



# **KDE Comprehensive School Improvement Plan**

**Ft Wright Elementary School**  
**Kenton County**

Tina Wartman, Principal  
501 Farrell Dr  
Covington, KY 41011

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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## Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## 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 is located at 501 Farrell Drive in Covington, KY. FWE is part of the Kenton County School District and serves approximately 500 students in a suburban community. 76% of the student population is caucasian, with 24% consisting of minority population. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past three years. FWE is Schoolwide Title I with approximately 50 percent of the population being on free and reduced lunch. FWE has a caring staff of 35 certified teachers with three of them being Nationally Certified. FWE is fortunate to have an extremely active and supportive PTA recently helping to equip each classroom with a Smart Board and iPads to increase student achievement.

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## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### Fort Wright's Mission Statement

We believe:

- Each student is important.
- Every student can be a successful learner.
- Effort creates ability.
- Self-esteem and personal dignity come from within an individual.
- Each student has a right to a quality education with rigorous learning opportunities.
- Each student has a responsibility to respect others' rights to a quality education.
- Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which students can learn and succeed.
- Recognition and acceptance of cultural, social, physical, and economic differences creates a healthy learning community.
- Learning is a life-long process.
- Students, educators, staff, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed at high levels.
- Proficiency for all students is within our reach. We believe in excellence for all students.

### Fort Wright's Philosophy

The mission of Ft. Wright Elementary School, a learning community dedicated to excellence, is to prepare all children to be successful lifelong learners and enable them to demonstrate high levels of performance while achieving mastery of Kentucky's Academic Expectations.

### Statement of Objectives

In keeping with our philosophy, we seek to implement these objectives for the students of Fort Wright School.

1. Provide a productive climate for learning.
2. Provide opportunities for developing the child's own positive self-image, and for effective interaction with other individuals.
3. Provide instructional activities that allow the child to develop to the extent of his or her abilities.
4. Help children develop a proficiency of essential skills in Language Arts, Mathematics, Social Studies, Science, and Health and Safety.
5. Provide additional assistance for children with special physical, mental, and emotional needs.
6. Promote and encourage parental involvement in all aspects of school life.
7. Provide culturally enriching experiences.

## 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.**

Fort Wright Elementary has celebrated many achievements. Recently, Ft. Wright Elementary celebrated rising to the 88th percentile of all Kentucky elementary schools on the K-Prep State Assessment. This achievement resulted in a gain of 46 percentile points from the previous school year. This gain can be attributed to the staff maintaining a daily focus to deliver the appropriate standards through utilization of multiple instructional strategies and differentiating to meet each student's needs. FWE received a cut score of 74.4 on K-PREP testing which categorizes FWE as a Proficient/ Progressing School which is up 11 points from last year. FWE received a cut score of 70.5 in Growth. Also, FWE celebrates with 72.4% of our fourth grade students as proficient and/or distinguished in the area of Language. Additionally, FWE has been a model KYCID school achieving a perfect score of 100 in the Team Implementation Checklist. Staff members, bus drivers/ monitors, parents, community members, and administration collaborate to implement these school expectations and other Positive Behavioral strategies which has helped the students at FWE to learn skills and habits that will lead to success. Moving forward, FWE will be working to continue improvement with their KPREP Gap and Achievement scores and to continue building students' foundations and skills in numeracy and literacy. Based on our analysis of the school report card data (achievement, gap, growth, and college/career readiness and/or graduation rate), what new strategies MUST we implement to address the needs of our students?

\*With only 49.4 % Proficient/ Distinguished in Writing, FW needs to:

- Develop school-wide writing expectations for on-demand writing to increase vocabulary and vertical (grade level) consistency
- Increase writing on-demand practices that include stand alone and passage based prompts
- Follow School-wide Steps for Success for answering constructed response questions
- Live Scoring with short answer and extended response questions to assist with building stamina and skills for students to receive highest possible score
- Writing notebooks for all content areas
- Writing Model with clear expectations for each grade level

\*With only 41.3% Proficient/ Distinguished Free & Reduced Students and 34.3% Proficient/ Distinguished Students with Disabilities in the area of Reading AND 41.3% Proficient/ Distinguished Free & Reduced Students and 20.0% Proficient/ Distinguished Students with Disabilities in the area of Math, and FW needs to:

- Increase Sense of Academic Urgency
- All Common Assessments and classroom assessments are analyzed by teacher and correction analysis is completed by student(s)
- \* Goal setting for Common Assessments, Accelerated Reader (monthly), MAP & K-PREP
- Use of weekly flashbacks in all core content subject areas (Math, Reading, Science, Social Studies, ELA, Writing)
- Empower Lead Teachers for each grade level, special area, and special education to: Ensure everyone has a role in contributing to lesson plans, An explanation of plans takes place weekly to include: flashbacks, standard(s), vocabulary, activities, daily assessment, and RTI, Ensures instruction and assessment matches standards, Facilitates discussions over students on the watch lists (50th percentile and below)
- Asks team members to bring sample work items from watch list students for discussion
- Discussions held over how to bring about academic achievement for those on watch list
- DIBELS analyzed for those on reading watch list

- Data driven weekly special education meetings for teachers to share individual student progress
- Analyzing MAP data and classroom data to ensure flexible grouping takes place for each strand of numeracy and literacy
- Teachers track student mastery in standard grade books for numeracy and literacy

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## **Additional Information**

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

- Parents and approved community members are always welcome to volunteer in classrooms and/or sponsor with clubs and/or sports.
- FWE offers a wide variety of clubs and extra curricular activities for students to be involved outside the classroom.
- FWE has a caring staff of 35 certified teachers with three of them being Nationally Board Certified.

### **AWARDS**

- Achieved ranking as a Proficient/Progressing school on the K-Prep Assessment
- Odyssey of the Mind Team placed 2nd in the State of Kentucky and traveled to World Competition
- Academic Team placed 2nd in District and competed in the Regional competition.
- Recipient of the Read to Achieve Grant
- Recognized as a School of Contribution through Service Learning projects
- Recipient of Wellness Grant through Northern Kentucky Health Department

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# Plan for KDE Comprehensive School Improvement Plan 2014-15

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## Overview

### Plan Name

Plan for KDE Comprehensive School Improvement Plan 2014-15

### Plan Description

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$51500
2	Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$67000
3	Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$8000
4	Proficiency & Achievement at Ft. Wright Elementary	Objectives: 1 Strategies: 9 Activities: 9	Organizational	\$77584
5	GAP - Special Education at Ft. Wright Elementary	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$0
6	Program Review Proficiency at Ft. Wright Elementary	Objectives: 3 Strategies: 7 Activities: 9	Organizational	\$0
7	Kindergarten Readiness at Ft. Wright Elementary	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
8	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
9	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

### Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 65.4% in 2013 to 66.4% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

### Strategy 1:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Category: Continuous Improvement

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/13/2014	06/01/2015	\$5000	Title I Schoolwide	READ 180 teacher and Administration
Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands. Teachers will follow school-wide steps for answering constructed response questions. Teachers will participate in job-embedded professional learning regarding Live Scoring and Book Study.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Certified staff and instructional assistants
Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction of vocabulary from core content and deconstruction of learner targets	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Certified staff

### Strategy 2:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Category: Continuous Improvement

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Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/13/2014	06/01/2015	\$1000	Title I Schoolwide	System 44 teacher and Administration

**Strategy 3:**

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Category: Continuous Improvement

Activity - Early Intervention in Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EIR program provides instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. With the addition of writing, all of the aforementioned areas are key components to the literacy development of successful and struggling readers and writers. Abiding by our district's Writing Continuum and the KCAS Standards for Writing, students in 3rd grade will author several informative, opinion, and narrative writing pieces during their primary years. In their classroom, they will receive writing instruction related to these pieces. EIR connects reading instruction to writing instruction by providing students with writing instruction and opportunities to write. EIR provides students time to respond and reflect on their reading. EIR children's literature and non-fiction texts used to teach students the 5 elements of literacy are examples of excellent written pieces by award winning authors. These high quality text examples will allow students to experience a variety of author's writing styles and voice. EIR text selections include examples of core writing standards that students are encouraged to use in their own writing such as: the use of descriptive language, character development, fiction story structure, key features in non-fiction text, and point of view. High quality children's literature and non-fiction EIR text selections also allow students an opportunity for vocabulary acquisition. Student's writing achievement will increase as their vocabulary increases. Newly acquired vocabulary will aid students in expressing their thoughts in written form in a clear concise manner, as well as their ability to produce well written and organized pieces.	Academic Support Program	08/13/2014	06/01/2015	\$44500	General Fund, Read to Achieve	Read to Achieve Teacher, Administration

**Strategy 4:**

Reading Assist - Reading Assist implementation will improve reading fluency, comprehension, and vocabulary.

Category: Continuous Improvement

Activity - Monitor Implementation of Reading Assist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher(s) will review student data and collaborate student progress with regular education teacher and parent.	Policy and Process	10/01/2014	06/01/2015	\$1000	Grant Funds	Administration and certified teachers
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## Goal 2: Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

### Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 59.0% in 2014 to 60% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

### Strategy 1:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Category: Continuous Improvement

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/13/2014	06/01/2015	\$59000	General Fund	Do The Math teacher and Administration

### Strategy 2:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Category: Continuous Improvement

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/13/2014	06/01/2015	\$0	General Fund	All Classroom Teachers

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Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Certified staff
Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing in all content areas every day.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Certified staff
Activity - EERTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in the EERTI (Enacting Effective Response to Intervention) to improve math skills in all math strands.	Academic Support Program	11/13/2014	01/08/2015	\$8000	Title I Schoolwide	Kentucky Center for Math, administration, and certified teachers

**Strategy 3:**

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Category: Continuous Improvement

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/13/2014	06/01/2015	\$0	General Fund	All Classroom Teachers

## Goal 3: Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

**Measurable Objective 1:**

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2015 as measured by TELL Survey.

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

## Strategy 1:

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

Category: Professional Learning & Support

Activity - Teacher Training on 3.8, 2.6, and 1.4 Paragraphs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members. After initial training, consultants will work with administration and teachers to provide additional training to individuals as necessary.	Professional Learning	08/11/2014	06/01/2015	\$0	No Funding Required	Central Office consultants, writing cluster lead teacher, and classroom teachers
Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Policy and Process	08/13/2014	06/01/2015	\$0	No Funding Required	Administrative team
Activity - EERTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-3 grade teachers and special education teachers in EERTI, focusing on math fluency, strategies, and interventions.	Professional Learning	11/14/2014	01/30/2015	\$8000	Title I Schoolwide	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers

## Strategy 2:

Professional Growth Plans - Teachers will write a student growth goal and determine professional learning needed for each grade level to assist with students reaching goal(s).

Category: Professional Learning & Support

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District consultants and administration deliver trainings and strategies to teachers to improve instruction. This will allow students to reach their determined growth goals.	Professional Learning	12/01/2014	06/01/2015	\$0	No Funding Required	Administration and Certified Teachers

Activity - CSIP Strategy Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, teachers, and district consultants will train teachers on needed content to increase student achievement. These meetings will demonstrate strategies for teachers to implement in classrooms to assist students with reaching growth goals.	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	Administration

## Goal 4: Proficiency & Achievement at Ft. Wright Elementary

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 62.9 % in 2014 to 64.1% by 10/01/2015 as measured by school report delivery targets.

### Strategy 1:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Category: Continuous Improvement

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/13/2014	06/01/2015	\$3387	Title I Schoolwide	all staff

### Strategy 2:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Category: Continuous Improvement

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/13/2014	06/01/2015	\$67810	Title I Schoolwide, Title I Schoolwide	READ 180 teacher and Administration

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**Strategy 3:**

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Category: Continuous Improvement

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/13/2014	06/01/2015	\$0	No Funding Required	System 44 teacher and Administration

**Strategy 4:**

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Category: Continuous Improvement

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/13/2014	06/01/2015	\$0	No Funding Required	All Staff

**Strategy 5:**

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Category: Continuous Improvement

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/13/2014	06/01/2015	\$0	No Funding Required	All Staff

**Strategy 6:**

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Category: Continuous Improvement

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Activity - Do The Math classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre- Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/13/2014	06/01/2015	\$6387	Title I Schoolwide	Do The Math teacher and Administration

**Strategy 7:**

Math Model - Clear expectations for a 90 minute math block that include: deconstructing learning target, embedded formative assessments, whole group instruction, and small group workstations

Category: Continuous Improvement

Activity - Monitor Math Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of clear math expectations through lesson plans and classroom walks.	Policy and Process	08/13/2014	06/01/2015	\$0	No Funding Required	Administration and certified staff

**Strategy 8:**

Literacy Model - Clear expectations for a 90 minute literacy block that include deconstructing learning target, whole group instruction, teacher led small groups, small group workstations, daily read aloud, and vocabulary instruction with a separate time devoted for writing instruction.

Category: Continuous Improvement

Activity - Monitor Reading Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of reading expectations through lesson plans and classroom walks.	Policy and Process	08/13/2014	06/01/2015	\$0	No Funding Required	Administration and certified staff

**Strategy 9:**

LDC Modules - Modules to make literary connections across the curriculum.

Category: Continuous Improvement

Activity - LDC Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Completed modules that teachers will implement with fidelity to make literary connections across the curriculum.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Administration and certified staff
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## Goal 5: GAP - Special Education at Ft. Wright Elementary

### Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 27.2% in 2014 to 40.6% by 10/01/2015 as measured by school report delivery targets.

### Strategy 1:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Category: Professional Learning & Support

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	All Special Education Staff and Administrative Team

Activity - Math Instructional Strategy Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	All Special Education Staff, Administrative Team

### Strategy 2:

Effective Lesson Plans - All teacher lesson plans will be closely monitored during instructional walks.

Category: Continuous Improvement

Activity - Lesson Plan Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will perform regular checks of all teachers lesson plans during instructional walks looking for differentiated instruction in the areas of literacy and numeracy.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Administration and Special Education Teachers

**Strategy 3:**

Monitor Progress of Special Education Students - During weekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Category: Continuous Improvement

Activity - Weekly Progress Data Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	All Special Education Teachers and Administration

**Strategy 4:**

Grade Level Experts - Each special education teacher will serve as a content expert

Category: Continuous Improvement

Activity - Grade Level Experts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Special Education Teachers

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Certified teachers

**Goal 6: Program Review Proficiency at Ft. Wright Elementary**

**Measurable Objective 1:**

collaborate to increase our school's Practical Living and Career Studies average overall score from 7.1 in 2014 to 8.0 average overall score by 10/01/2015 as measured by Program Review State Report.

**Strategy 1:**

Teacher Trainings on Economics - Teachers are attending trainings in an area of weakness of PLCS and bringing back resources to train other staff members.

Category: Professional Learning & Support

## KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Activity - Money Savvy Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor participated in a book study regarding picture books and concepts of economics. Counselor led professional learning opportunity for all certified staff to share ways to connect economics with all content areas with the use of children's literature.	Professional Learning	07/01/2014	06/01/2015	\$0	No Funding Required	Administration and trained teachers
Activity - CSIP Strategy Meeting- Financial Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CinFed Credit Unit representative attended a CSIP Strategy meeting in which she shared ways to incorporate financial literacy and consumerism in the general education classroom through student friendly activities. The representative also met with grade level teachers to schedule dates to visit classrooms and assist with activities.	Professional Learning	09/04/2014	06/01/2015	\$0	No Funding Required	Administration , certified staff, community stakeholders

### Strategy 2:

Coordinated School Health Committee - A Coordinated School Health Committee is used for a support and resource for collaboration and integration of health education instruction throughout the school environment.

Category: Continuous Improvement

Activity - Wellness Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wellness Committee will conduct a survey of student, staff, and parents and based on results will make recommendation to SBDM Committee regarding ways to modify the Wellness Policy.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Administration , FRC Coordinator, and Wellness Committee
Activity - CSHC Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CSHC utilizes a comprehensive school physical activity program to increase the quality of the physical instruction as well as physical opportunities throughout the school environment to increase the quality of instruction and increase time allocated for physical opportunities on a daily basis.	Academic Support Program	08/13/2014	11/26/2014	\$0	No Funding Required	Administration , FRC Coordinator, and Wellness Committee

### (shared) Strategy 3:

PR Committee Meetings - PR Committee meets monthly or more frequently depending on focus and needs. During each meeting, the committee reviews the strengths and needs to improve our reviews. Committee members created an Evidence Cover Sheet to assist teachers with rubric demonstrators and designates an area to place rationale.

Category: Continuous Improvement

Activity - PR Cover Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

Monitor the evidence placed in each area of Program Review.	Policy and Process	08/13/2014	06/01/2015	\$0	No Funding Required	PR Committee
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**Measurable Objective 2:**

collaborate to increase our school's Arts and Humanities average overall score from 8.2 in 2014 to 9.0 average overall score by 10/01/2015 as measured by state Program Review Report.

**(shared) Strategy 1:**

PR Committee Meetings - PR Committee meets monthly or more frequently depending on focus and needs. During each meeting, the committee reviews the strengths and needs to improve our reviews. Committee members created an Evidence Cover Sheet to assist teachers with rubric demonstrators and designates an area to place rationale.

Category: Continuous Improvement

Activity - PR Cover Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the evidence placed in each area of Program Review.	Policy and Process	08/13/2014	06/01/2015	\$0	No Funding Required	PR Committee

**Measurable Objective 3:**

collaborate to increase our school's Writing average overall score from 7.8 in 2014 to 8.5 average overall score by 10/01/2015 as measured by state Program Review Report.

**(shared) Strategy 1:**

PR Committee Meetings - PR Committee meets monthly or more frequently depending on focus and needs. During each meeting, the committee reviews the strengths and needs to improve our reviews. Committee members created an Evidence Cover Sheet to assist teachers with rubric demonstrators and designates an area to place rationale.

Category: Continuous Improvement

Activity - PR Cover Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the evidence placed in each area of Program Review.	Policy and Process	08/13/2014	06/01/2015	\$0	No Funding Required	PR Committee

**Strategy 2:**

Writing Notebooks - Build stamina with students when writing across all content areas. Rigorous when students are able to explain answers in all content areas.

Category: Continuous Improvement

Activity - Monitor Writing Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of writing across curriculum through lesson plans and classroom walks in all content areas.	Policy and Process	08/13/2014	06/01/2015	\$0	No Funding Required	Administration and certified teachers

## KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

### Strategy 3:

School-wide Steps for Success - Teachers collaborate to develop school-wide steps for answering constructed response questions.

Category: Continuous Improvement

Activity - Teacher Training on WRAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on school-wide steps for success for answering constructed response questions using WRAP. Supply teachers with anchor charts to assist with teaching this process to students. W- Write a Do Plan R-Read and Restate the Question A-Answer the Question completely P-Prove-It	Professional Learning	08/11/2014	06/01/2015	\$0	No Funding Required	Administration and certified teachers

### Strategy 4:

Principal Prompts - Students will complete a monthly On-Demand Principal Prompt specific for each grade level.

Category: Continuous Improvement

Activity - Writing Wall of Fame	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month a student writing is selected to be showcased in the front lobby - Writing Wall of Fame and asked to attend the monthly PTA meeting and share their writing response.	Academic Support Program	08/13/2014	06/01/2015	\$0	No Funding Required	Administration and certified teachers

### Strategy 5:

Writing Model/ Expectations - Teachers and administration will collaborate to develop a writing model which has clear expectations to be following each day during writing instruction.

Category: Continuous Improvement

Activity - Monitor Implementation of Writing Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of clear writing expectations through lesson plan checks and classroom walks.	Policy and Process	01/01/2015	06/01/2015	\$0	No Funding Required	Administration and certified staff

## Goal 7: Kindergarten Readiness at Ft. Wright Elementary

### Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 64% in 2014 to 68% by 10/01/2015 as measured by Brigance results.

## KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

### Strategy 1:

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Category: Early Learning

Activity - JumpStart Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2014	08/08/2014	\$0	No Funding Required	Kindergarten teachers and Administration

### Strategy 2:

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Category: Stakeholder Engagement

Activity - Community-Take It Home Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	12/03/2014	06/01/2015	\$0	General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members

## Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff

### Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from XX % in May 31, 2015 to YY% by 05/31/2015 as measured by evaluation results.

### Strategy 1:

PGES - PGES

Category: Continuous Improvement

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	All certified staff
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### Strategy 2:

Professional Learning and Support - Professional Learning and Support

Category: Professional Learning & Support

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan for TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/13/2014	06/01/2015	\$0	No Funding Required	All certified staff

## Goal 9: Wellness Plan

### Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 08/31/2015 as measured by survey results.

### Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness Policy and school level Wellness Policy.

Category: Continuous Improvement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level policy.	Policy and Process	08/13/2014	06/01/2015	\$0	No Funding Required	All staff members

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLCs	District consultants and administration deliver trainings and strategies to teachers to improve instruction. This will allow students to reach their determined growth goals.	Professional Learning	12/01/2014	06/01/2015	\$0	Administration and Certified Teachers
CSHC Survey	CSHC utilizes a comprehensive school physical activity program to increase the quality of the physical instruction as well as physical opportunities throughout the school environment to increase the quality of instruction and increase time allocated for physical opportunities on a daily basis.	Academic Support Program	08/13/2014	11/26/2014	\$0	Administration, FRC Coordinator, and Wellness Committee
Lesson Plan Checks	Administration will perform regular checks of all teachers lesson plans during instructional walks looking for differentiated instruction in the areas of literacy and numeracy.	Academic Support Program	08/13/2014	06/01/2015	\$0	Administration and Special Education Teachers
Teacher Training on WRAP	Train teachers on school-wide steps for success for answering constructed response questions using WRAP. Supply teachers with anchor charts to assist with teaching this process to students. W- Write a Do Plan R-Read and Restate the Question A-Answer the Question completely P-Prove-It	Professional Learning	08/11/2014	06/01/2015	\$0	Administration and certified teachers
Monitor Writing Notebooks	Monitor the implementation of writing across curriculum through lesson plans and classroom walks in all content areas.	Policy and Process	08/13/2014	06/01/2015	\$0	Administration and certified teachers
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	08/13/2014	06/01/2015	\$0	All certified staff

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Math Instructional Strategy Training	Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/13/2014	06/01/2015	\$0	All Special Education Staff, Administrative Team
Weekly Progress Data Checks	Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/13/2014	06/01/2015	\$0	All Special Education Teachers and Administration
Flexible Ability Grouping	Special Education teachers join flexible ability grouping for math in grades 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/13/2014	06/01/2015	\$0	Certified teachers
Monitor Reading Model	Monitor the implementation of reading expectations through lesson plans and classroom walks.	Policy and Process	08/13/2014	06/01/2015	\$0	Administration and certified staff
Flexible Ability Grouping	Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program	08/13/2014	06/01/2015	\$0	Certified staff
JumpStart Program	Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program	08/07/2014	08/08/2014	\$0	Kindergarten teachers and Administration
PR Cover Sheets	Monitor the evidence placed in each area of Program Review.	Policy and Process	08/13/2014	06/01/2015	\$0	PR Committee
Reading Strategies	Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/13/2014	06/01/2015	\$0	All Special Education Staff and Administrative Team
LDC Lessons	Completed modules that teachers will implement with fidelity to make literary connections across the curriculum.	Academic Support Program	08/13/2014	06/01/2015	\$0	Administration and certified staff
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness Policy and school level policy.	Policy and Process	08/13/2014	06/01/2015	\$0	All staff members
Writing	Writing in all content areas every day.	Academic Support Program	08/13/2014	06/01/2015	\$0	Certified staff
Writing	Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands. Teachers will follow school-wide steps for answering constructed response questions. Teachers will participate in job-embedded professional learning regarding Live Scoring and Book Study.	Academic Support Program	08/13/2014	06/01/2015	\$0	Certified staff and instructional assistants
Writing Wall of Fame	Each month a student writing is selected to be showcased in the front lobby - Writing Wall of Fame and asked to attend the monthly PTA meeting and share their writing response.	Academic Support Program	08/13/2014	06/01/2015	\$0	Administration and certified teachers

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Monitor Implementation of Writing Model	Monitor the implementation of clear writing expectations through lesson plan checks and classroom walks.	Policy and Process	01/01/2015	06/01/2015	\$0	Administration and certified staff
Monitor Implementation	Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Policy and Process	08/13/2014	06/01/2015	\$0	Administrative team
Wellness Committee	Wellness Committee will conduct a survey of student, staff, and parents and based on results will make recommendation to SBDM Committee regarding ways to modify the Wellness Policy.	Academic Support Program	08/13/2014	06/01/2015	\$0	Administration, FRC Coordinator, and Wellness Committee
Teacher Training on 3.8, 2.6, and 1.4 Paragraphs	Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members. After initial training, consultants will work with administration and teachers to provide additional training to individuals as necessary.	Professional Learning	08/11/2014	06/01/2015	\$0	Central Office consultants, writing cluster lead teacher, and classroom teachers
Number Talks	Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/13/2014	06/01/2015	\$0	All Staff
System 44	Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/13/2014	06/01/2015	\$0	System 44 teacher and Administration
Number Talks	Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/13/2014	06/01/2015	\$0	All Staff
Grade Level Experts	Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program	08/13/2014	06/01/2015	\$0	Special Education Teachers
Vocabulary	Direct instruction of vocabulary from core content and deconstruction of learner targets	Academic Support Program	08/13/2014	06/01/2015	\$0	Certified staff
Monitor Math Model	Monitor the implementation of clear math expectations through lesson plans and classroom walks.	Policy and Process	08/13/2014	06/01/2015	\$0	Administration and certified staff
Money Savvy Kids	Counselor participated in a book study regarding picture books and concepts of economics. Counselor led professional learning opportunity for all certified staff to share ways to connect economics with all content areas with the use of children's literature.	Professional Learning	07/01/2014	06/01/2015	\$0	Administration and trained teachers

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

CSIP Strategy Meeting- Financial Literacy	CinFed Credit Unit representative attended a CSIP Strategy meeting in which she shared ways to incorporate financial literacy and consumerism in the general education classroom through student friendly activities. The representative also met with grade level teachers to schedule dates to visit classrooms and assist with activities.	Professional Learning	09/04/2014	06/01/2015	\$0	Administration , certified staff, community stakeholders
CSIP Strategy Meetings	Administrators, teachers, and district consultants will train teachers on needed content to increase student achievement. These meetings will demonstrate strategies for teachers to implement in classrooms to assist students with reaching growth goals.	Professional Learning	08/13/2014	06/01/2015	\$0	Administration
Professional Learning and Support	Develop a school-wide professional learning plan for TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/13/2014	06/01/2015	\$0	All certified staff
<b>Total</b>					\$0	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talks	Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/13/2014	06/01/2015	\$0	All Classroom Teachers
Community-Take It Home Program	Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	12/03/2014	06/01/2015	\$0	FRC Coordinator, Counselor, Administration Team, and All Staff Members
Number Talks	Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction	08/13/2014	06/01/2015	\$0	All Classroom Teachers

**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

Early Intervention in Reading Program	The EIR program provides instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. With the addition of writing, all of the aforementioned areas are key components to the literacy development of successful and struggling readers and writers. Abiding by our district's Writing Continuum and the KCAS Standards for Writing, students in 3rd grade will author several informative, opinion, and narrative writing pieces during their primary years. In their classroom, they will receive writing instruction related to these pieces. EIR connects reading instruction to writing instruction by providing students with writing instruction and opportunities to write. EIR provides students time to respond and reflect on their reading. EIR children's literature and non-fiction texts used to teach students the 5 elements of literacy are examples of excellent written pieces by award winning authors. These high quality text examples will allow students to experience a variety of author's writing styles and voice. EIR text selections include examples of core writing standards that students are encouraged to use in their own writing such as: the use of descriptive language, character development, fiction story structure, key features in non-fiction text, and point of view. High quality children's literature and non-fiction EIR text selections also allow students an opportunity for vocabulary acquisition. Student's writing achievement will increase as their vocabulary increases. Newly acquired vocabulary will aid students in expressing their thoughts in written form in a clear concise manner, as well as their ability to produce well written and organized pieces.	Academic Support Program	08/13/2014	06/01/2015	\$4500	Read to Achieve Teacher, Administration
Do The Math classes	Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre-Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/13/2014	06/01/2015	\$59000	Do The Math teacher and Administration
<b>Total</b>					<b>\$63500</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

EERTI Training	Train K-3 grade teachers and special education teachers in EERTI, focusing on math fluency, strategies, and interventions.	Professional Learning	11/14/2014	01/30/2015	\$8000	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers
READ 180 Classes	The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/13/2014	06/01/2015	\$5000	READ 180 teacher and Administration
EERTI	Train teachers in the EERTI (Enacting Effective Response to Intervention) to improve math skills in all math strands.	Academic Support Program	11/13/2014	01/08/2015	\$8000	Kentucky Center for Math, administration, and certified teachers
System 44	Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/13/2014	06/01/2015	\$1000	System 44 teacher and Administration
READ 180 Classes	The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/13/2014	06/01/2015	\$63160	READ 180 teacher and Administration

**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

Do The Math classes	Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre-Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction	08/13/2014	06/01/2015	\$6387	Do The Math teacher and Administration
READ 180 Classes	The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction	08/13/2014	06/01/2015	\$4650	READ 180 teacher and Administration
Compass Learning	Students utilize individual learning paths derived from MAP scores.	Technology	08/13/2014	06/01/2015	\$3387	all staff
<b>Total</b>					<b>\$99584</b>	

**Grant Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Reading Assist	Teacher(s) will review student data and collaborate student progress with regular education teacher and parent.	Policy and Process	10/01/2014	06/01/2015	\$1000	Administration and certified teachers
<b>Total</b>					<b>\$1000</b>	

**Read to Achieve**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

Early Intervention in Reading Program	<p>The EIR program provides instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. With the addition of writing, all of the aforementioned areas are key components to the literacy development of successful and struggling readers and writers. Abiding by our district's Writing Continuum and the KCAS Standards for Writing, students in 3rd grade will author several informative, opinion, and narrative writing pieces during their primary years. In their classroom, they will receive writing instruction related to these pieces. EIR connects reading instruction to writing instruction by providing students with writing instruction and opportunities to write. EIR provides students time to respond and reflect on their reading. EIR children's literature and non-fiction texts used to teach students the 5 elements of literacy are examples of excellent written pieces by award winning authors. These high quality text examples will allow students to experience a variety of author's writing styles and voice. EIR text selections include examples of core writing standards that students are encouraged to use in their own writing such as: the use of descriptive language, character development, fiction story structure, key features in non-fiction text, and point of view. High quality children's literature and non-fiction EIR text selections also allow students an opportunity for vocabulary acquisition. Student's writing achievement will increase as their vocabulary increases. Newly acquired vocabulary will aid students in expressing their thoughts in written form in a clear concise manner, as well as their ability to produce well written and organized pieces.</p>	Academic Support Program	08/13/2014	06/01/2015	\$40000	Read to Achieve Teacher, Administration
<b>Total</b>					<b>\$40000</b>	

## **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

DRAFT

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

During data analysis, the Administration, Staff, Parents and SBDM Council of Fort Wright Elementary concluded three topic questions:

1. How can we help all students meet proficiency in reading and math?
2. Which group of students are meeting proficiency in reading and math?
3. Which group of students need to receive intentional targeted interventions in reading and math?

All stakeholders performed a full review of Ft. Wright's 2013-14 K-Prep assessment data and organized data reviewed with the usage of assessment analyzer tools provided by administration. After analysis of each content area, groups convened to discuss and highlight achievement as well as areas of needed improvement.

Data proves:

66.4% of students reached proficiency in Reading

61.6% of students reached proficiency in Math

69.7% of students made growth in Reading

71.1% of students made growth in Math

70.5% of our students made typical or higher growth in combined Reading and Math

Data clearly explains our groups that need to be targeted. Data also explains the percentage of proficient students that need to be accelerated to become distinguished.

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Strengths: Increased Achievement scores across all content areas. 10.7% points higher than the state average in Reading and Math combined growth. Significant increase in Gap students scoring proficient or distinguished, most notably a 17.7% increase in Math and a 15.5% increase in Reading. Over the past three years, Ft. Wright Elementary has increased the overall K-Prep accountability score from 61.4 to 74.4 for an average increase of 6.5 points per year. Three year behavioral trend data indicates a 50% reduction in office referrals. According the recent TELL Survey data, 100% of staff are in agreement that parents and guardians are influential decision-makers at Ft. Wright Elementary. This is reflected by having parent/guardian representation on all committees at Ft. Wright. TELL Survey results also reinforce the consistent collaborative efforts between Ft. Wright Elementary and parent and community involvement, with having multiple 100% scores in the area of Community Support and Involvement.

Actions:

Intentional goal setting for all assessments

All students engaged in rigorous lessons

Common Assessments given according to district timeline

Common Assessments analyzed and discussed during PLCs

Individualized Compass (software) learning paths used during centers

Intentional lesson plans which include differentiated instruction to meet the needs of ALL students

Focusing on Learner Targets (I Can statements)

Addition of research-based programs that are implemented with fidelity: Do The Math, Read to Achieve, Read 180/ System 44, Reading Assist, Number Talks, Orton Gilligham, Compass Learning

Weekly PLCs which give teachers opportunities to collaborate with grade level and special educators to analyze data and discuss rigorous learning experiences that teach the KCAS to mastery

PBIS Team consisting of representatives from administration, counselor, teachers, bus driver, parent, instructional assistants and students. The PBIS team meets at least monthly to address needs and adjust the school action plan to meet those needs.

Instructional walks by administration with follow-up constructive feedback to teachers

RTI meeting every week targeted by grade levels and gives feedback to teachers

Counselor attends PLCs once a month for RTI

Ky Numeracy Project- Forward with Fluency is being implemented in all primary grades

Special Education meets weekly to review data and discuss student data and interventions

Teachers lead professional book studies

Celebrate:

Determined teachers that desire to increase knowledge of KCAS during job embedded professional developments

KYCID (PBIS) Updates- Bus and School wide behaviors have decreased by over 50%

FW administration and staff maintain a positive learning climate focused on student success

Increased sense of academic urgency

## Opportunities for Improvement

### What were areas in need of improvement? What plans are you making to improve the areas of need?

#### Needs Improvement:

GAP Students -43.9% of our GAP students hit proficiency in Reading.

GAP Students- 42.3% of our GAP students hit proficiency in Math.

96.3 on our Program Review score

#### Plans:

PLCs focused on analyzing common assessments and writing pieces (calibration)

PLCs focused on discussion of learning experience (lesson activities) for each standard and ensuring the correlation with standards

Professional development for special education teachers

Reinforcement of Tier II and Tier III instruction in the regular classroom

Use KCAS Standards Gradebook to track student mastery of standards

Intentional implementation of Compass (individualized software path) in reading/ math

Implement research based programs with fidelity in the areas of Math and Reading (Number Talks, Do The Math, Read 180, System 44, The Daily 5, Reading Assist)

RTI data collected and reviewed by RTI Committee for students in the 50th percentile and below in both reading and math

Schedule PLCs to allow interventionists to regularly communicate student progress with classroom teachers

Reinforce Tier II and Tier III instruction in the regular classroom (double dose)

Intentional goal setting with students for MAP and Accelerated Reader

Use KCAS standards gradebook to track student mastery of standards

Master schedule that includes RTI Blocks

Use of progress monitoring data

Program Review Committee formed and intentionally vertically aligned

Program Review Calendar and detailed plan for each area and grade level to address deficiencies

Routine Analysis of the Program Review and assessment for areas of improvement

Literacy, Math, and Writing Models (Expectations)

Increase writing on-demand practices that include stand alone and passage based prompts

Follow School-wide Steps for Success for Answering constructed Response Questions

Continue Live Scoring with short answer and extended response

Writing notebooks for all content areas

Weekly flashbacks in all core content subject areas

Empowering Lead Teachers

## Conclusion

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

### Next Steps

Monitor students in the 50th percentile and below in both reading and math to increase student achievement through RTI meetings to ensure success of ALL students

Continue intentional differentiated job embedded professional developments with the assistance of Central Office Consultants to increase knowledge of all teachers

Work with FRC Coordinator, PTA, and community to expand opportunities and transportation for at risk students such as going to surrounding communities

Counselor will work with small groups of students to increase self-confidence, work habits, and study skills

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## The Missing Piece

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## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

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## Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Richard Webster- Parent

Brooke Hiltz- Parent

Maureen Gregory- Parent

Amy Quinn- Parent

Michelle Hammers- Parent

Katie Scheper- Parent

Virginia Sharpe- Parent

Dan Schacherer- Assistant Principal

All Certified Teachers

Kim DelBarba- Secretary

Rose Koehler- FRC Coordinator

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## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.29

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.57

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

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## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

## Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p>	Distinguished

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

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## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## Reflection

Reflect upon your responses to each of the Missing Piece objectives.

### **Reflect upon your responses to each of the Missing Piece objectives.**

Strengths-Parent involvement in committees, stakeholders feel welcomed when entering school

Actions- Committee policies require a parent to be a member on all committees. When stakeholders enter the building secretaries smile and quickly address the reason for visit

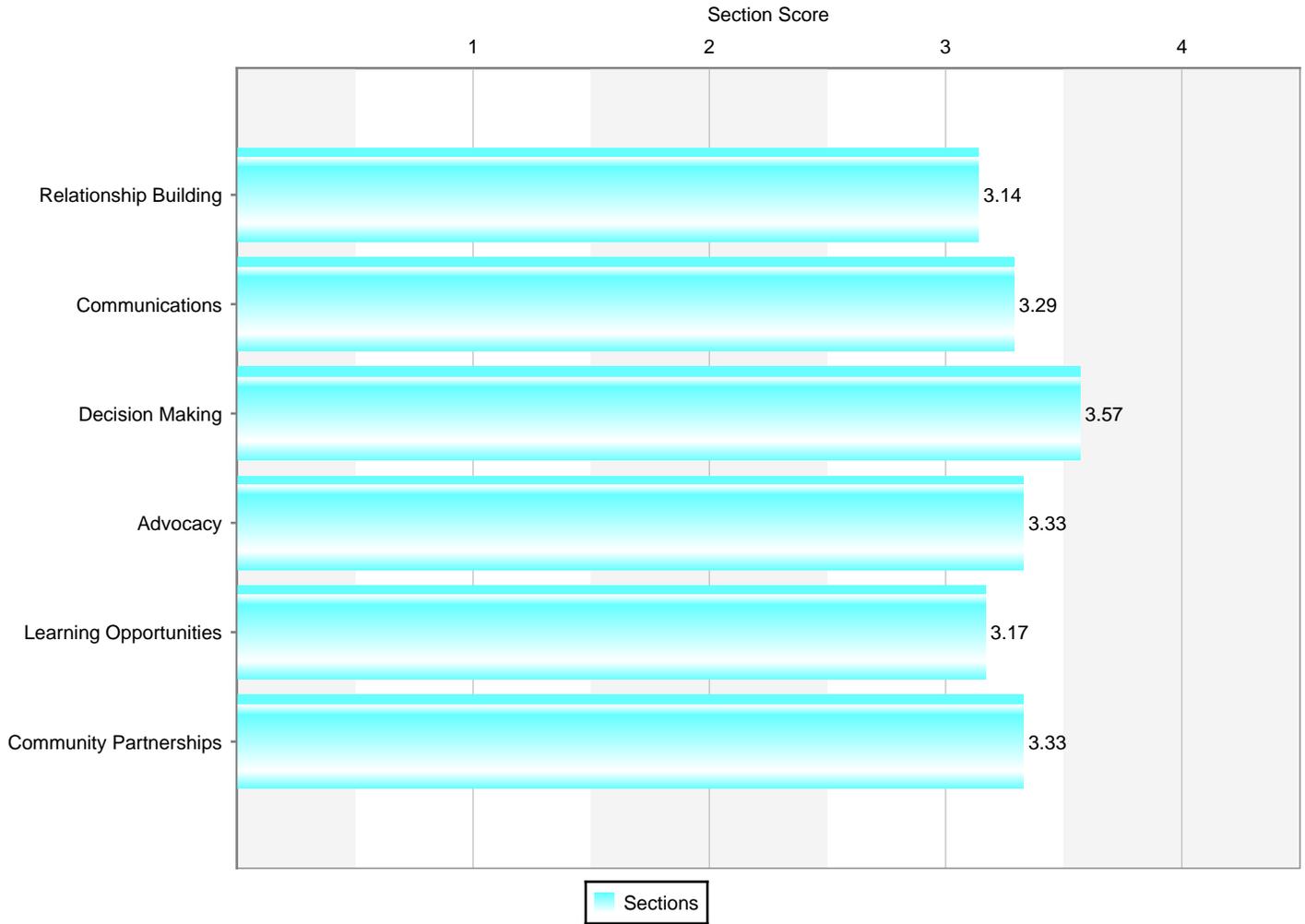
Need Improvement- More input from parents, more trainings to teach parents how to understand standards and data

Plans- Rewards for completing surveys, offer more trainings with transportation, food, and childcare

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## Report Summary

### Scores By Section



# Improvement Plan Stakeholder Involvement

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## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Ft. Wright utilizes a variety of processes and tools to engage stakeholders in the development of the school improvement plan. Parents, teachers and SBDM Council members are involved through analysis and discussion of the improvement plan. Surveys are also utilized to aid in access to information as well as assisting with focusing on the appropriate stakeholders. Meetings were scheduled before, during and after school, depending on whatever the needs were to engage the stakeholders.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

There was a wide range of representation from stakeholder groups to assist in development of the school improvement plan. Parent input was vital in the development of many of the components of the school improvement plan. Additionally, it was necessary for Ft. Wright Elementary to utilize a wide variety of parents and gather their input in regards to many topics and programs, such as data analysis, collaboration with community businesses, special needs programs and many more. Ft. Wright Administration worked with the staff and SBDM Council to gather input and work collaboratively to develop the school improvement plan.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final school improvement plan is made accessible in a variety of methods to accommodate all stakeholders. The final plan will be shared and reviewed at a SBDM council meeting which is open for all stakeholders to attend. The plan will be available for review at the school during regular school hours. The final plan will also be made available online for all stakeholders to access. Stakeholders will receive information on the progress of the school improvement plan through monthly SBDM meetings, as well as through other methods of communication, such as the school webpage and the weekly school newsletter.

## KDE Assurances - School

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**Introduction**

KDE Assurances - School

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**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Fort Wright does not host preschool.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Fort Wright is Title I School-wide	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	FW is Title I School-Wide	

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	FW is Title I School-Wide	

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

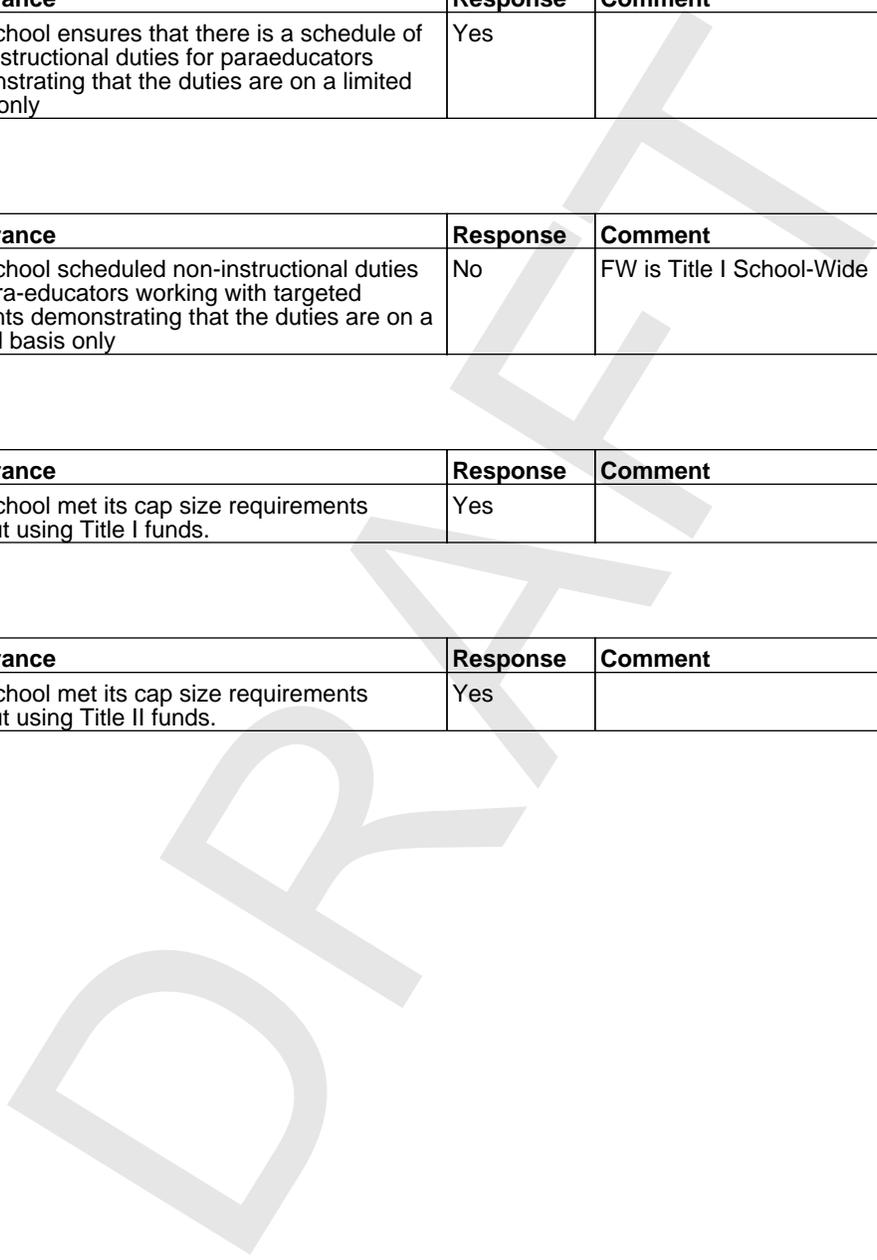
Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	FW is Title I School-Wide	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		



# Compliance and Accountability - Elementary Schools

DRAFT

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**

Tell Survey - Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary

**Measurable Objective 1:**

demonstrate a proficiency Professional Development is differentiated to meet the needs of individual teachers at Ft. Wright Elementary from 87.9% to 90% by 10/01/2015 as measured by TELL Survey.

**Strategy1:**

Differentiation within Professional Development Opportunities - Administration will collaborate with staff to differentiate planned professional development to meet the needs of individual staff members.

Category: Professional Learning & Support

Research Cited:

Activity - EERTI Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-3 grade teachers and special education teachers in EERTI, focusing on math fluency, strategies, and interventions.	Professional Learning			11/14/2014	01/30/2015	\$8000 - Title I Schoolwide	Kentucky Center for Mathematics, Northern Kentucky University Teachers, Administrative team, K-3 Teachers

Activity - Teacher Training on 3.8, 2.6, and 1.4 Paragraphs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office consultants will provide training to Writing Cluster Leader to share with teachers and instructional assistants. Central Office consultants will provide training to all certified staff members. After initial training, consultants will work with administration and teachers to provide additional training to individuals as necessary.	Professional Learning			08/11/2014	06/01/2015	\$0 - No Funding Required	Central Office consultants, writing cluster lead teacher, and classroom teachers

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Ft Wright Elementary School

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will monitor the implementation of the differentiated training strategies through walk through visits and provide feedback to teachers.	Policy and Process			08/13/2014	06/01/2015	\$0 - No Funding Required	Administrative team

## Strategy2:

Professional Growth Plans - Teachers will write a student growth goal and determine professional learning needed for each grade level to assist with students reaching goal(s).

Category: Professional Learning & Support

Research Cited:

Activity - CSIP Strategy Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, teachers, and district consultants will train teachers on needed content to increase student achievement. These meetings will demonstrate strategies for teachers to implement in classrooms to assist students with reaching growth goals.	Professional Learning			08/13/2014	06/01/2015	\$0 - No Funding Required	Administration

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District consultants and administration deliver trainings and strategies to teachers to improve instruction. This will allow students to reach their determined growth goals.	Professional Learning			12/01/2014	06/01/2015	\$0 - No Funding Required	Administration and Certified Teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

## Goal 1:

Proficiency & Achievement at Ft. Wright Elementary

## Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 62.9 % in 2014 to 64.1% by 10/01/2015 as measured by school report delivery targets.

## Strategy1:

LDC Modules - Modules to make literary connections across the curriculum.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Research Cited:

Activity - LDC Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completed modules that teachers will implement with fidelity to make literary connections across the curriculum.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Administration and certified staff

## Strategy2:

Math Model - Clear expectations for a 90 minute math block that include: deconstructing learning target, embedded formative assessments, whole group instruction, and small group workstations

Category: Continuous Improvement

Research Cited:

Activity - Monitor Math Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of clear math expectations through lesson plans and classroom walks.	Policy and Process			08/13/2014	06/01/2015	\$0 - No Funding Required	Administration and certified staff

## Strategy3:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Category: Continuous Improvement

Research Cited: System 44 - Compendium of Research - 2011

Activity - System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction			08/13/2014	06/01/2015	\$0 - No Funding Required	System 44 teacher and Administration

## Strategy4:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Category: Continuous Improvement

Research Cited:

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction			08/13/2014	06/01/2015	\$0 - No Funding Required	All Staff

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## Strategy5:

Literacy Model - Clear expectations for a 90 minute literacy block that include deconstructing learning target, whole group instruction, teacher led small groups, small group workstations, daily read aloud, and vocabulary instruction with a separate time devoted for writing instruction.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Reading Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of reading expectations through lesson plans and classroom walks.	Policy and Process			08/13/2014	06/01/2015	\$0 - No Funding Required	Administration and certified staff

## Strategy6:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Category: Continuous Improvement

Research Cited: 2011 Compendium of READ 180 Research

Activity - READ 180 Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction			08/13/2014	06/01/2015	\$63160 - Title I Schoolwide \$4650 - Title I Schoolwide	READ 180 teacher and Administration

## Strategy7:

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach multiplication and division to all students.

Category: Continuous Improvement

Research Cited:

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Ft Wright Elementary School

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction			08/13/2014	06/01/2015	\$0 - No Funding Required	All Staff

## Strategy8:

Supporting Computer Programs - All staff will appropriately utilize instructional computer-based programs to aid with delivery of content throughout all content areas.

Category: Continuous Improvement

Research Cited:

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology			08/13/2014	06/01/2015	\$3387 - Title I Schoolwide	all staff

## Strategy9:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Category: Continuous Improvement

Research Cited:

Activity - Do The Math classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre-Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction			08/13/2014	06/01/2015	\$6387 - Title I Schoolwide	Do The Math teacher and Administration

**All children were screened for kindergarten readiness.**

**Goal 1:**

Kindergarten Readiness at Ft. Wright Elementary

**Measurable Objective 1:**

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 64% in 2014 to 68% by 10/01/2015 as measured by Brigance results.

**Strategy1:**

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Category: Early Learning

Research Cited:

Activity - JumpStart Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program			08/07/2014	08/08/2014	\$0 - No Funding Required	Kindergarten teachers and Administration

**Strategy2:**

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Category: Stakeholder Engagement

Research Cited:

Activity - Community-Take It Home Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement			12/03/2014	06/01/2015	\$0 - General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready**

**Goal 1:**

Kindergarten Readiness at Ft. Wright Elementary

**Measurable Objective 1:**

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 64% in 2014 to 68% by 10/01/2015 as measured by Brigance results.

**Strategy1:**

JumpStart Program - Incoming Kindergarten students participate in a two day program to increase readiness.

Category: Early Learning

Research Cited:

Activity - JumpStart Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students participate in a two day program that gets them prepared to begin the school year and aids in readiness.	Academic Support Program			08/07/2014	08/08/2014	\$0 - No Funding Required	Kindergarten teachers and Administration

**Strategy2:**

Community-Taking it Home Program - Ft. Wright staff members will visit local community centers to provide instruction help to parents and students. Our goal is to educate the parents with instructional strategies and activities they can utilize with their children at home. These strategies and activities will require little to no cost or resources.

Category: Stakeholder Engagement

Research Cited:

Activity - Community-Take It Home Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement			12/03/2014	06/01/2015	\$0 - General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

**Goal 1:**

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

**Measurable Objective 1:**

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 65.4% in 2013 to 66.4% by SY 2014-2015

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10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

## Strategy1:

System 44 Best Practices - Reading intervention for students identified more than a grade level below in reading and phonics.

Category: Continuous Improvement

Research Cited: System 44 - Comendium of Research - 2011

Activity - System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction			08/13/2014	06/01/2015	\$1000 - Title I Schoolwide	System 44 teacher and Administration

## Strategy2:

Reading Assist - Reading Assist implementation will improve reading fluency, comprehension, and vocabulary.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of Reading Assist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher(s) will review student data and collaborate student progress with regular education teacher and parent.	Policy and Process			10/01/2014	06/01/2015	\$1000 - Grant Funds	Administration and certified teachers

## Strategy3:

READ 180 Best Practices - Read 180 is a research proven reading intervention program designed to meet the needs of students reading below grade level. It meets the needs of students through instructional software, direct instruction in reading and writing, and high interest fiction and nonfiction reading material.

Category: Continuous Improvement

Research Cited: 2011 Compendium of READ 180 Research

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Activity - READ 180 Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read 180 model begins with whole group instruction, followed by three rotations; instructional software, small group direct instruction and independent reading. The academic focus of whole group and small group instruction includes teaching and modeling reading skills and strategies (main idea and details, summarizing, cause and effect etc.), vocabulary development, and writing instruction. The instructional software focuses on phonics and decoding, comprehension, word recognition, vocabulary, fluency and spelling. Independent reading helps students become better readers through leveled reading practice, think alouds, and responding to reading.	Direct Instruction			08/13/2014	06/01/2015	\$5000 - Title I Schoolwide	READ 180 teacher and Administration

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction of vocabulary from core content and deconstruction of learner targets	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Certified staff

Activity - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day using different strategies such as 3.8 paragraph, 4 block, and timed on-demands. Teachers will follow school-wide steps for answering constructed response questions. Teachers will participate in job-embedded professional learning regarding Live Scoring and Book Study.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Certified staff and instructional assistants

## Strategy4:

Read to Achieve - 3rd grade students identified to need reading interventions meet for 30 minutes on a daily basis in a small group setting.

Category: Continuous Improvement

Research Cited:

**KDE Comprehensive School Improvement Plan**

Ft Wright Elementary School

Activity - Early Intervention in Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The EIR program provides instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. With the addition of writing, all of the aforementioned areas are key components to the literacy development of successful and struggling readers and writers. Abiding by our district's Writing Continuum and the KCAS Standards for Writing, students in 3rd grade will author several informative, opinion, and narrative writing pieces during their primary years. In their classroom, they will receive writing instruction related to these pieces. EIR connects reading instruction to writing instruction by providing students with writing instruction and opportunities to write. EIR provides students time to respond and reflect on their reading. EIR children's literature and non-fiction texts used to teach students the 5 elements of literacy are examples of excellent written pieces by award winning authors. These high quality text examples will allow students to experience a variety of author's writing styles and voice. EIR text selections include examples of core writing standards that students are encouraged to use in their own writing such as: the use of descriptive language, character development, fiction story structure, key features in non-fiction text, and point of view. High quality children's literature and non-fiction EIR text selections also allow students an opportunity for vocabulary acquisition. Student's writing achievement will increase as their vocabulary increases. Newly acquired vocabulary will aid students in expressing their thoughts in written form in a clear concise manner, as well as their ability to produce well written and organized pieces.</p>	Academic Support Program			08/13/2014	06/01/2015	\$4500 - General Fund \$40000 - Read to Achieve	Read to Achieve Teacher, Administration

**Goal 2:**

Proficiency - 3rd Grade K-Prep at Ft. Wright Elementary

**Measurable Objective 1:**

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 59.0% in 2014 to 60% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

**Strategy1:**

Common Core strategies to teach multiplication and division - All teachers will utilize appropriate common core strategies to teach

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multiplication and division to all students.

Category: Continuous Improvement

Research Cited:

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students multiplication and division. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction			08/13/2014	06/01/2015	\$0 - General Fund	All Classroom Teachers

## Strategy2:

Do The Math - Students will be taught basic number sense skills using hands-on manipulatives.

Category: Continuous Improvement

Research Cited: Do The Math: Arithmetic Intervention by Marilyn Burns: A Summary of the Research

Activity - Do The Math classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a math intervention program broken into 13 separate "Modules". These modules are: Number Core, Addition/Subtraction A, B, C; Multiplication A, B, C; Division A, B, C; and Fractions A, B, C. A student is given a Pre-Assessment to determine which Module they will begin with. Each Module consists of 30 lessons, with a "Show What You Know" quiz after every 5th lesson. At the end of the 30th lesson, the student is given a Post-Assessment that they must pass with 80% accuracy to move on to the next Module. It is a scaffolded program where one Module builds upon the lessons/concepts taught in the previous Module. Each Module has a specific workbook and manipulatives designed to reinforce the lessons being taught.	Direct Instruction			08/13/2014	06/01/2015	\$59000 - General Fund	Do The Math teacher and Administration

## Strategy3:

Common Core strategies to teach addition and subtraction - All classroom teachers will utilize common core strategies to appropriately teach addition and subtraction to all students.

Category: Continuous Improvement

Research Cited:

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Ft Wright Elementary School

Activity - Flexible Ability Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are flexibly grouped by ability to receive differentiated and individualized instruction.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Certified staff

Activity - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing in all content areas every day.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Certified staff

Activity - EERTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in the EERTI (Enacting Effective Response to Intervention) to improve math skills in all math strands.	Academic Support Program			11/13/2014	01/08/2015	\$8000 - Title I Schoolwide	Kentucky Center for Math, administration, and certified teachers

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use appropriate strategies to teach all students addition and subtraction. Number Talks is a research-based program that encourages and requires students to share and discuss problem-solving mathematical strategies.	Direct Instruction			08/13/2014	06/01/2015	\$0 - General Fund	All Classroom Teachers

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

GAP - Special Education at Ft. Wright Elementary

## Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of proficient and distinguished increases from 27.2% in 2014 to 40.6% by 10/01/2015 as measured by school report delivery targets.

## Strategy1:

Effective Lesson Plans - All teacher lesson plans will be closely monitored during instructional walks.

Category: Continuous Improvement

Research Cited:

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Activity - Lesson Plan Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will perform regular checks of all teachers lesson plans during instructional walks looking for differentiated instruction in the areas of literacy and numeracy.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Administration and Special Education Teachers

## Strategy2:

Appropriate Instructional Strategies - Provide Special Education teachers with trainings to improve their delivery of appropriate instructional strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning			08/13/2014	06/01/2015	\$0 - No Funding Required	All Special Education Staff and Administrative Team

Activity - Math Instructional Strategy Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning			08/13/2014	06/01/2015	\$0 - No Funding Required	All Special Education Staff, Administrative Team

## Strategy3:

Monitor Progress of Special Education Students - During weekly Special Education meetings, teachers and administration will monitor progress data for all Special Education students along with implementation of research-based programs.

Category: Continuous Improvement

Research Cited:

Activity - Weekly Progress Data Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	All Special Education Teachers and Administration

## Strategy4:

Grade Level Experts - Each special education teacher will serve as a content expert

Category: Continuous Improvement

Research Cited:

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Activity - Flexible Ability Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math in grades 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Certified teachers

Activity - Grade Level Experts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will have an assigned special education teacher that attends grade level PLCs and masters the content for that specific grade level. That teacher will collaborate with regular ed teachers and special education teachers.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Special Education Teachers

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

**Goal 1:**

Program Review Proficiency at Ft. Wright Elementary

**Measurable Objective 1:**

collaborate to increase our school's Writing average overall score from 7.8 in 2014 to 8.5 average overall score by 10/01/2015 as measured by state Program Review Report.

**Strategy1:**

Principal Prompts - Students will complete a monthly On-Demand Principal Prompt specific for each grade level.

Category: Continuous Improvement

Research Cited:

Activity - Writing Wall of Fame	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month a student writing is selected to be showcased in the front lobby - Writing Wall of Fame and asked to attend the monthly PTA meeting and share their writing response.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Administration and certified teachers

**Strategy2:**

School-wide Steps for Success - Teachers collaborate to develop school-wide steps for answering constructed response questions.

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Research Cited:

Activity - Teacher Training on WRAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on school-wide steps for success for answering constructed response questions using WRAP. Supply teachers with anchor charts to assist with teaching this process to students. W- Write a Do Plan R-Read and Restate the Question A-Answer the Question completely P-Prove-it	Professional Learning			08/11/2014	06/01/2015	\$0 - No Funding Required	Administration and certified teachers

### Strategy3:

PR Committee Meetings - PR Committee meets monthly or more frequently depending on focus and needs. During each meeting, the committee reviews the strengths and needs to improve our reviews. Committee members created an Evidence Cover Sheet to assist teachers with rubric demonstrators and designates an area to place rationale.

Category: Continuous Improvement

Research Cited:

Activity - PR Cover Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the evidence placed in each area of Program Review.	Policy and Process			08/13/2014	06/01/2015	\$0 - No Funding Required	PR Committee

### Strategy4:

Writing Model/ Expectations - Teachers and administration will collaborate to develop a writing model which has clear expectations to be following each day during writing instruction.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Implementation of Writing Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of clear writing expectations through lesson plan checks and classroom walks.	Policy and Process			01/01/2015	06/01/2015	\$0 - No Funding Required	Administration and certified staff

### Strategy5:

Writing Notebooks - Build stamina with students when writing across all content areas. Rigorous when students are able to explain answers in all content areas.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Ft Wright Elementary School

Activity - Monitor Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of writing across curriculum through lesson plans and classroom walks in all content areas.	Policy and Process			08/13/2014	06/01/2015	\$0 - No Funding Required	Administration and certified teachers

## Measurable Objective 2:

collaborate to increase our school's Practical Living and Career Studies average overall score from 7.1 in 2014 to 8.0 average overall score by 10/01/2015 as measured by Program Review State Report.

## Strategy1:

Coordinated School Health Committee - A Coordinated School Health Committee is used for a support and resource for collaboration and integration of health education instruction throughout the school environment.

Category: Continuous Improvement

Research Cited:

Activity - CSHC Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CSHC utilizes a comprehensive school physical activity program to increase the quality of the physical instruction as well as physical opportunities throughout the school environment to increase the quality of instruction and increase time allocated for physical opportunities on a daily basis.	Academic Support Program			08/13/2014	11/26/2014	\$0 - No Funding Required	Administration, FRC Coordinator, and Wellness Committee

Activity - Wellness Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness Committee will conduct a survey of student, staff, and parents and based on results will make recommendation to SBDM Committee regarding ways to modify the Wellness Policy.	Academic Support Program			08/13/2014	06/01/2015	\$0 - No Funding Required	Administration, FRC Coordinator, and Wellness Committee

## Strategy2:

PR Committee Meetings - PR Committee meets monthly or more frequently depending on focus and needs. During each meeting, the committee reviews the strengths and needs to improve our reviews. Committee members created an Evidence Cover Sheet to assist teachers with rubric demonstrators and designates an area to place rationale.

Category: Continuous Improvement

Research Cited:

Activity - PR Cover Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the evidence placed in each area of Program Review.	Policy and Process			08/13/2014	06/01/2015	\$0 - No Funding Required	PR Committee

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## Strategy3:

Teacher Trainings on Economics - Teachers are attending trainings in an area of weakness of PLCS and bringing back resources to train other staff members.

Category: Professional Learning & Support

Research Cited:

Activity - CSIP Strategy Meeting- Financial Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CinFed Credit Unit representative attended a CSIP Strategy meeting in which she shared ways to incorporate financial literacy and consumerism in the general education classroom through student friendly activities. The representative also met with grade level teachers to schedule dates to visit classrooms and assist with activities.	Professional Learning			09/04/2014	06/01/2015	\$0 - No Funding Required	Administration, certified staff, community stakeholders

Activity - Money Savvy Kids	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor participated in a book study regarding picture books and concepts of economics. Counselor led professional learning opportunity for all certified staff to share ways to connect economics with all content areas with the use of children's literature.	Professional Learning			07/01/2014	06/01/2015	\$0 - No Funding Required	Administration and trained teachers

## Measurable Objective 3:

collaborate to increase our school's Arts and Humanities average overall score from 8.2 in 2014 to 9.0 average overall score by 10/01/2015 as measured by state Program Review Report.

## Strategy1:

PR Committee Meetings - PR Committee meets monthly or more frequently depending on focus and needs. During each meeting, the committee reviews the strengths and needs to improve our reviews. Committee members created an Evidence Cover Sheet to assist teachers with rubric demonstrators and designates an area to place rationale.

Category: Continuous Improvement

Research Cited:

Activity - PR Cover Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the evidence placed in each area of Program Review.	Policy and Process			08/13/2014	06/01/2015	\$0 - No Funding Required	PR Committee

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# School Safety Diagnostic

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## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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**School Safety Requirements**

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 12, 2014	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 12, 2014	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 7, 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 11, 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

**KDE Comprehensive School Improvement Plan**

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 11, 2014	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		