

Franklin Elementary Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: During 2025-2026 school year, 100% of students will receive high-quality, evidence-based core literacy and foundational numeracy instruction provided by a certified classroom teacher.

Objective 2: By the spring of 2026, we will decrease the percentage of students identified as Tier II and Tier III from 66% to 36% in early literacy for the African-American subgroup.

Objective 3: By the spring of 2026, 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.

Strategy:

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.

Activities:

- 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.
- UFLI literacy curriculum is being implemented for Tier I, II, III flexible groups 30 minutes, 4 times per week to target specific skills students in each tier need assistance with mastering.

Progress Monitoring:

- Classroom Progress Monitoring Data
- STAR CBM weekly and bi-weekly progress monitoring data

Funding:

\$1120

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By the spring of 2028, Franklin Elementary will increase the early literacy proficiency of Kindergarten students from 35% to 80% and foundational numeracy proficiency from 62% to 80% as measured by STAR CBM results.

Objective(s):

Objective 1: By Spring of 2026, FES will increase the early literacy proficiency of kindergarten students from 36% to 75% as measured by STAR CBM Reading Assessments.

Objective 2: By spring of 2025, FES will increase the foundational numeracy proficiency from 62% to 85% as measured by STAR CBM Assessments.

Strategy:

KCWP 1: We will DESIGN AND DEPLOY STANDARDS to ensure the current curriculum is valid and standards are taught to fidelity

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 2: We will DESIGN AND DELIVER INSTRUCTION to establish systems of collaboration to meet the Tier I educational needs of all students

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.

Activities:

- Reading and Math: Standards will be referenced and monitored periodically (quarterly) during PLC meetings.
- New math curriculum (Eureka) will be implemented with fidelity. Pacing guides for math curriculum provided for each teacher.
- Unit studies will be conducted weekly to review and analyze the upcoming math unit to ensure teacher clarity and understanding for presenting the content.
- Scope and Sequence will be checked weekly to ensure appropriate pacing
- Reading: Teachers will implement the use of CKLA for foundational phonics skills and literature instruction.
- 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 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. Specifically for reading, UFLI curriculum will be implemented with each Tier group for 30 minutes at least 4 times weekly.

- 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.
- 5 teachers and admin will register and attend the KDE Numeracy Cohort program to help with understanding the system for implementing an HQIR with fidelity. To also learn specific strategies and ideas for ensuring student proficiency with early numeracy standards.

Progress Monitoring:

- PLC Notes/ Walkthroughs
- STAR CBM
- Increased scores on classroom assessments

Funding:

District Provided Funds

RDIF Grant

Numeracy Grant

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item.
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Priority Indicator #1: English Learner Progress

Three- to Five-Year Goal:

By Spring of 2026, we will decrease the percentage of English Language Learners identified as Tier II and Tier III in early literacy from 93% to 60% as measured by the STAR CBM early reading assessment.

Objective(s):

Objective 1

By the spring of 2026, we will decrease the percentage of students identified as Tier II and Tier III in early literacy for English Learners from 93% to 60 % as measured by the STAR Early Lit Reading assessment.

Strategy:

KCWP 5: Design, align, and deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.

KCWP 2: We will design and deliver instruction to ensure Tier I and Tier II instructional needs are met, and the next steps for improvement are identified.

Activities:

- 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.
- 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. 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 with learning the English language and developing into literate readers.
- UFLI literacy curriculum is being implemented for Tier I, II, III flexible groups 30 minutes, 4 times per week to target specific skills students in each tier need assistance with mastering.
- ESL students are pulled out 2-3 times weekly with ESL teacher to receive specific small group/one-on-one instruction in language acquisition skills, specifically targeting literacy goals.

Progress Monitoring:

- Increased STAR CBM reading scores for Tier II and Tier III students.
- 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 ck or tap here to enter text.
- STAR CBM
- Classroom Progress Monitoring

Funding:

CKLA Amplify Studios EL student activity books 30 x \$25 @ **\$750**

Priority Indicator #2: Quality of School Climate and Control

Three- to Five-Year Goal:

By the spring of 2028, Franklin Elementary will increase attendance rates of kindergarten students from 92% to 95% as measured by monthly cumulative attendance data.

Objective(s):

Objective 1

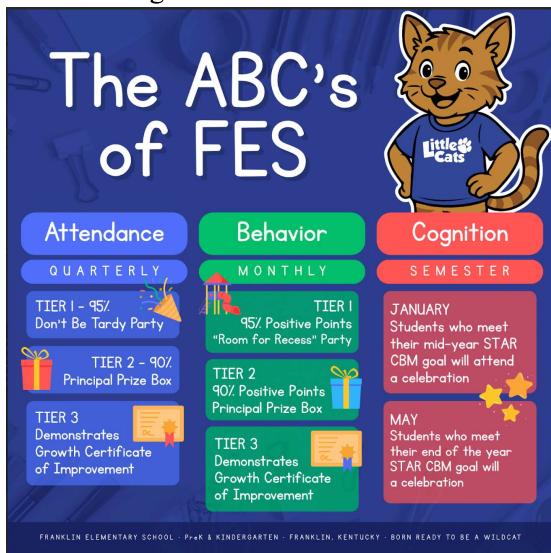
By spring of 2026, FES will increase student attendance levels from 92% to 95% as measured by monthly cumulative attendance data.

Strategy:

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.

Activities:

- 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.



Progress Monitoring:

- Infinite Campus: decrease in percentage of students absent/tardy monthly
- Increase in faculty/staff who attend work daily. Measure/evaluate this monthly.
- Teacher Attendance Logs
- Infinite Campus Reports

Funding: