

FRANKLIN ELEMENTARY SCHOOL 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
- 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
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

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.

Attendance and Tardies Implementation of Reading curriculum resources
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Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three 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 2: We will DESIGN AND DELIVER INSTRUCTION to ensure Tier I and Tier II instructional needs are met and the next steps for improvement are identified. KCWP 3: We will DESIGN AND DELIVER ASSESSMENT LITERACY to provide feedback to students on their progression of learning

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By the spring of 2030, Franklin Elementary will increase the early literacy proficiency of Kindergarten students from 46% to 80% and foundational numeracy proficiency from 64% to 80% as measured by STAR CBM results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring of 2025, FES will increase the early literacy proficiency of kindergarten students from 48% to 85% as measured by STAR CBM Reading Assessments.	KCWP 1: We will DESIGN AND DEPLOY STANDARDS to ensure the current curriculum is valid and standards are taught to fidelity	Reading and Math: Standards will be referenced and monitored periodically (quarterly) during PLC meetings.	An increased number of students meeting benchmark by the spring assessment. More students are foundationally ready to move to 1 st grade at the end of their kindergarten year.	PLC Notes/ Walkthroughs STAR CBM	District Provided Funds
	KCWP 2: We will DESIGN AND DELIVER INSTRUCTION to ensure Tier I and Tier II instructional needs are met and the next steps for improvement are identified.	Reading: Teachers will implement the use of CKLA for foundational phonics skills and literature instruction.	An increased # of students meeting the benchmark on the spring STAR CBM assessment. More students are foundationally ready to move to 1 st grade at the end of their kindergarten year.	STAR CBM Classroom Progress Monitoring	
	KCWP 2: We will DESIGN AND DELIVER INSTRUCTION to establish systems of collaboration to meet the Tier I educational needs of all students	Reading: Students will receive flexible small group instruction as needed during core literacy time to target skill deficits and bridge learning gaps. WIN Time (Reading and Math): Students will be divided into tiered instructional groups among teacher teams to receive an additional 30 minutes of intensive instruction on needed reading skills to bridge the gaps between groupings. Tier 1 students will	Increased reading scores for Tier 2 and 2 students up from one tier to the next (Tier 3 to Tier 2 and Tier 2 to Tier 1). Increased STAR CBM scores for reading for Tier 2 and 3 students.	STAR CBM Classroom Progress Monitoring Classroom Progress Monitoring STAR CBM Increased scores on classroom assessments	

Goal 1 (State your reading and math goal.): By the spring of 2030, Franklin Elementary will increase the early literacy proficiency of Kindergarten students from 46% to 80% and foundational numeracy proficiency from 64% to 80% as measured by STAR CBM results.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		receive enrichment instruction and are grouped in a larger ratio of student to teacher. Tiers 2 and 3 will both be smaller groups. Tier 3 classrooms will receive additional support via SPED teachers and paras. Groupings will be flexible based on at least three data points and teacher recommendations.		
Objective 2: By spring of 2025, FES will increase the foundational numeracy proficiency from 58% to 85% as measured by STAR CBM Assessments.	KCWP 3: We will DESIGN AND DELIVER ASSESSMENT LITERACY to provide feedback to students on their progression of learning KCWP 4: We will REVIEW, ANALYZE, AND APPLY DATA results to put systems in place to ensure that student data is collected, analyzed, and used to drive classroom instruction and determine student's needs. KCWP 2: We will DESIGN AND DELIVER INSTRUCTION to establish systems of collaboration to meet the Tier I educational needs of all students	Reading & Math: All students will be universally screened three times per year with STAR CBM. For students identified as at risk, progress monitoring will be conducted on a weekly or biweekly basis. Progress monitoring data will be reviewed every six weeks for two primary purposes: (1) to provide targeted instructional support to students as needed; and (2) to gauge teacher effectiveness and provide instructional coaching as needed. Math: Students will receive flexible small group instruction as needed during core math time to target skill deficits and bridge learning gaps. Two PLC teams will pilot high-quality math programs that are green-lighted on the ED Report. Math pilot teachers will receive coaching and professional learning through the Numeracy Cohort and	Increased STAR CBM Scores Decreased Tier 2 and Tier 3 #s; Increased Tier 1 numbers PLC conversations around disaggregating data	Data collected 3 times per year

Goal 1 (State your reading and math goal.): By the spring of 2030, Franklin Elementary will increase the early literacy proficiency of Kindergarten students from 46% to 80% and foundational numeracy proficiency from 64% to 80% as measured by STAR CBM results.					
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		coaching from the district Math Coach to guide them through the implementation of the pilot math programs.			

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2030, 100% of FES students will be taught the KAS standards for science, social studies, and writing via the literacy block using evidence-based curricular resources (Amplify).							
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding		
Objective 1: By spring of 2025, 100% of students will be taught 80% of the KAS standards for science, social studies, and writing.	KCWP 1: We will DESIGN AND DEPLOY STANDARDS to ensure the current curriculum is valid and standards are taught to fidelity.	Science and Social Studies: Science and SS instruction has been embedded into the literacy content through the informational texts found in Amplify as well as additional texts used as read-aloud in the classroom. Teachers will focus discussions and activities around the KY academic standards for science and social studies. Teachers weekly overview documents include the Science and Social Studies connections to the Knowledge unit of study from Amplify	Teacher's discussions in PLCs will indicate a knowledge of the standards and an understanding of which standards have been taught and which are left to teach. Overview templates will include Science and Social Studies connections PLC meetings are used to review standards and vocabulary as well as to monitor standards already taught and left to be taught. Also, use PLC meetings to share appropriate additional texts and activities to succinctly teach the standards. Walkthroughs Unit Plans	N/A			
	KCWP 2: We will DESIGN AND DELIVER INSTRUCTION to ensure Tier I and Tier II instructional needs are met and the next steps for improvement are identified.	The Pacing Guide includes specific connections to Science and Social Studies standards within each unit of study. Additional research materials and trade books from the Amplify curriculum will be purchased and incorporated into the instructional time of each classroom.	Weekly PLCs where we review Science and Social Studies connections being taught/addressed during instruction. Implementation of research materials during Knowledge block time			Unit Plans Weekly Overviews Posted	\$1,105- grant and SBDM funding
	KCWP 2: We will DESIGN AND DELIVER INSTRUCTION to establish systems of collaboration to meet the Tier I	Writing: Handwriting is embedded within the Amplify foundational skills curriculum, including explicit letter formation instruction, and will be	Improved writing and composition as evidenced in PLC discussions			Teachers will monitor Amplify handwriting composition instruction for effectiveness, collecting student samples to share during	

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2030, 100% of FES students will be taught the KAS standards for science, social studies, and writing via the literacy block using evidence-based curricular resources (Amplify).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	educational needs of all students.	monitored for effectiveness. Additionally, composition is embedded within Amplify and students will produce several narrative, informational, and opinion pieces through a variety of drawings, dictations, and written work.		PLCs. Revisions will be made to instruction as required to meet standards.	
		Implement supplemental resource Amplify Writing Studio to enhance student writing practice.			\$ 4,147 grant and SBDM funding

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During 2025 school year, 100% of students will receive high-quality, evidence-based core literacy and foundational numeracy instruction provided by a certified classroom teacher.	KCWP 5: DESIGN, ALIGN, AND DELIVER SUPPORT PROCESSES to ensure appropriate academic interventions are taking place to meet the needs of all students. KCWP 2: We will DESIGN AND DELIVER INSTRUCTION to ensure Tier I, Tier II, and Tier III instructional needs are met and the next steps for improvement are identified.	W.I.N. Time (Reading and Math): Students will be divided into tiered instructional groups among teacher teams to receive an additional 30 minutes of intensive instruction on needed reading skills to bridge the gaps between groupings. Tier I students will receive enrichment instruction and are grouped in a larger ratio of student to teacher. Tiers II and III students will be in smaller groups. Tier III classrooms will receive additional support via SPED teachers and paraeducators. Groupings will be flexible based on at least three data points and teacher recommendations. Implementation of core instruction of CKLA and Amplify for Tier I Utilizing resources from the CKLA Remediation guide for Tier II instruction and targeting skills Introduction of Tier III resources to target specific skills	Increased STAR CBM reading scores for Tier II and Tier III Movement of students up from one tier to the next tier based on STAR CBM data Weekly Classroom Formative Assessments	Classroom Progress Monitoring Data STAR CBM weekly and bi-weekly progress monitoring data	\$1120
Objective 2: By the spring of 2024, we will decrease the percentage of students identified as Tier II and Tier III from 90% to 45% in early literacy for the African-American subgroup.					
Objective 3: By the spring of 2024, we will decrease the percentage of students identified as Tier II and Tier III from 40% to 10% in early literacy for the Multiracial subgroup.					

4: English Learner Progress

Goal 4 (State your English Learner goal.): By Spring of 2030, we will decrease the percentage of English Language Learners identified as Tier II and Tier III in early literacy from 93% to 70% as measured by the STAR CBM early reading assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2025, we will decrease the percentage of students identified as Tier II and Tier III in early literacy for English Learners from 76% to 38% as measured by the STAR Early Lit Reading assessment.	KCWP 5: Design, align, and deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	W.I.N. Time (READING and MATH): Students will be divided into tiered instructional groups among teacher teams to receive an additional 30 minutes of intensive instruction on needed reading skills to bridge the gaps between groupings. Tier I students will receive enrichment instruction and be grouped in a larger student-to-teacher ratio.	Increased STAR CBM reading scores for Tier II and Tier III students.	STAR CBM Classroom Progress Monitoring	CKLA Amplify Studios EL student activity books 30 x \$25 @ \$750
	KCWP 2: We will design and deliver instruction to ensure Tier I and Tier II instructional needs are met, and the next steps for improvement are identified.	Tiers II and III will both be in smaller groups. Tier III will receive additional support via SPED teachers, paras, and ESL coaches. Groupings will be flexible based on at least three data points and teacher recommendations. Students receiving ESL services will work on Imagine Learning one day a week in the classroom setting. Implementation of the CKLA ESL Student books to help our ESL population learn the English language and develop into readers.	Movement of Students up from one tier to the next (Tier III to Tier II and Tier II to Tier I) based on STAR CBM. Increase in time spent on Imagine Learning		

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the spring of 2030, Franklin Elementary will increase attendance rates of kindergarten students from 89% to 95% as measured by monthly cumulative attendance data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2025, FES will increase student attendance levels from 92% to 95% as measured by monthly cumulative attendance data.	KCWP 5: We will ESTABLISH LEARNING CULTURE & ENVIRONMENT to ensure processes are in place to communicate with and support parents/families to address barriers to learning.	Weekly communications with parents and students with five or more absences are to be conducted by the truancy team (Principal, Counselor, School Social Worker, or DPP). Having reward/celebratory activities to acknowledge students who come to school on time daily and stay at school. Acknowledge/reward faculty/staff who come to work on time and have consistent attendance through monthly recognition/awards. Rewarding classrooms with the highest attendance in each trimester. Visual display around the school for attendance goals.	Infinite Campus: decrease in percentage of students absent/tardy monthly Increase in faculty/staff who attend work daily. Measure/evaluate this monthly.	Infinite Campus Reports Teacher Attendance Logs	Activities Fund/PTO Fund: \$1000 Activities Fund: \$500