Comprehensive School Improvement

Plan

Ft Wright Elementary School

Kenton County

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Plan for Comprehensive School Improvement Plan 2016-17

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Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic 2016-17

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Fort Wright Elementary consists of 32 certified teachers that serve many minority students, students with disabilities, and students from poverty. Majority of teachers have four or more years of experience. This data shows that teachers at Fort Wright Elementary are dedicated and take time to build relationships with all stakeholders: students, parents, colleagues, district personnel, instructional assistants, special educators, translators, and much more to ensure students are successful at Fort Wright.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

The barriers at Fort Wright Elementary is the high number of transient students. This is not evidenced in this data except for the high number of students served in poverty. Poverty is a barrier that causes a lot of movement. At Fort Wright, all staff work together to eliminate barriers and potential barriers for students to achieve. Teachers attend monthly Comprehensive School Improvement Plan meetings in which a session on Reducing Barriers is always a hot topic. For example, teachers work on how to improve attendance, communicate effectively with parents, and learn about community supports available to schools and parents. Fort Wright will continue to improve on these barriers through professional learning opportunities.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals 2016-17

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Tell Survey - Ft. Wright will demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school.

Measurable Objective 1:

demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school from 73.5% in June 2015 to 80.0%   by 06/01/2017 as measured by TELL Survey.

Strategy1:

CSIP Strategy Meetings - Teachers select sessions to attend at monthly CSIP Strategy meetings to improve professional learning.
Category: Stakeholder Engagement
Research Cited:

Activity - Monthly CSIP Strategy Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month teachers select professional learning opportunities to immediately improve instruction.	Academic Support Program Professional Learning	08/17/2016	06/01/2017	$0 - No Funding Required	Administration, Teacher Leaders, District Consultants

Strategy2:

Decision-making impact survey - Administration will survey staff to identify areas they feel need more teachers' impact on the decision-

making process and other surveys throughout the year to get teacher input.

Category: Stakeholder Engagement

Research Cited:

Activity - Staff survey for decision-making input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide a survey to teachers to gather input regarding areas they feel would benefit with more of their involvement in the decision-making process.	Policy and Process	08/12/2015	06/01/2017	$0 - No Funding Required	Administration and teachers.

Goal 2:

Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 66.1 % in 2016 to 67.7% by 10/01/2017 as

measured by school report delivery targets.

Strategy1:

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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/17/2016	06/01/2017	$4200 - School Council Funds	all staff

Activity - ST Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Spatial-Temporal (ST) Math to improve math comprehension and proficiency through visual learning.	Technology	08/17/2016	06/01/2017	$7000 - Other	Teachers and Administration- Program was funded by PTA

Strategy2:

Professional Learning - Differentiated professional learning in quality indicators of instruction: Meaningful Engagement, Accountable Talk,

Collaborative Learning, and Formative Assessment.

Category: Professional Learning & Support

Research Cited:

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted PPR WALKS to give intentional feedback and determine professional learning needs of teachers.	Academic Support Program Professional Learning	08/17/2016	06/01/2017	$0 - No Funding Required	Administration and certified staff

Strategy3:

Goal Setting - Setting attainable goals for students to reach and improve student achievement.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will set attainable goals in the following academic areas: Accelerated Reader, Fluency- Words per Minute, Extended Response Questions, Math Fluency, Comprehension Goals	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Administration and certified staff

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	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	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom teachers and Administration

Strategy5:

3rd Grade Proficiency - Improve literacy and numeracy proficiency for students.

Category: Continuous Improvement

Research Cited:

Activity - Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be ability grouped in reading and math to differentiate and individualize instruction.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Teachers and administration

Activity - Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use R180/ S44, Number Talks, and ST Math programs with fidelity.	Academic Support Program	08/17/2016	06/01/2017	$4200 - Other	Teachers, consultants, and administrators

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	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	08/17/2016	06/01/2017	$63160 - Title I Schoolwide $4650 - Title I Schoolwide	READ 180 teacher, classroom teachers,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:

Activity - Number Talks	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom teachers and administration

Strategy8:

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	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/17/2016	06/01/2017	$0 - No Funding Required	System 44 teacher, classroom teachers, and Administration

Strategy9:

Mastery Connect - Utilize Mastery Connect to determine academic needs for each student.

Category: Continuous Improvement

Research Cited:

Activity - Individualize Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to use Mastery Connect program to individualize learning for students.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom Teachers

Goal 3:

Novice Reduction

Measurable Objective 1:

increase student growth by decreasing the novice percentage of current 4th grade reading from 14.3% in October 1, 2016 to 11% by 10/01/2017 as measured by K-Prep assessment results.

Strategy1:

Daily 5 Structure - Classroom teachers will follow the Daily 5 structure and literacy model to meet the needs of all students.

Category: Learning Systems

Research Cited:

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Mastery Connect to drive individualized and small group instruction.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom teachers and Administration

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students to build stamina with reading and responding to text. Teachers will also teach students test taking strategies.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom Teachers and Administrators

Activity - Daily 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A literacy model used to differentiate the needs of students and improve literacy instruction.	Direct Instruction	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom teachers and administrators

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - System 44 Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/17/2016	06/01/2017	$0 - General Fund	System 44 teacher, classroom teachers and administration

Strategy3:

Read 180 Strategies - 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:

Activity - Read 180 Classes	Activity Type	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	08/17/2016	06/01/2017	$0 - General Fund	Read 180 teacher, classroom teachers and administration

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Brooke Hiltz- Parent

Maureen Gregory- Parent

Amy Quinn- Parent

Katie Scheper- Parent

Abeer Desai- Parent

Dan Schacherer- Assistant Principal

All Certified Teachers

Kim DelBarba- Secretary

Abbey Elkus- FRC Coordinator

Relationship Building

Overall Rating: 3.71

	Statement or Question	Response	Rating
2.1	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
2.2	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
3.1	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).	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, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	**Response**	**Rating**
3.2	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	**Response**	**Rating**
3.3	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.	Proficient

	Statement or Question	**Response**	**Rating**
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	**Response**	**Rating**
3.5	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**
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
3.7	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

Decision Making

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
4.1	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	**Response**	**Rating**
4.2	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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	**Response**	**Rating**
4.3	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**
4.4	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**
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	**Response**	**Rating**
4.6	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 report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
4.7	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

Comprehensive School Improvement Plan

Ft Wright Elementary School

Advocacy

Overall Rating: 3.67

	Statement or Question	**Response**	**Rating**
5.1	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	**Response**	**Rating**
5.3	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**
5.4	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	**Response**	**Rating**
5.5	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**
5.6	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • 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. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	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.	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.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	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.	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.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	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.	Distinguished

Community Partnerships

Overall Rating: 3.33

	Statement or Question	**Response**	**Rating**
7.1	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**
7.2	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**
7.3	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**
7.4	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**
7.5	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**
7.6	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.

Strengths: Parent involvement on all committees, stakeholders feel welcome and valued when entering the school, school and stakeholders work to use any/all resources to meet the needs of students and remove barriers to learning

Actions: SBDM policies require parent involvement on committees, procedures in place for assisting visitors to the school in regards to making them feel welcome and with their desired purpose, plans developed to meet the needs of students with barriers to learning

Needed Improvement: Increased percentage of parent engagement, trainings to teach those parents procedures and comprehension of data, standards, etc.

Plans: rewards for parent engagement, continued community outreach programs, offer variety of trainings that include food and childcare to encourage participation, focus on kindergarten readiness

Report Summary

Scores By Section

Section Score

	Score
Relationship Building	3.71
Communications	3
Decision Making	3
Advocacy	3.67
Learning Opportunities	3.67
Community Partnerships	3.33
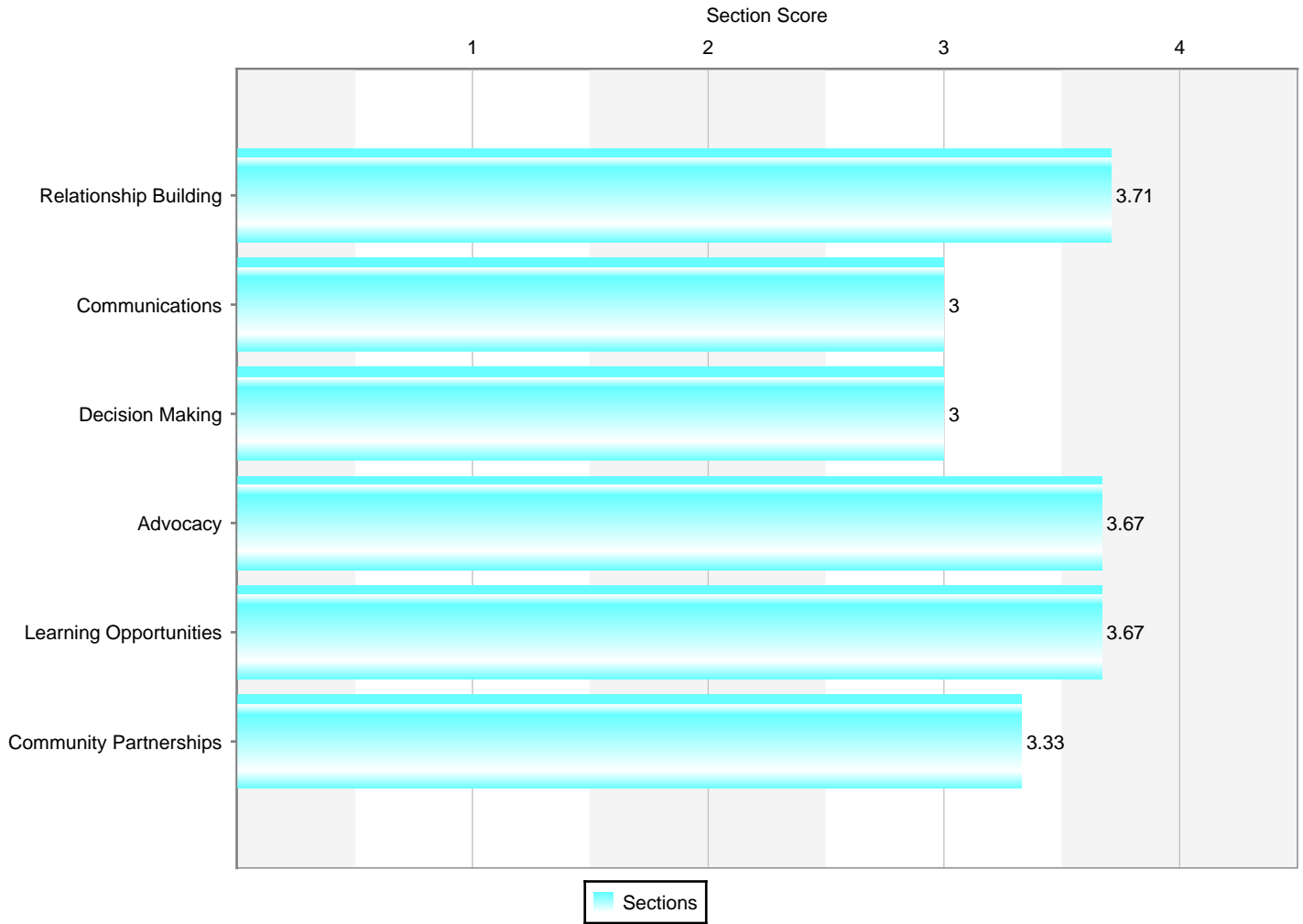
Sections

Improvement Plan Stakeholder Involvement

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.

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.

Fort Wright utilizes a variety of processes and tools to engage stakeholders in the development of the school improvement plan. Parents, teachers and School Based Decision Making Council members are involved through analysis and discussion of the improvement plan. Surveys are utilized to assist in access to information as well as assisting with focusing on the appropriate stakeholders. Various committee meetings for Positive Behavior Instructional Supports, Program Review, and Curriculum Instruction & Assessment 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 Fort Wright Elementary to utilize a wide variety of parents and gather their input in regards to many topics and programs along with the successes of the programs. This happened during data analysis, previous Business Engagement Tour, multiple GCIPL projects, special needs programs and more. Fort Wright administrators worked with 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 meeting which is open for all stakeholders to attend. Electronic copies will be sent to all staff members. Paper copies will be available in the school during regular school hours. Also, the final plan will 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 a direct link to the webpage in our biweekly school newsletter.

Phase I - Needs Assessment

Introduction

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

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 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 2015-16 K-Prep assessment data and organized data reviewed with the usage of data analysis tools and trend data provided by administration. After analysis of school-wide and grade specific content area data, groups convened to discuss and highlight achievement as well as areas of needed improvement.

Data proves:

66.1% of students reached proficiency in Combined Reading and Math

67.4% of students achieved proficient/distinguished in Reading

64.7% of students achieved proficient/distinguished in 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. Data proves Fort Wright hit all delivery targets except for students with Hispanic population.

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. 12.2% points higher than the state average in Reading and Math proficiency. Three year trend data indicates that Ft. Wright has reduced novice rates in both Reading and Math in all assessed grade levels.

Over the past five years, Ft. Wright Elementary has increased the overal K-Prep accountability score from 61.4 to 77.4 for an average increase of 3.2 points per year. Four year behavioral trend data indicates a 50% reduction in office referrals. According to the last 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

Math ability grouping for intentional differentiation in grades 1-5

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, ST Math, iRead, Number Talks, Orton Gillingham, 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

Bi-weekly team lead meetings focused on curriculum, instruction and assessment; team leaders then distribute in PLCs

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

Monthly district and weekly team RBTL (Reducing Barriers To Learning) meetings to meet student needs

FRYSC organizes monthly community outreach programs

Weekly after-school lab for increased instruction, including transportation afterwards

Kentucky 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:

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

Consistent focus on RTI students and intentional scheduled differentiation to reduce novice rates across all grade levels in Reading and Math

Weekly PLCs that are data driven and focused on needs for student success

PBIS implemented with fidelity across all areas and continued reduction in behavior across all settings

Empowering teachers to improve professional growth in colleagues

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 - 14.2 % of Free/ Reduced students scored novice in both reading and math; 15% on non duplicated GAP group scored novice in reading

Fort Wright needs to improve the novice reading scores of our current fourth grade students.

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, ST Math, iRead)

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- consistency is key

Fort Wright will continue to 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.

Fort Wright will continue intentional differentiated job embedded professional developments with the assistance of Curriculum Consultants to increase knowledge of all teachers.

Fort Wright will continue to work with FRC Coordinator, PTA, and community to expand opportunities and transportation for at risk students such as going to surrounding communities.

Fort Wright counselor will continue to work with small groups of students to increase self-confidence, work habits, and study skills.

Plan for Comprehensive School Improvement Plan 2016-17

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2016-17

Plan Description

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	Tell Survey - Ft. Wright will demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
2	Program Review Proficiency at Ft. Wright Elementary	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
3	Proficiency & Achievement at Ft. Wright Elementary	Objectives: 1 Strategies: 9 Activities: 11	Organizational	$83210
4	GAP - Special Education at Ft. Wright Elementary	Objectives: 1 Strategies: 4 Activities: 6	Organizational	$0
5	Kindergarten Readiness at Ft. Wright Elementary	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$350
6	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	Novice Reduction	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$0

Goal 1: Tell Survey - Ft. Wright will demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school.

Measurable Objective 1:

demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school from 73.5% in June 2015 to 80.0% by 06/01/2017 as measured by TELL Survey.

Strategy 1:

Decision-making impact survey - Administration will survey staff to identify areas they feel need more teachers' impact on the decision-making process and other surveys throughout the year to get teacher input.

Category: Stakeholder Engagement

Activity - Staff survey for decision-making input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide a survey to teachers to gather input regarding areas they feel would benefit with more of their involvement in the decision-making process.	Policy and Process	08/12/2015	06/01/2017	$0	No Funding Required	Administration and teachers.

Strategy 2:

CSIP Strategy Meetings - Teachers select sessions to attend at monthly CSIP Strategy meetings to improve professional learning.

Category: Stakeholder Engagement

Activity - Monthly CSIP Strategy Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month teachers select professional learning opportunities to immediately improve instruction.	Academic Support Program, Professional Learning	08/17/2016	06/01/2017	$0	No Funding Required	Administration, Teacher Leaders, District Consultants

Goal 2: Program Review Proficiency at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the percentage of Arts and Humanities indicators that are proficient/ distinguished from 91% in 2016 to 100% by 06/01/2017 as measured by Program Review State Report.

Strategy 1:

Teacher Trainings on Formative Assessments - Teachers will attend professional learning opportunities to improve formative assessments.

Category: Professional Learning & Support

Activity - Program Review meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss quality formative assessment evidence submitted for Arts and Humanities Program Review at each monthly meeting.	Professional Learning	08/17/2016	06/01/2017	$0	No Funding Required	Administration, certified staff, community stakeholders

Activity - Growth Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ft. Wright Elementary arts teachers will include formative assessments in growth plans to be intentional about improving formative assessments.	Professional Learning	09/30/2016	06/01/2017	$0	No Funding Required	Administration, arts teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly collaboration between classroom teachers and arts teachers to discuss learning experiences and formative assessments.	Academic Support Program	08/17/2016	06/01/2017	$0	No Funding Required	All teachers and administration

Goal 3: Proficiency & Achievement at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep Proficiency scores from 66.1 % in 2016 to 67.7% by 10/01/2017 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	08/17/2016	06/01/2017	$4200	School Council Funds	all staff

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Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Spatial-Temporal (ST) Math to improve math comprehension and proficiency through visual learning.	Technology	08/17/2016	06/01/2017	$7000	Other	Teachers and Administration - Program was funded by PTA

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	08/17/2016	06/01/2017	$67810	Title I Schoolwide, Title I Schoolwide	READ 180 teacher, classroom teachers,and Administration

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	08/17/2016	06/01/2017	$0	No Funding Required	System 44 teacher, classroom teachers, 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	08/17/2016	06/01/2017	$0	No Funding Required	Classroom teachers and Administration

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	08/17/2016	06/01/2017	$0	No Funding Required	Classroom teachers and administration

Strategy 6:

Professional Learning - Differentiated professional learning in quality indicators of instruction: Meaningful Engagement, Accountable Talk, Collaborative Learning, and

Formative Assessment.

Category: Professional Learning & Support

Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted PPR WALKS to give intentional feedback and determine professional learning needs of teachers.	Academic Support Program, Professional Learning	08/17/2016	06/01/2017	$0	No Funding Required	Administration and certified staff

Strategy 7:

Mastery Connect - Utilize Mastery Connect to determine academic needs for each student.

Category: Continuous Improvement

Activity - Individualize Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Continue to use Mastery Connect program to individualize learning for students.	Academic Support Program	08/17/2016	06/01/2017	$0	No Funding Required	Classroom Teachers

Strategy 8:

Goal Setting - Setting attainable goals for students to reach and improve student achievement.

Category: Continuous Improvement

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will set attainable goals in the following academic areas: Accelerated Reader, Fluency- Words per Minute, Extended Response Questions, Math Fluency, Comprehension Goals	Academic Support Program	08/17/2016	06/01/2017	$0	No Funding Required	Administration and certified staff

Strategy 9:

3rd Grade Proficiency - Improve literacy and numeracy proficiency for students.

Category: Continuous Improvement

Activity - Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use R180/ S44, Number Talks, and ST Math programs with fidelity.	Academic Support Program	08/17/2016	06/01/2017	$4200	Other	Teachers, consultants, and administrators

Activity - Ability Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be ability grouped in reading and math to differentiate and individualize instruction.	Academic Support Program	08/17/2016	06/01/2017	$0	No Funding Required	Teachers and administration

Goal 4: GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of combined reading and math proficient and distinguished increases from 40.0% in 2016 to 41.7% by 10/01/2017 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

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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	08/17/2016	06/01/2017	$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	08/17/2016	06/01/2017	$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	08/17/2016	06/01/2017	$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	08/17/2016	06/01/2017	$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	08/17/2016	06/01/2017	$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 and reading in grades 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/17/2016	06/01/2017	$0	No Funding Required	Certified teachers

Goal 5: 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 52% in 2015 to 70.8% by 10/01/2017 as measured by Brigance results (100% students assessed)..

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	08/11/2016	08/12/2016	$0	No Funding Required	Kindergarten teachers and Administration

Activity - Readiness Packets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Readiness packets will be given to all students that register for kindergarten. These packets will include materials such as crayons, scissors, pencils, and glue along with materials to practice writing letters, shapes, numbers, and cutting and gluing.	Academic Support Program	02/15/2017	08/01/2017	$350	FRYSC	Family Resource Coordinator, Kindergarten teachers, counselor, and office staff

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	08/17/2016	06/01/2017	$0	General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members

Activity - Parent Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fort Wright will send monthly Parent Connection Newsletter to families that register for kindergarten in 2017. At registration, parents will join a REMIND 101 to receive math and reading strategies to use at home.	Academic Support Program	02/15/2017	08/01/2017	$0	No Funding Required	Family Resource Coordinator, Counselor, Administration, Office Staff

Goal 6: 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 06/01/2017 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
Administration will post the Wellness Policy in staff lounge. Administration will include Wellness Committee events in the weekly staff memo.	Policy and Process	08/17/2016	06/01/2017	$0	No Funding Required	All staff members

Goal 7: Novice Reduction

Measurable Objective 1:

increase student growth by decreasing the novice percentage of current 4th grade reading from 14.3% in October 1, 2016 to 11% by 10/01/2017 as measured by K-Prep assessment results.

Strategy 1:

Daily 5 Structure - Classroom teachers will follow the Daily 5 structure and literacy model to meet the needs of all students.

Category: Learning Systems

Activity - Daily 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A literacy model used to differentiate the needs of students and improve literacy instruction.	Direct Instruction	08/17/2016	06/01/2017	$0	No Funding Required	Classroom teachers and administrators

Activity - Mastery Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mastery Connect to drive individualized and small group instruction.	Academic Support Program	08/17/2016	06/01/2017	$0	No Funding Required	Classroom teachers and Administration

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students to build stamina with reading and responding to text. Teachers will also teach students test taking strategies.	Academic Support Program	08/17/2016	06/01/2017	$0	No Funding Required	Classroom Teachers and Administrators

Strategy 2:

Read 180 Strategies - 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

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	08/17/2016	06/01/2017	$0	General Fund	Read 180 teacher, classroom teachers and administration

Strategy 3:

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

Category: Continuous Improvement

Activity - System 44 Classes	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	08/17/2016	06/01/2017	$0	General Fund	System 44 teacher, classroom teachers and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
System 44 Classes	Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/17/2016	06/01/2017	$0	System 44 teacher, classroom teachers and administration
Community-Take It Home Program	Community-Taking it to their home is the focus of this instructional strategies and activities	Community Engagement	08/17/2016	06/01/2017	$0	FRC Coordinator, Counselor, Administration Team, and All Staff Members
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	08/17/2016	06/01/2017	$0	Read 180 teacher, classroom teachers and administration
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wellness Leadership Development	Administration will post the Wellness Policy in staff lounge. Administration will include Wellness Committee events in the weekly staff memo.	Policy and Process	08/17/2016	06/01/2017	$0	All staff members

System 44	Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/17/2016	06/01/2017	$0	System 44 teacher, classroom teachers, and Administration
Daily 5	A literacy model used to differentiate the needs of students and improve literacy instruction.	Direct Instruction	08/17/2016	06/01/2017	$0	Classroom teachers and administrators
Staff survey for decision-making input	Administration will provide a survey to teachers to gather input regarding areas they feel would benefit with more of their involvement in the decision-making process.	Policy and Process	08/12/2015	06/01/2017	$0	Administration and teachers.
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	08/11/2016	08/12/2016	$0	Kindergarten teachers and Administration
Mastery Connect	Teachers will use Mastery Connect to drive individualized and small group instruction.	Academic Support Program	08/17/2016	06/01/2017	$0	Classroom teachers and Administration
Program Review meeting	Teachers will discuss quality formative assessment evidence submitted for Arts and Humanities Program Review at each monthly meeting.	Professional Learning	08/17/2016	06/01/2017	$0	Administration, certified staff, community stakeholders
Math Instructional Strategy Training	Special Education teachers will receive training on appropriate math instruction strategies that correlate with KCAS.	Professional Learning	08/17/2016	06/01/2017	$0	All Special Education Staff, Administrative Team
Goal Setting	Students will set attainable goals in the following academic areas: Accelerated Reader, Fluency- Words per Minute, Extended Response Questions, Math Fluency, Comprehension Goals	Academic Support Program	08/17/2016	06/01/2017	$0	Administration and certified staff
Reading Strategies	Special Education teachers will receive training on research based interventions that correlate with KCAS.	Professional Learning	08/17/2016	06/01/2017	$0	All Special Education Staff and Administrative Team
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	08/17/2016	06/01/2017	$0	Special Education Teachers
Reading Strategies	Teachers will teach students to build stamina with reading and responding to text. Teachers will also teach students test taking strategies.	Academic Support Program	08/17/2016	06/01/2017	$0	Classroom Teachers and Administrators

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	08/17/2016	06/01/2017	$0	Classroom teachers and Administration
Flexible Ability Grouping	Special Education teachers join flexible ability grouping for math and reading in grades 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/17/2016	06/01/2017	$0	Certified teachers
Parent Connections	Fort Wright will send monthly Parent Connection Newsletter to families that register for kindergarten in 2017. At registration, parents will join a REMIND 101 to receive math and reading strategies to use at home.	Academic Support Program	02/15/2017	08/01/2017	$0	Family Resource Coordinator, Counselor, Administration, Office Staff
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	08/17/2016	06/01/2017	$0	Administration and Special Education Teachers
Monthly CSIP Strategy Meetings	Each month teachers select professional learning opportunities to immediately improve instruction.	Academic Support Program, Professional Learning	08/17/2016	06/01/2017	$0	Admiistration, Teacher Leaders, District Consultants
Weekly Progress Data Checks	Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/17/2016	06/01/2017	$0	All Special Education Teachers and Administration
Ability Grouping	Students will be ability grouped in reading and math to differentiate and individualize instruction.	Academic Support Program	08/17/2016	06/01/2017	$0	Teachers and administration
Collaboration	Weekly collaboration between classroom teachers and arts teachers to discuss learning experiences and formative assessments.	Academic Support Program	08/17/2016	06/01/2017	$0	All teachers 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	08/17/2016	06/01/2017	$0	Classroom teachers and administration
Individualize Learning	Continue to use Mastery Connect program to individualize learning for students.	Academic Support Program	08/17/2016	06/01/2017	$0	Classroom Teachers
Growth Plans	Ft. Wright Elementary arts teachers will include formative assessments in growth plans to be intentional about improving formative assessments.	Professional Learning	09/30/2016	06/01/2017	$0	Administration, arts teachers

Feedback	Targeted PPR WALKS to give intentional feedback and determine professional learning needs of teachers.	Academic Support Program, Professional Learning	08/17/2016	06/01/2017	$0	Administration and certified staff
		Total			$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Readiness Packets	Readiness packets will be given to all students that register for kindergarten. These packets will include materials such as crayons, scissors, pencils, and glue along with materials to practice writing letters, shapes, numbers, and cutting and gluing.	Academic Support Program	02/15/2017	08/01/2017	$350	Family Resource Coordinator, Kindergarten teachers, counselor, and office staff
		Total			$350	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Programs	Teachers will continue to use R180/ S44, Number Talks, and ST Math programs with fidelity.	Academic Support Program	08/17/2016	06/01/2017	$4200	Teachers, consultants, and administrators
ST Math	Implementation of Spatial-Temporal (ST) Math to improve math comprehension and proficiency through visual learning.	Technology	08/17/2016	06/01/2017	$7000	Teachers and Administration - Program was funded by PTA
		Total			$11200	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive School Improvement Plan

Ft Wright Elementary School

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	08/17/2016	06/01/2017	$63160	READ 180 teacher, classroom teachers,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	08/17/2016	06/01/2017	$4650	READ 180 teacher, classroom teachers,and Administration
				Total	$67810	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Students utilize individual learning paths derived from MAP scores.	Technology	08/17/2016	06/01/2017	$4200	all staff
				Total	$4200	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

Comprehensive School Improvement Plan

Ft Wright Elementary School

Label	Assurance	Response	Comment	Attachment
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		

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

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

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.	N/A		

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
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.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Ft Wright Elementary School

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 (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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators 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.	N/A		

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		

Phase II - KDE Compliance and Accountability - Schools

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.

Planning and Accountability Requirements

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

Goal 1:

Tell Survey - Ft. Wright will demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school.

Measurable Objective 1:

demonstrate a proficiency that includes teachers have an appropriate level of influence on decision-making in the school from 73.5% in June 2015 to 80.0%   by 06/01/2017 as measured by TELL Survey.

Strategy1:

CSIP Strategy Meetings - Teachers select sessions to attend at monthly CSIP Strategy meetings to improve professional learning.

Category: Stakeholder Engagement

Research Cited:

Activity - Monthly CSIP Strategy Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month teachers select professional learning opportunities to immediately improve instruction.	Professional Learning Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Administration, Teacher Leaders, District Consultants

Strategy2:

Decision-making impact survey - Administration will survey staff to identify areas they feel need more teachers' impact on the decision-making process and other surveys throughout the year to get teacher input.

Category: Stakeholder Engagement

Research Cited:

Activity - Staff survey for decision-making input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide a survey to teachers to gather input regarding areas they feel would benefit with more of their involvement in the decision-making process.	Policy and Process	08/12/2015	06/01/2017	$0 - No Funding Required	Administration and 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 66.1 % in 2016 to 67.7% by 10/01/2017 as measured by school report delivery targets.

Strategy1:

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	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	08/17/2016	06/01/2017	$4650 - Title I Schoolwide $63160 - Title I Schoolwide	READ 180 teacher, classroom teachers,and Administration

Strategy2:

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	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	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom teachers and Administration

Strategy3:

Professional Learning - Differentiated professional learning in quality indicators of instruction: Meaningful Engagement, Accountable Talk,

Collaborative Learning, and Formative Assessment.

Category: Professional Learning & Support

Research Cited:

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted PPR WALKS to give intentional feedback and determine professional learning needs of teachers.	Academic Support Program Professional Learning	08/17/2016	06/01/2017	$0 - No Funding Required	Administration and certified staff

Strategy4:

Goal Setting - Setting attainable goals for students to reach and improve student achievement.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will set attainable goals in the following academic areas: Accelerated Reader, Fluency- Words per Minute, Extended Response Questions, Math Fluency, Comprehension Goals	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Administration and certified staff

Strategy5:

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 - ST Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Spatial-Temporal (ST) Math to improve math comprehension and proficiency through visual learning.	Technology	08/17/2016	06/01/2017	$7000 - Other	Teachers and Administration- Program was funded by PTA

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students utilize individual learning paths derived from MAP scores.	Technology	08/17/2016	06/01/2017	$4200 - School Council Funds	all staff

Strategy6:

3rd Grade Proficiency - Improve literacy and numeracy proficiency for students.

Category: Continuous Improvement

Research Cited:

Activity - Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be ability grouped in reading and math to differentiate and individualize instruction.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Teachers and administration

Activity - Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use R180/ S44, Number Talks, and ST Math programs with fidelity.	Academic Support Program	08/17/2016	06/01/2017	$4200 - Other	Teachers, consultants, and administrators

Strategy7:

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	Funding Amount & Source	Staff Responsible
Students participate in System 44 program to increase reading and phonics skills.	Direct Instruction	08/17/2016	06/01/2017	$0 - No Funding Required	System 44 teacher, classroom teachers, and Administration

Strategy8:

Mastery Connect - Utilize Mastery Connect to determine academic needs for each student.

Category: Continuous Improvement

Research Cited:

Activity - Individualize Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to use Mastery Connect program to individualize learning for students.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom Teachers

Strategy9:

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:

Activity - Number Talks	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	Classroom teachers and administration

Goal 2:

GAP - Special Education at Ft. Wright Elementary

Measurable Objective 1:

collaborate to increase achievement for students with disabilities so that the % of combined reading and math proficient and distinguished

increases from 40.0% in 2016 to 41.7% by 10/01/2017 as measured by school report delivery targets.

Strategy1:

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	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	08/17/2016	06/01/2017	$0 - No Funding Required	All Special Education Staff and Administrative Team

Activity - Math Instructional Strategy Training	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	All Special Education Staff, Administrative Team

Strategy2:

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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	All Special Education Teachers and Administration

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Experts	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	Special Education Teachers

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math and reading in grades 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Certified teachers

Strategy4:

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

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plan Checks	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	Administration and Special Education Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

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 52% in 2015 to 70.8% by 10/01/2017 as measured by Brigance results (100% students assessed)..

Strategy1:

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	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	08/17/2016	06/01/2017	$0 - General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members

Activity - Parent Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fort Wright will send monthly Parent Connection Newsletter to families that register for kindergarten in 2017. At registration, parents will join a REMIND 101 to receive math and reading strategies to use at home.	Academic Support Program	02/15/2017	08/01/2017	$0 - No Funding Required	Family Resource Coordinator, Counselor, Administration, Office Staff

Strategy2:

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

Category: Early Learning

Research Cited:

Activity - JumpStart Program	Activity Type	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	08/11/2016	08/12/2016	$0 - No Funding Required	Kindergarten teachers and Administration

Activity - Readiness Packets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readiness packets will be given to all students that register for kindergarten. These packets will include materials such as crayons, scissors, pencils, and glue along with materials to practice writing letters, shapes, numbers, and cutting and gluing.	Academic Support Program	02/15/2017	08/01/2017	$350 - FRYSC	Family Resource Coordinator, Kindergarten teachers, counselor, and office staff

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 52% in 2015 to 70.8% by

10/01/2017 as measured by Brigance results (100% students assessed)..

Strategy1:

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	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	08/17/2016	06/01/2017	$0 - General Fund	FRC Coordinator, Counselor, Administration Team, and All Staff Members

Activity - Parent Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fort Wright will send monthly Parent Connection Newsletter to families that register for kindergarten in 2017. At registration, parents will join a REMIND 101 to receive math and reading strategies to use at home.	Academic Support Program	02/15/2017	08/01/2017	$0 - No Funding Required	Family Resource Coordinator, Counselor, Administration, Office Staff

Strategy2:

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

Category: Early Learning

Research Cited:

Activity - JumpStart Program	Activity Type	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	08/11/2016	08/12/2016	$0 - No Funding Required	Kindergarten teachers and Administration

Activity - Readiness Packets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readiness packets will be given to all students that register for kindergarten. These packets will include materials such as crayons, scissors, pencils, and glue along with materials to practice writing letters, shapes, numbers, and cutting and gluing.	Academic Support Program	02/15/2017	08/01/2017	$350 - FRYSC	Family Resource Coordinator, Kindergarten teachers, counselor, and office staff

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined 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 66.1 % in 2016 to 67.7% by 10/01/2017 as measured by school report delivery targets.

Strategy1:

3rd Grade Proficiency - Improve literacy and numeracy proficiency for students.

Category: Continuous Improvement

Research Cited:

Activity - Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be ability grouped in reading and math to differentiate and individualize instruction.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Teachers and administration

Activity - Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use R180/ S44, Number Talks, and ST Math programs with fidelity.	Academic Support Program	08/17/2016	06/01/2017	$4200 - Other	Teachers, consultants, and administrators

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 combined reading and math proficient and distinguished increases from 40.0% in 2016 to 41.7% by 10/01/2017 as measured by school report delivery targets.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Ft Wright Elementary School

Activity - Math Instructional Strategy Training	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	All Special Education Staff, Administrative Team

Activity - Reading Strategies	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	All Special Education Staff and Administrative Team

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plan Checks	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	Administration and Special Education Teachers

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Flexible Ability Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers join flexible ability grouping for math and reading in grades 1-5 to provide an additional teacher directed center with differentiated and individualized instruction.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	Certified teachers

Activity - Grade Level Experts	Activity Type	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	08/17/2016	06/01/2017	$0 - No Funding Required	Special Education Teachers

Strategy4:

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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring fidelity of research-based programs being used with Special Education students.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	All Special Education Teachers and Administration

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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 the percentage of Arts and Humanities indicators that are proficient/ distinguished from 91% in 2016 to 100% by 06/01/2017 as measured by Program Review State Report.

Strategy1:

Teacher Trainings on Formative Assessments - Teachers will attend professional learning opportunities to improve formative assessments.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss quality formative assessment evidence submitted for Arts and Humanities Program Review at each monthly meeting.	Professional Learning	08/17/2016	06/01/2017	$0 - No Funding Required	Administration, certified staff, community stakeholders

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly collaboration between classroom teachers and arts teachers to discuss learning experiences and formative assessments.	Academic Support Program	08/17/2016	06/01/2017	$0 - No Funding Required	All teachers and administration

Activity - Growth Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ft. Wright Elementary arts teachers will include formative assessments in growth plans to be intentional about improving formative assessments.	Professional Learning	09/30/2016	06/01/2017	$0 - No Funding Required	Administration, arts teachers

Executive Summary

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.

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 450 students in a suburban community. 78.7% of the student population is caucasian, with 21.3% consisting of minority population. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past four years. In addition to the negative impact of transiency itself, the vast majority of these students have additional barriers to learning including lack of parental involvement in their education.   FWE is Schoolwide Title I with approximately 56 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 along with 20 classified staff. FWE is fortunate to have an extremely active and supportive PTA.

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 staff, parents, and other stakeholders collaborated to develop a mission and philosophy for Fort Wright Elementary.

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 achieving a distinguished classification a on the K-Prep State Assessment. This 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 77.4 on K-PREP testing which categorizes FWE as a Distinguished school. FWE received a cut score of 73.9 in Growth and an Achievement score of 85.8.

Additionally, FWE has been a model PBIS school achieving a perfect score of 100 in the Team Implementation Checklist (TIC). 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 K-PREP Gap and Growth scores and to continue building students' foundations and skills in numeracy and literacy.

Based on our current analysis of state and school data, it is imperative that we do more, especially in the areas of on-demand writing and students in the varying gap groups. We must increase on-demand writing practices (including Writing Boot Camp) that include stand alone and passage based prompts across all grade levels. Additionally, increasing the sense of academic urgency across the building using assessment results will help our teachers focus on students who qualify for one or more of the identified gap groups. Students will analyze their own common and classroom assessments to identify areas for improvement. With this information, students and teachers will be able to set individual goals for common assessments, Accelerated Reader, MAP, and K-PREP.

Furthermore, Ft. Wright will continue to empower teachers to lead by having lead teachers in each grade level, special area, and special education. These individuals will continually be imperative to the empowerment of teachers and students. These individuals will ensure that each team member contributes to weekly grade level lesson plans with flashbacks, standards, vocabulary, learning experiences, assessments, and RTI. These teachers will also facilitate discussions over students on the 50th percentile and below watch lists. Teachers will collaboratively discuss watch list students' work samples, methods to bring about academic achievement, and DIBELS analysis. The special education team will hold weekly data driven meetings for teachers to share individual student progress and specially designed instruction. This allows us to determine if the Specially Designed Instruction is effective or needs revision. Watch lists at FW do not just include those students who score below proficiency. Proficient and distinguished students have their own watch list and are accelerated to meet goals on their own learning path.

Data analysis is crucial to improve each student moving forward. During the school data analysis meeting, teachers dissected each individual student's K-PREP data (including scale score to performance levels) to make individual student learning plans. Teachers focused, specifically, on students close to the next performance level and strategies that should be implemented to move students forward so they can progress from Novice -Apprentice, Apprentice-Proficient, Proficient-Distinguished.

Lastly, administrators give specific feedback and coaching tips to teachers to improve instruction on the Professional Practices Rubric during classroom walks. Dan, our district consultants and I model instructional strategies during CSIP Strategy Meetings, Lead Teacher meetings, and during PLCs. We model quality instruction in classrooms. We showcase our superstar teachers through videos (provided by KCSD

Media Team) for our teachers to focus in on meaningful engagement, formative assessments, accountable talk, and effective collaborative learning happening right in our building. Our teachers love this opportunity of watching our very own super stars in action. Our school goal with these strategies in place and continued continuity is to maintain the distinguished level.

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 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 36 certified teachers and 20 classified staff with three of them being Nationally Board Certified.

AWARDS

-Achieved ranking as a Distinguished school on the K-Prep Assessment

-Recipient of the Read to Achieve Grant

-Recipient of the MAF Grant

-Recognized as a School of Contribution through Service Learning projects

-Recipient of Wellness Grant through Northern Kentucky Health Department

-Two literacy grants to provide reading instruction to forty students

-Teacher's Excellent in Everywhere KCSD Award given to Tela Garcia, Certified Teacher

- Fort Wright received Ann S. Booth Mathematics Education Service and Achievement Award

-Aubrey Eckerlin received the Golden Apple Teacher Award