is used to compare the progress of students at Ft. Wright and network with other schools showing success.
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	<p>Yes</p>	<ol style="list-style-type: none"> 1. Attendance and academic achievement recognition throughout the year to track and improve Transition Readiness. 2. PBIS focused school. 3. All students have an adult advocate. 4. Community Engagement and Partnerships with families and organizations. 5. Various extra-curricular activities to assist with all students being engaged, well-rounded students. 6. Student Climate Survey and Impact Survey are both evidences of the positive school culture.



2023-2024 Phase Two: School Assurances_10112023_09:15

2023-2024 Phase Two: School Assurances

Ft Wright Elementary School
Sarah Ackel
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

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2023-24 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

8. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement Plan_11262023_18:11

2023-2024 Phase Three: Comprehensive School Improvement Plan

Ft Wright Elementary School
Sarah Ackel
501 Farrell Dr
Covington, Kentucky, 41011
United States of America

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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

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
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



FWE Goals and Objectives

Summarize the plan of action developed through your goal setting process.


Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Fort Wright Elementary continues to implement the following strategies to ensure Transition Readiness and a World Class education for ALL Students:

- Professional Learning that is purposeful professional development opportunities that will transfer into actionable classroom strategies to increase our overall achievement. This happens through differentiated CSIP strategy sessions and job embedded professional learning focused on deepening our understanding of Kentucky Academic Standards and best practices for student understanding, ensuring student learning tasks are aligned to the intended depth of the standard, analyzing learning tasks and assessments to ensure varying levels of complexity, planning intentional spiral reviews, scoring calibration, on-going professional learning to support and ensure fidelity of our new literacy program, Amplify. Lab Classrooms and will continue to implement them this year. This in-house PD opportunity allows stakeholders to engage in high levels of discourse around best practices, allows teachers access to ideas and instructional strategies, inspires us all to improve instructional practices which ultimately increases our teacher effectiveness.
- Complete Classroom Learning Walks (monthly, weekly, biweekly): Learning walk data is used to empower and grow teachers, differentiate professional learning needs, and give high quality feedback to improve and strengthen Tier I instruction as well as strengthening instruction for school interventionists.
- Effective PLC Structures are in place. PLCs are data focused which includes tracking, monitoring, and celebration of Transition Ready students at all grade levels. All teachers in K-5 administer weekly assessments and CA in Performance Matters in all content areas except literacy. However, student scores are tracked in our school and district designated Amplify Dashboards, which provides quick access to data for analysis and identification of any needed adjustments to instruction or individual student needs. Our PLC time is also used to share and model instructional strategies or best practices to build teacher capacity within our grade level teams.
- Intentional Training and Implementation of MTSS procedures with a continued focus on implementing intervention programs with fidelity and following

progression charts during progress checks. The MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings. Interventionists track student progress in Performance Matters which is utilized for Tier 2 and 3 progress checks to identify the level of student progress and determine next steps. Following progress checks, interventionists and administration utilize student progress data from Performance Matters to analyze and determine the effectiveness of the intervention allowing us to identify and make any needed adjustments.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 FWE Goals and Objectives		.

Updated June 2023

Fort Wright 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 to address 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

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Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

According to state assessment data (KSA) in the Spring of 2023, 64% of our students scored proficient/distinguished in the area of Reading, which is a decline of 7% from the previous school year. In Reading, students with disabilities scored 28% proficient/distinguished on the Spring of 2023 KSA assessment, which was a significant decrease of 13% from the previous school year. Our students with disabilities also saw significant increases in students scoring novice in both Reading and Math. In Reading in the Spring of 2022, 15% of students with disabilities scored novice and in 2023, 36% of students with disabilities scored novice. In Math, students scoring novice increased from 23% novice in the Spring of 2022 to 43% novice in the Spring of 2023. In Science, 60% of students scored proficient/distinguished which was a slight decline of 4% from the 2021-2022 KSA assessment. In Math, our English Language students scored 45% proficient/distinguished and in Reading, 18% proficient/distinguished on the 2023 spring KSA assessment.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- KCWP 1: Design and Deploy Standards - Professional Learning that is purposeful professional development opportunities that will transfer into actionable classroom strategies to increase our overall achievement. This happens through differentiated CSIP strategy sessions and job embedded professional learning focused on deepening our understanding of Kentucky Academic Standards and best practices for student understanding, ensuring student learning tasks are aligned to the intended depth of the standard, analyzing learning tasks and assessments to ensure varying levels of complexity, planning intentional spiral reviews, scoring calibration, on-going professional learning to support and ensure fidelity of our new literacy program, Amplify. Lab Classrooms and will continue to implement them this year. This in-house PD opportunity allows stakeholders to engage in high levels of discourse around best practices, allows teachers access to ideas and instructional strategies, inspires us all to improve instructional practices which ultimately increases our teacher effectiveness.
- KCWP 4: Review, Analyze and Apply Data Results - Complete Classroom Learning Walks (monthly, weekly, biweekly): Learning walk data is used to empower and grow teachers, differentiate professional learning needs, and give high quality feedback to improve and strengthen Tier I instruction as well as strengthening instruction for school interventionists.
- KCWP 4: Review, Analyze and Apply Data Results - Effective PLC Structures are in place. PLCs are data focused which includes tracking, monitoring, and celebration of Transition Ready students at all grade levels. All teachers in K-5 administer weekly assessments and CA in Performance Matters in all content areas except literacy. However, student scores are tracked in our school and district designated Amplify Dashboards, which provides quick access to data for analysis and identification of any needed adjustments to instruction or individual student needs. Our PLC time is also used to share and model instructional strategies or best practices to build teacher capacity within our grade level teams.
- KCWP 5: Design, Align and Deliver Support - Intentional Training and Implementation of MTSS procedures with a continued focus on implementing intervention programs with fidelity and following progression charts during progress checks. The MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings. Interventionists track student progress in

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Performance Matters which is utilized for Tier 2 and 3 progress checks to identify the level of student progress and determine next steps. Following progress checks, interventionists and administration utilize student progress data from Performance Matters to analyze and determine the effectiveness of the intervention allowing us to identify and make any needed adjustments.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	87.2 – Very High	Increased +3
State Assessment Results in science, social studies and writing	89 – Very High	Increased +6.8
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	83.8 – Very High	Increased +1.3

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1: State Assessment Results in Reading and Mathematics

Goal 1: By 2027, Fort Wright Elementary will increase the reading proficiency for all students from 67% in 2023 to 83% as measured by the School Report Card proficiency data. By 2027, Fort Wright Elementary will increase the math proficiency for all students from 66% in 2023 to 83% in 2027 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Fort Wright Elementary School will increase reading proficiency from 67% in 2023 to 70% IN 2024 as measured by the school report card proficiency data.	<u>KCWP 2: Design and Deliver Instruction</u>	Weekly data PLCs to analyze student data. During this time, teachers name and claim each student that scored novice, apprentice, proficient, and distinguished. Then, teachers develop a plan to adjust instruction for spiral reviews and needs based instruction. After the student masters the standard, the student name is checked off the list.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
	<u>KCWP 4: Review, Analyze, Apply Data Results</u>				
	<u>KCWP 5: Design, Align and Deliver Support Processes</u>	All staff are trained on the MTSS procedures and roadmap with a continued focus on implementing intervention programs with fidelity and following progression charts during progress checks. The general education teacher as well as the interventionists meet three-four times a year to review intervention progress. Then, the MTSS team look at the intervention data to monitor progress of each intervention.	MTSS Meetings	MTSS Dashboard and Performance Matters: Intervention Data	\$0
		Staff routinely monitor school and district Transition Ready Data Dashboards to monitor students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Wednesday)/ MTSS Meetings	Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data	\$0
		Teachers use daily formatives, weekly classroom formatives, and common assessment data to adjust instruction in real time.	Daily through Weekly Lesson Plans/ PLC Data	LMS – Performance Matters to review weekly formative assessments and district common assessment data; Lesson plans are submitted to administrators on school Google Drive.	\$0
		Teachers receive professional learning on the new reading curriculum, Amplify to know how to implement the program with fidelity and increase their knowledge of the science of reading. Throughout the year, embedded professional learning is implemented to ensure teachers are implementing the cycle of quality instruction.	CSIP Strategy Meetings/Student Centered Observations/Shadowing/ Teacher Observations/Job Embedded PD, District Amplify PD opportunities	Administrator Walks and Observations; Weekly walk data reported to staff	\$0
		The admin team meets weekly to discuss non-academic barriers to learning including attendance, behavior, as well as needed family support to reduce of physical and mental health barriers to learning.	Weekly MTSS Meetings/School Based Therapy/FRYSC/Counselor/RBT L	Weekly MTSS Agenda and Minutes; small groups with counselor, RBTL Interventionist, FRYSC; School Based Therapy; Student Extra Curricular Survey	\$0

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Goal 1: By 2027, Fort Wright Elementary will increase the reading proficiency for all students from 67% in 2023 to 83% as measured by the School Report Card proficiency data. By 2027, Fort Wright Elementary will increase the math proficiency for all students from 66% in 2023 to 83% in 2027 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Interventionist/Extra-Curricular Opportunities/Tower Time Days		
Objective 2: By 2024, Fort Wright Elementary School will increase math proficiency from 66% in 2023 to 70% in 2024 as measured by the school report card proficiency data.	<u>KCWP 2: Design and Deliver Instruction</u>	Weekly data PLCs to analyze student data. During this time, teachers name and claim each student that scored novice, apprentice, proficient, and distinguished. Then, teachers develop a plan to adjust instruction for spiral reviews and needs based instruction. After the student masters the standard, the student name is checked off the list.	Weekly Professional Learning Communities (PLC) (every Wednesday)	Weekly PLC Agenda and Minutes contain Action Plans for the following week	\$0
		All staff are trained on the MTSS procedures and roadmap with a continued focus on implementing intervention programs with fidelity and following progression charts during progress checks. The general education teacher as well as the interventionists meet three-four times a year to review intervention progress. Then, the MTSS team look at the intervention data to monitor progress of each intervention.	MTSS Meetings	MTSS Dashboard and Performance Matters: Intervention Data	\$0
	<u>KCWP 4: Review, Analyze, Apply Data Results</u>	Staff routinely monitor school and district Transition Ready Data Dashboards to monitor students performing below proficiency.	Weekly Professional Learning Communities (PLC) (every Wednesday)/ MTSS Meetings	Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data	\$0
		Teachers use daily formatives, weekly classroom formatives, and common assessment data to adjust instruction in real time.	Daily through Weekly Lesson Plans/ PLC Data	LMS – Performance Matters to review weekly formative assessments and district common assessment data; Lesson plans are submitted to administrators on school Google Drive.	\$0
	<u>KCWP 5: Design, Align and Deliver Support Processes</u>	Teachers receive professional learning on math strategies and best practices to improve student achievement scores. Students are required to be able to explain their thinking using academic discourse building student agency. Teachers get the opportunity to observe exemplar teachers during lab days to add instructional practices, math vocabulary, and intentional ways to analyze and solve math problems.	CSIP Strategy Meetings/Student Centered Observations/Shadowing/ Teacher Observations/Job Embedded PD	Administrator Walks and Observations; Weekly walk data reported to staff	\$0
		The admin team meets weekly to discuss non-academic barriers to learning including attendance, behavior, as well as needed family	Weekly MTSS Meetings/School Based Therapy/FRYSC/Counselor/RBT L	Weekly MTSS Agenda and Minutes; small groups with counselor, RBT, Interventionist, FRYSC; School Based Therapy; Student Extra Curricular Survey	\$0

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Goal 1: By 2027, Fort Wright Elementary will increase the reading proficiency for all students from 67% in 2023 to 83% as measured by the School Report Card proficiency data. By 2027, Fort Wright Elementary will increase the math proficiency for all students from 66% in 2023 to 83% in 2027 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		support to reduce of physical and mental health barriers to learning.	Interventionist/Extra-Curricular Opportunities/Tower Time Days		

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: By 2027, Fort Wright Elementary School will increase the science, social studies and writing proficiency for all students from 64% in 2023 to 95% in 2027 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Fort Wright Elementary School will increase the science, social studies and writing proficiency for all students from 64% in 2023 to 69% in 2024 as measured by the School Report Card proficiency data.	<u>KCWP 2: Design and Deliver Instruction</u>	All teachers are responsible to include the standard, learning targets, tasks, and formative assessment measures in all lesson plans. Lesson plans are collected weekly. Then administrators follow a process to review the plans and give feedback as needed. Lesson plans are pulled up when walking in each classroom during instructional learning walks. Writing scrimmages and calibration happen throughout the year.	Daily through Weekly Lesson Plans	Weekly Lesson Plans are submitted to administrators on school Google Drive	\$0
		Teachers analyze formative assessments and use wrong answer analysis to help each student understand where they are going, where they currently are, and how they can close the gap.	Daily through Weekly Lesson Plans; Learner Targets, Weekly Assessments, Implementation of Thinking Strategies	LMS – Performance Matters	\$0
Objective 2: By 2024, Fort Wright Elementary School will decrease the science, social studies and writing novice for all students from 7% in 2023 to 6% in 2024 as measured by the School Report Card proficiency data.	<u>KCWP 4: Review, Analyze, Apply Data Results</u>	Teachers collaborate across the district with grade level teachers to share best practices in science, social studies, and writing. Teachers observe an in house exemplar content teacher to learn best practices and thinking strategies that can be incorporated across contents.	CSIP Strategy Meetings; PD's; Student Lab Observations	Administrator Walks and Observations	\$0

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3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 39% in 2023 to 45% in 2024 as measured by the school report card proficiency data.	<u>KCWP 1: Design and Deploy Standards</u>	All special education teachers attend embedded professional development in the area of best practices, thinking strategies, and math practices to successfully co-teach with the general education teacher. Instructional strategies to aid in curricular adjustments when students fail to meet mastery. Implementation of book study with teacher leadership team/special education lead teacher, <i>Specially Designed Instruction</i> , to increase success for students with disabilities through a co-teaching model.	Administrator Walks and Observations	Lesson Plans; LMS-Performance Matters; Sped Data Dashboard; Compliance Data	\$0
	<u>KCWP 4: Review, Analyze, Apply Data Results</u>	All special education teachers attend weekly special education PLCs to review student progress on IEP goals and share best instructional practices. In addition, all special educators attend collaborative grade level PLCs to analyze student data to grade level standards.	Weekly MTSS Meetings; Weekly PLC's	LMS-FA and Common Assessment Data/Weekly PLC Agenda and Minutes contain Action Plans for the following week; MTSS Data	\$0
Objective 2: By 2024, Fort Wright Elementary School will increase math proficiency for students with disabilities from 35% in 2023 to 42% in 2024 as measured by the school report card proficiency data.	<u>KCWP 1: Design and Deploy Standards</u>	All special education teachers attend embedded professional development in the area of best practices, thinking strategies, and math practices to successfully co-teach with the general education teacher.	Administrator Walks and Observations	Lesson Plans; LMS-Performance Matters; Sped Data Dashboard; Compliance Data	\$0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 4: Review, Analyze, Apply Data Results</u>	All special education teachers attend weekly special education PLCs to review student progress on IEP goals and share best instructional practices. In addition, all special educators attend collaborative grade level PLCs to analyze student data to grade level standards.	Weekly MTSS Meetings; Weekly PLC's	LMS-FA and Common Assessment Data/Weekly PLC Agenda and Minutes contain Action Plans for the following week; MTSS Data	\$0

4: English Learner Progress

Goal 4: By 2027, Fort Wright Elementary School will increase reading proficiency for EL students from 25% in 2023 to 63% in 2027 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Fort Wright Elementary School will increase reading proficiency for EL students from 25% in 2023 to 40% in 2024 as measured by the school report card proficiency data.	<u>KCWP 1: Design and Deploy Standards</u>	Stakeholders will engage ongoing professional development and collaborate with the EL teacher to build capacity of best practices for EL students.	Administrator Walks and Observations; ACCESS scores	Lesson Plans; LMS- Performance Matters; PLP Service Plans	\$0
		Teachers engage in data analysis and collaborative discussions to identify trends and student needs and make needed instructional adjustments as appropriate.	Daily through Weekly Lesson Plans; Learner Targets; Weekly Assessments	Weekly Lesson Plans are submitted to administrators on school Google Drive; LMS- Performance Matters	\$0
	<u>KCWP 4: Review, Analyze, Apply Data Results</u>	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Weekly MTSS Meetings; Weekly PLC's; ACCESS Scores	MTSS Minutes/Weekly PLC Agendas and Minutes contain Action Plans for the following week	\$0

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5: Quality of School Climate and Safety

Goal 5: By 2027, Fort Wright Elementary School will decrease the number of students that perceive students are mean or hurtful to other students online (websites, apps, etc) is a problem from 67% in 2023 to 0% in 2027 as measured by the School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Fort Wright Elementary School will decrease the number of students that perceive students are mean or hurtful to other students online (websites, apps, etc) is a problem from 67% in 2023 to 47% in 2024 as measured by the School Report card proficiency data. Objective 2	KCWP 6: Establish Learning Environment and Culture	FRYSC, School Counselor, School Based Therapist provide students and families resources to assist students in need and to teach/inform appropriate media use as well as strategies for handling mean or harmful content on social media. Media Specialist accountable for teaching Digital Citizenship.	Weekly MTSS Meetings; School Based Therapy; Small Groups with FRYSC, Counselor, RBTL Interventionist; Extra Curricular Opportunities; Adult Advocates; Tower Time; Digital Citizenship in Media	Weekly MTSS Agenda and Minutes; PBIS Data; Discipline Data; Attendance Data	\$0

6. Impact

Goal 6: By 2028, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback from administration of quality from 90% in 2022 to 99% in 2028 as measured by Impact Survey Data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback from administration of quality from 90% in 2022 to 92.5% in 2024 as measured the Impact Survey Data.	KCWP 2: Design and Deliver Instruction	-Administration is trained to provide teachers with high quality feedback from the district Quality Instruction Cycle which provides teachers with evidence from the observed lesson with actionable suggestions as appropriate. -Communication of learning walk data with suggestions of best practices are provided in weekly memos based off learning walk trends and school needs.	Monthly Classroom Walks Formal Observations; Monthly Classroom Walks	Classroom Walk Spreadsheet; Walk Feedback Forms; Weekly Walk Data in Newsletter; Lesson Plans; Performance Matters - weekly assessment data, MAP; KSA Data	\$0 \$0