



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09222024_21:11

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

2024-2025 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 2024-2025 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)



2024-2025 Phase One: Executive Summary for Schools_09222024_21:12

2024-2025 Phase One: Executive Summary for Schools

Ft Wright Elementary School
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2024-2025 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 56% of the population being free and reduced lunch status and an attendance rate of 95.9%. 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 utilizes our 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 worked collaboratively with the school district to ensure that the program is being implemented with fidelity. This includes teacher leaders as literacy leaders. These teachers attend district meetings for training to present to the other staff. Also, teachers attended district sessions throughout the year and work with district staff and other teachers on planning and implementing the 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?

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. Ft. Wright continues to celebrate proficiency in reading, as 66.8% of all students were proficient or distinguished earning us a Blue ranking in reading on the 2023-2024 KSA. Another notable achievement that FWE celebrates is our growth in math. FW increased 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. On 2023-2024 KSA, Ft. Wright had 66.5% of all students proficient and distinguished in math.

An area of needed growth that FWE prioritized is to increase our overall student proficiency in both reading and math for our EL and Students with Disabilities gap populations. While 94% of EL students made growth on the 2023-2024 ACCESS assessment, 2023-2024 KSA data showed only 13% of EL Students scored proficient

Fort Wright Elementary continually strives to enhance Tier I instruction for all students and strengthen PLCs. In addition, 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.



2024-2025 Phase One: School Safety Report_09222024_21:13

2024-2025 Phase One: School Safety Report

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2024-2025 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)?

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 23, 2024

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

yes-August 8, 2024

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



2024-2025 Phase Two: The Needs Assessment for Schools_10162024_08:50

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 they will address 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 as you conducted 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 were documented.

Data is consistently reviewed and analyzed at Fort Wright Elementary. Stakeholders follow the district Balanced Assessment Guidelines to support individual, school and district success. 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 Growth and MAP Fluency assessments, 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. School CSIP meetings are utilized for KSA data analysis to identify areas of strengths and areas of needed growth. Stakeholders engage in collaborative discussions to ensure current systems and structures in place are supporting student growth and identify actionable solutions for school improvement needs. The MTSS Team consists of teachers (general educator and special educator), school psychologist, school

As far as the Achievement Gap objectives, Ft. Wright Elementary did not meet either objective for Reading and Math proficiency for students with disabilities. The yearly objective goal in math was to increase proficiency from 35% in 2023 to 42% in 2024. The yearly objective goal in reading was to increase proficiency from 39% in 2023 to 45% in 2024. In Math, 27% scored proficient/distinguished in 2024 which was a decrease of -8% from the previous year. In Reading, we saw a decrease from 39% of students scoring proficient/distinguished in 2023 to 27% in 2024.

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 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 needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, 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 the 2022-2023 school year, we had 66% of students proficient/distinguished. In the 2023-2024 school year, Ft. Wright scored 68%

Sixty eight (68) percent of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2024. In Reading, 67% of students scored proficient/distinguished on the 2024 KSA assessment. In Math, students with disabilities scored 27% proficient/distinguished and in Reading 27% of students with disabilities scored proficient/distinguished on the KSA assessment. In Math, 50% of EL students scored proficient/distinguished and in Reading 33% scored proficient/distinguished on the 2024 KSA assessment. In Math, 52% of our Free and Reduced Lunch population scored proficient/distinguished and in Reading, 50% scored proficient/distinguished on the 2024 KSA assessment. Third grade students scored a median RIT percentile of 59 compared to the district average RIT of 63 in math. According to MAP, 67% of third grade students were projected to score proficient on KSA Math. Fourth grade scored a median RIT percentile of 69% compared to the district average of 64 in math. MAP projections on KSA Math indicated that 65% of students would score proficient. Fifth grade students scored a median RIT percentile of 67% compared to the district average 64 in math and 64% of students were projected to score proficient according to MAP. In the fall MAP Reading assessment, Third grade students scored a reading median RIT percentile of 69% compared to the district average 67 and 71% were projected to score proficient on KSA Reading. Fourth grade students scored a reading median RIT percentile of 73% compared to the district average 69, with 70% projected to score at proficiency. Fifth grade students scored a 74% compared to the district average 67 with 62% of students predicted to score proficient on KSA Reading. According to ACCESS data from the spring of 2024, 94% of students made growth and 15.4% of students exited.

Non-Academic Current State:

Ft. Wright school attendance rate for the 2023-2024 school year was 95.90% with a goal of 96.25%. Quality School Climate Survey results from the 2023-2024 KSA spring assessment indicate that 97% of all students feel that they are a part of our school, which is a 3% increase from the 2022-2023 school year. 95% of students believe Ft. Wright is a place where students feel encouraged which is a 3% increase from the previous school year. 98% of students believe adults at Ft. Wright respect students' differences (gender, culture, race, religion and ability).

According to the 2023-2024 Impact survey, 100% of teachers believe Ft. Wright is a safe place to be. 97% of teachers believe that they receive a tremendous amount of feedback on their teaching which is an increase of 4% from the 2022 Impact survey. 2023-2024 Impact results showed that 82% of staff believe that they participate in relevant professional development opportunities related to the content they teach, which is an 11% decrease from the previous year.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

In math and reading, Ft. Wright has implemented the Thinking Strategies and staff awareness of metacognition strategies to promote student understanding and agency have supported or maintained growth and high achievement scores 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. PLC's and CSIP meetings included focus on deepening stakeholder awareness of best practices for EL students and intentional collaboration efforts have been put in place for general education teachers and EL staff to build capacity of best practices for our EL population. Strong Multi-Tiered Systems and Structures are in place to support student achievement which include; a core MTSS team, highly qualified reading and math interventionists who utilized high quality instructional resources for Tier 2 and Tier 2 intervention needs, intervention needs for Tier 2 and Tier 3, effective use of school and district data dashboards to monitor student progress in real time to make forward facing decisions in real time to adjust instructional practices to meet student needs.

Increasing proficiency in both Reading and Math for our Students with Disabilities and English Language Learners remains a focus for Ft. Wright. PLC's, CSIP meetings and other professional development opportunities include increased collaboration efforts between the general education teachers and special education teachers and EL staff. School Lead Teacher meetings have are completing a book student on specially designed instruction strategies to build stakeholder capacity of best practices in the collaborative setting. Special Education PLC's include accountability to bi-weekly analysis of all student data in school and district data dashboards. CSIP strategy meetings include specific targeted learning sessions on areas of needed improvement for staff. All teachers participate in Learning Labs, which are in-house professional development opportunities to build capacity of best practices. Stakeholders observe a lab host (teacher) who models exemplar instructional practices and after engage in debriefing sessions that promote meaningful collaborative discussions around those best practices and the implications they have on student understanding and achievement.

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 Processes

KCWP 6: Establish Learning Environment and Culture

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 FW School Key Elements		• 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 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. Continued accountability to district/school Fidelity Walks for general education and special education teachers 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.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.6. Teachers participate in monthly faculty meetings where learning walk feedback and assessment trend data is



2024-2025 Phase Two: School Assurances_10162024_08:17

2024-2025 Phase Two: School Assurances

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2024-2025 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

7. The school provides parents of participating children in a targeted assistance program, 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

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 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 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

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 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

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In 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 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 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

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS



2024-2025 Phase Three: Comprehensive School Improvement Plan_11172024_17:06

2024-2025 Phase Three: Comprehensive School Improvement Plan

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2024-2025 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

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:

- Continue our strong focus on reviewing classroom formative assessments and district common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for all student in all content areas. We will continue to use our learning management system, Performance Matters, to analyze district assessments results and dig deeper into standards to build capacity of teacher knowledge of standards. This forward facing approach allows us to utilize data in real time to make on-going instructional adjustments which will increase student achievement.
- Continue to build teacher capacity and knowledge of CKLA Amplify, our new comprehensive literacy program including a more intentional focus on our special education teachers. Continue to provide professional development opportunities for stakeholders around this high quality instructional resources to ensure full implementation of the shift from balanced literacy to the Science of Reading including in-house professional development through Lab Classrooms.
- Continued focus on ensuring all stakeholders are providing high quality instruction for all students by providing feedback on the elements of the Quality Instruction Cycles for all teachers on a monthly basis. We will utilize school wide trends and assessment data to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction and best practices that support student improvement needs. Additional professional learning opportunities will be centered around lesson internalization and utilizing consistent tools to support structures for teachers to collaboratively plan and prepare instruction ensuring every child reaches their maximum learning potential.

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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:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress

- o Quality of School Climate and Safety

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Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	88.1	+ 1.2
State Assessment Results in science, social studies and writing	71.4	-7.1
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	75.7	-3.6

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Goal 1: By 2029, Fort Wright Elementary will increase the reading proficiency for all students from 67% in 2024 to 80% as measured by the School Report Card proficiency data. By 2029, Fort Wright Elementary will increase the math proficiency for all students from 67% in 2024 to 80% in 2029 as measured by the School Report Card proficiency data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.			
Objective 2: By 2025, Fort Wright Elementary School will increase math proficiency for all students from 67% in 2024 to 70% in 2025 as measured by the school report card proficiency data.	<p><u>KCWP 2: Design and Deliver Instruction</u></p> <p><u>KCWP 4: Review, Analyze, Apply Data Results</u></p> <p><u>KCWP 5: Design, Align and Deliver Support Processes</u></p>	<p>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.</p> <p>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.</p> <p>Staff routinely monitor school and district Transition Ready Data Dashboards to monitor students performing below proficiency. Teachers use daily formatives, weekly classroom formatives, and common assessment data to adjust instruction in real time as well as MAP Growth Data.</p> <p>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,</p>	<p>Weekly Professional Learning Communities (PLC) (every Wednesday)</p> <p>MTSS Meetings</p> <p>Weekly Professional Learning Communities (PLC) (every Wednesday)/ MTSS Meetings</p> <p>Daily through Weekly Lesson Plans/ PLC Data</p> <p>CSIP Strategy Meetings/Lab Classroom</p> <p>Observations/Shadowing/ Teacher Observations/Job Embedded PD</p> <p>Weekly MTSS Meetings/School Based Therapy/FRYSC/Counselor/RBT L Interventionist/Extra-Curricular Opportunities/Tower Time Days</p>	<p>Weekly PLC Agenda and Minutes contain Action Plans for the following week</p> <p>MTSS Dashboard and Performance Matters: Intervention Data</p> <p>Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data</p> <p>LMS – Performance Matters to review weekly formative assessments and district common assessment data; Lesson plans are submitted to administrators on school Google Drive. MAP Growth Data – 2 x year</p> <p>Administrator Walks and Observations; Weekly walk data reported to staff</p> <p>Weekly MTSS Agenda and Minutes; small groups with counselor, RBT, Interventionist, FRYSC; School Based Therapy; Student Extra Curricular Survey</p>	<p>\$6,000 planning days (total for both reading and math)</p> <p>Title I Funds</p>

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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
<p>Objective 1: By 2025, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 27% in 2024 to 32% in 2025 as measured by the school report card proficiency data.</p> <p>Objective 2: By 2025, Fort Wright Elementary School will increase math proficiency for students with disabilities from 27% in 2024 to 32% in 2025 as measured by the school report card proficiency data.</p>	<p><u>KCWP 1: Design and Deploy Standards</u></p> <p><u>KCWP 4: Review, Analyze, Apply Data Results</u></p>	<p>All special education teachers attend embedded professional development in the area of best practices, Thinking Strategies, and SDI practices to successfully co-teach with the general education teacher. Instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>Continue 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.</p> <p>Intentional instructional walks in Special Ed Resource and collaborative settings to monitor implementation as well as SDI and the Quality of Instruction Cycle by Administration and district consultants.</p> <p>All special education teachers attend weekly special education PLCs to review student progress on IEP goals, Name and Claim Data Dashboards to analyze Common Assessment Data and share best instructional practices. In addition, all special educators attend collaborative grade level PLCs to analyze student data to grade level standards.</p> <p>Intentional training for special education teachers in the use of the Intervention Tools provided in CKLA Amplify HQIR.</p>	<p>Administrator Walks and Observations</p> <p>Common Formative Assessments, District Common Assessments in Reading and Math</p> <p>IEP Progress Data</p> <p>MAP Growth Data – 2x year MAP Fluency Diagnostic Data – 3 x year</p> <p>Weekly MTSS Meetings; Weekly PLC's</p>	<p>Lesson Plans; LMS-Performance Matters; Sped Data Dashboard; Compliance Data</p> <p>LMS-FA and Common Assessment Data/Weekly PLC Agenda and Minutes contain Action Plans for the following week; MTSS Data</p>	\$0

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5: Quality of School Climate and Safety

Goal 5: By 2029, 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 57% in 2024 to 0% in 2029 as measured by the School Report Card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, 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 57% in 2024 to 47% in 2025 as measured by the School Report card proficiency data.	<u>KCWP 6: Establish Learning Environment and Culture</u>	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