2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09222025_11:36

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Ft Wright Elementary School
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Covington, Kentucky, 41011
United States of America

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The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.
Sarah Ackel - 9/22/25

2025-2026 Phase One: Executive Summary for Schools_09222025_11:39

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fort Wright Elementary (FWE) is located at 501 Farrell Drive in Covington, KY. FWE is part of Kenton County School District and serves approximately 500 students in grades preschool through fifth grade. We offer full day preschool that serves approximately 40 students. Ft. Wright has approximately 75 employees including both certified and classified staff. FWE has a diverse population of students in regards to demographics with an increasing percentage of transient students the past five years. In addition to the negative impact of transiency itself, the vast majority of these students have additional barriers to learning including lack of parental involvement in their education, trauma, and increased mental health concerns. 67.1% of the student population is Caucasian and 32.8% consisting of minority population. FWE is Schoolwide Title I with approximately 68.4% of the population being free and reduced lunch status and an attendance rate of 95.5%. In 2016, Ft. Wright went through a major renovation making our building a state-of-the-art building for students to learn. Ft. Wright is an energy efficient facility which contributes to our districts recognition for energy star savings. In collaboration with our district, Ft. Wright is 1:1 with technology at all grade levels. FWE utilizes our district wide Learning Management Systems including Schoology and Performance Matters, which grounds stakeholders in forward facing progress to make instructional decisions that are best for students and improve overall achievement. In the 2023-2024 school year, Fort Wright Elementary adopted a new High Quality Instruction Resource for ELA and new to the 2025-2026 school year a new High Quality Instruction Resource for math. Fort Wright staff work collaboratively with the school district to ensure that the program is being implemented with fidelity. This includes teacher leaders as literacy and math leaders. These teachers attend district meetings for training to present to the other staff. Also, teachers attended district sessions throughout the year and work with district staff and other teachers on planning and implementing the programs. FWE is fortunate to have an extremely active and supportive Parent Teacher Association. Over the last several years, our PTA has raised money to purchase school technology needs as well as provide support and assistance to students and teachers. One of the Kenton County School District Transition Ready goals is to have all students in at least one extra-curricular activity. Ft. Wright provides students with opportunities to be involved in clubs both during and after school. During the 2022-2023 school year, FWE started the Tower Time Club where all students choose a club of interest hosted by staff to participate in 4 times a year. Ft. Wright offers many other extra curriculars such as; Academic Team, Journalism, E-Wise, Basketball, Soccer, Art and Drama Clubs, and Yoga.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Ft. Wright Elementary stakeholder groups consist of our SBDM councils, school staff, parent and community members. Together, stakeholders share in the understanding of the school mission and serve as a positive force to achieve outcomes for all students and sustain those outcomes over time to ensure all students receive a world class education. Through collaborative efforts, stakeholders engage in data analysis to identify areas of needed improvement or growth as well as celebrating milestones. Fort Wright's SBDM Council analyzes data monthly. This data analysis as well as triangulated data (trend data) from common assessments, Kentucky Summative Assessment (KSA), formative assessments, social emotional behavior data, and attendance data guide the action steps and strategies in the school action plan. School staff is working diligently with families and community partners to ensure every student leaves each grade level being Transition Ready. Some examples of the collaboration are as follows: Parent Literacy and Numeracy Nights provide opportunities for school staff to collaborate with parents to develop stakeholder understanding of best practices in literacy and mathematics and provide an opportunity for staff to equip parents with the tools they need to support learning in the home. Fort Wright Elementary partners with the Kenton County Public Library to get all students actively reading outside of school. In addition, other community partners like Cinfed provide incentives for students for hitting academic goals. The active PTA is dedicating to active fund raising to provide additional resources to improve student achievement, attendance incentives, and well being of all students as well as celebrating achievements. Weekly newsletters to school families include strategies and best practices to ensure all students are Transition Ready at each grade level including attendance strategies, extracurricular activities, and best instructional practices to improve literacy and numeracy instruction.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

PLC and MTSS teams, Fort Wright staff, parents and other stakeholders collaborated to develop our school mission statement: **We believe: Each student is important. Every student can be a successful learner.** In addition, FWE has strong systems and structures in place to ensure our district **Instructional Vision and Professional Learning Priorities** support strong Tier I Instruction. We believe in shared decision making with stakeholders, which is accomplished through our SBDM Council, school Lead Teachers inclusive of a representative from each grade level and department. Lead teachers meet monthly to engage in meaningful and purposeful collaborative discussions centered student data driven from our school action plan. Ft. Wright Elementary has strong systems and structures in place that hold stakeholders accountable to ensuring all students are transition ready through a comprehension MTSS process. Fort Wright follows the two instructional priorities

of the district. Effective Academics and Social Emotional Behavioral (SEB) instruction at all tiers which includes rigorous standards based academic instruction and evidence-based Social Emotional Learning (SEL) that generates regular checks for learning from all students (Tier 1) and fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education). The other priority is effective Professional Learning Communities (PLC's). PLC meetings allow for the use of academic and SEB data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps. During these meetings regular student name and claim happen and determine adjustments to instruction as a result of regular review of data. Our school core MTSS team, comprised of administration, interventionists, special education lead teacher, school administration secretary, and Family Resource coordinator meet weekly to analyze student intervention data to identify necessary next steps for students in Tier II and Tier III interventions. FWE has strong relationships with our families and community and recognize that family and community engagement are crucial to school improvement needs. Ft. Wright works closely with our PTA and community partners to offer a variety of opportunities to deepen relationships with families and our community. Some include events include,; Family Literacy and Math Nights, monthly iMoms and All-Pro Dads breakfast, movie nights, monthly PTA meetings, Glow Dance, Winter Wonderland Festival, and back to school Falcon Fest where families come in and meet their child's teacher and have access to resources to start the year.

Notable Achievements

Describe the school's notable achievements in the last three years.

Ft. Wright is focused on making sure all students attend school daily and are Transition Ready and receive a World Class Education. FWE focuses on maintaining a positive culture with a positive growth mindset to ensure all students learning needs are meet. This mindset as well as clear expectations for the school Action Plan and Roadmap established at the beginning of each school year and followed consistently has brought us to celebrate several increases in proficiency. Ft. Wright earned a Green ranking on the 2022-2023 on KSA and again in the 2023-2024 school year. During the 2022-2023 and 2023-2024 school years Ft. Wright had 67% of students proficient or distinguished. 2024-2025 Preliminary KSA data shows that 70% of students were proficient or distinguished in reading which is a 3% increase from the prior two years. In 2023-2024 twenty-seven percent of students with disabilities scored proficient or distinguished on KSA reading. 2024-2025 Preliminary KSA data indicates a 10% increase in the of students with disabilities scoring proficient or distinguished in reading with 37% proficient or distinguished.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

An area of needed growth that FWE prioritized is to increase our overall student proficiency in both reading and math for all students with a continued focus on our EL and Students with Disabilities gap populations. While 94% of EL students made

growth on the 2023-2024 and 2024-2025 ACCESS assessment, 2023-2024 KSA data showed only 33% of EL Students scored proficient or distinguished in reading and 30% proficient in reading on the 2024-2025 KSA reading assessment. Both are significant decreases from 2022-2023 KSA where 45% of EL students scored proficient or distinguished in reading. We saw a decrease in math for Students with Disabilities from 36% in 2022-2023 to 27% proficient or distinguished in 2023-2024 and another decrease on 2024-25 Preliminary KSA data of 25% proficient or distinguished.

Over the last three years, FWE continues to implement four big strategies to improve fidelity and maintain consistency of the Multi-Tiered System of Support (MTSS) for all staff and students in Leadership, Data-Driven Decision Making through a Progression Model, Targeted Instruction, and Data to Support Student Success. Monthly learning walk data is used to empower teacher leaders, differentiate professional learning, and give high quality feedback to improve and strengthen Tier I instruction as well as strengthening instruction for the interventionists. Over the last three years, our commitment to seeking out and engaging in professional learning opportunities centered around school and individual needs has become more intentional and differentiated through school faculty meetings, job embedded professional learning focused on deconstruction of standards, planning intentional spiral reviews with the standards that have been taught and monitored in real time, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity. Ft. Wright continues to implement Teacher Learning Labs, with a focus on student-centered classroom observations. This in-house professional development opportunity has allowed stakeholders to engage in collaborative discussions with peers during a pre-briefing session and post-observation to develop shared, collaborative practices. In addition, teachers get the opportunity to complete a peer observation and debrief/reflect with administration. Restructured PLC's have created more effective Professional Learning Communities. PLCs are data focused which includes tracking, monitoring, and celebration of Transition Ready students at all grade levels. All teachers (K-5) administer all weekly assessments in Performance Matters so that the team has quick access to the data for data analysis and can adjust instruction quickly to reteach any standards. In addition, PLC time is used to share best instructional practices. Intentional training around school MTSS procedures with a focus on implementing interventions with fidelity and following progression charts during progress checks. The MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings. Following data driven progress checks the interventionists and administration work collaboratively to create a balcony view of the intervention data to determine the effectiveness of the intervention and make any needed adjustments.

Additional Information

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

Fort Wright Elementary continually strives to enhance Tier I instruction for all students and strengthen PLCs. In addition, teachers and staff take great pride in building relationships and getting to know each and every student and family. These positive relationships allow teachers and staff members to really know students and how they learn best. At Fort Wright Elementary, we believe if you can dream it, you can achieve it.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase One: School Safety Report_09222025_12:56

2025-2026 Phase One: School Safety Report

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2025-2026 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

yes

2. Has the school provided local first responders and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes, July 1, 2025

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

Yes, August 7, 2025

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

If the answer is "no", please explain in the comment box.
Yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

If the answer is "no", please explain in the comment box.
Yes

11. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.
Yes

12. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.
Yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

If the answer is "no", please explain in the comment box.
Yes

14. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

If the answer is "no", please explain in the comment box.

Yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

If the answer is "no", please explain in the comment box.

n/a

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

If the answer is "no", please explain in the comment box.

Yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

If the answer is "no", please explain in the comment box.

Yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

2025-2026 Phase Two: The Needs Assessment for Schools_10262025_18:27

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where the meetings were documented.

Data is consistently reviewed and analyzed at Fort Wright Elementary. Stakeholders follow the district Balanced Assessment Guidelines to support individual, school and district success. Grade level teachers and administrators look at triangulated data during weekly Professional Learning Communities (PLCs) in the Learning Management System (Performance Matters). This data includes KSA, MAP Growth and MAP Fluency assessments, weekly formative assessments, summative assessments, software data, and district common assessments. Lead teachers for each grade level create the agenda and minutes to document data that is discussed, instructional strategies, along with a weekly plan of action for students that exceed mastery and need additional support to master the covered standards. School CSIP

meetings are utilized for KSA data analysis to identify areas of strengths and areas of needed growth. Stakeholders engage in collaborative discussions to ensure current systems and structures in place are supporting student growth and identify actionable solutions for school improvement needs. The MTSS Team consists of teachers (general educator and special educator), school psychologist, school counselor, district reducing barriers to learning (RBTL) interventionist, attendance secretary, family resource coordinator, assistant principal and principal. This team meets weekly to discuss any student that is referred during the week for an academic, behavior, attendance or social emotional behavior concern and determines if the student needs to receive an intervention (Tier 2 instruction). The MTSS team reviews intervention data every eight to ten weeks to determine if students make adequate progress, need additional interventions, or exit interventions. Meetings are documented with minutes each week and the MTSS dashboard is updated during data checks. SBDM Council (two parents: Drake Bryan and Susan Stadtlander, three teachers: Ashley Milar, Shamira Persons and Brittney Underwood, and principal: Sarah Ackel) look at data every month. Council reviews attendance data and behavior data every month. Council reviews MAP data and KSA data at various meetings throughout the year as the data is released. Meetings are documented with minutes each week and posted on the school website.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

Fort Wright Elementary proficiency goals and objectives from last school year's Comprehensive School Improvement Plan were focused on increasing proficiency for ALL students in the area of Math, Reading, Science, Social Studies and Writing and to increase proficiency of students with disabilities in Math and Reading.

In the area of Reading, Ft. Wright's yearly objective was to increase reading proficiency for ALL students from 67% in 2024 to 80% in 2025, which was not met. Sixty-nine percent of students scored in the proficiency range which was a 3% increase from overall percent from the 2024 school year.

In Math, Ft. Wright's proficiency objective goal was to increase math proficiency for ALL students from 67% in 2024 to 80% in 2025, which was not met. We decreased by 4% with only 63% of students scoring at or above proficiency.

In Science, Social Studies and Writing, the yearly objective goal was to increase proficiency for ALL students from 58% in 2025 to 63% in 2024 as well as to decrease the amount of students scoring novice from 10% in 2024 to 7% in 2025. The overall proficiency for all students in science, social studies and writing was 62% which was an increase of 4% from the 2024 school year. Students scoring novice slightly increased from 10% in 2024 to 11% in 2025.

In Science, our percent of students scoring proficiency was 62% in 2025 which was a 3% increase from the 2024 school year. In Social Studies, 63% of students scored proficient or distinguished in 2025, which was a 5% increase from the previous

school year. Our writing proficiency score increased 3% from 58% of students scoring proficient/distinguished in 2024 to 61% in 2025. There was also a slight increase in the amount of students who scored as a novice from 9% in 2024 to 11% in 2025.

As far as the Achievement Gap objectives, Ft. Wright Elementary met the yearly objective for Reading proficiency for students with disabilities. Thirty-six percent of students scored at or above proficiency, which was a 9% increase from the previous year. In Math, 24% of students with disabilities scored proficient/ distinguished in 2025 which was a decrease of -3% from the previous year. Our English Language population also saw a decrease in reading proficiency from 33% in 2024 to 30% in 2025.

Ft. Wright has implemented strong structures and systems over the last few years which have resulted in increased student proficiency. While we did not meet our yearly objectives in all areas, the designated activities and actions identified in our CSIP remain our focus. Strategies and activities target areas of need as indicated by our data and reflect best practices, which will result in improvements in student understanding in order to increase student achievement. Ft. Wright has implemented strong MTSS structures by deepening staff awareness of best practices for all Tiers of instruction. We have focused on building capacity of Tier I instructional practices by implementing Lab Classrooms where teachers observe a model classroom and engage in meaningful and purposeful collaborative discussions around student/teacher evidences observed that were successful in developing student understanding. Monthly learning walks providing feedback on the Quality Instructional Cycle of Instruction to each teacher along with weekly analysis of trend data in PLC's and weekly memos have helped to improve Tier I instruction in all content areas. Weekly PLC structures allowed teachers to review and analyze weekly and common assessment data using Performance Matters, which fostered collaborative discussions around next steps for improvement. Teachers model and share instructional practices during PLC's as well as school staff meetings to build capacity for best practices. Our core MTSS team, which is comprised of the Principal, Assistant Principal,, Counselor, FRC coordinator, Interventionist, district RBTL and KTP workers meets weekly to identify student needs and supports for students with attendance, SEB, behavioral, and/or academic needs. The MTSS team also meets every 8-10 weeks with teachers to review Tier II and Tier III intervention data in the areas of reading, math, behavior, and mental health. Progress data is analyzed by the team and then recommendations for next steps are made.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Data trends from the previous two academic years show decreases in Math proficiency for all students. In the 2022 -2023 school year, 66% of students scored proficient/distinguished and in 2023-2024 school year 68% of students proficient/ distinguished. In the 2024-2025 school year, Ft. Wright scored 63% proficient/ distinguished, which is a -3% decrease since the 2022-2023 school year.

In reading, Ft. Wright scored 67% of all students scored proficient/distinguished in both the 2022-2023 and 2023-2024 school year. In 2024-2025, 69% of all students scored proficient/distinguished, which is a 2% increase from the previous years.

Students with disabilities trend data in Math show slight decreases with students scoring proficient/distinguished. In the 2022-2023 school year, 35% of students with disabilities proficient/distinguished. In 2023-2024, 27% of students with disabilities were proficient/distinguished and in 2024-2025, only 24% of students with disabilities were proficient/distinguished, which is a significant decrease of 11% from the 2022-2023 school year. Trend data also shows high percentages of students with disabilities scoring novice in math. In the 2022-2023 school year, 39% scored novice and 27% in 2023-2024. Forty percent of students with disabilities scored novice in 2024-2025, which is an increase of 13% from the previous year.

In Reading, trend data shows significant decreases in proficiency for students with disabilities. In 2022-2023, 39% of students with disabilities scored proficient/ distinguished and in 2023-2024, we had 27% of students scoring proficient/ distinguished. While we did increase 9% in 2024-2025 to 36% of students with disabilities scoring proficient/distinguished, this is still 3% lower than in 2022-2023. Trend data also shows increases in the amount of students with disabilities scoring novice. In the 2022-2023 school year, 22% of all students scored novice and 27% of all students scored novice in 2023-2024. In 2024-2025, 36% of all students scored novice, which is a 9% increase from the previous school year and a 14% increase from the 2022-2023 school year.

In the area of Writing, trend data shows sustained decreases in proficiency for students with disabilities. In the 2022-2023 school year, 40% of students with disabilities scored proficient or distinguished and 0% scored proficiency during the 2023-2024 and 2024-2025 school year.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Sixty three (63) percent of students scored proficient/distinguished in Math on the KSA state assessment in the spring of 2025. In Reading, 69% of students scored proficient/distinguished on the 2025 KSA assessment. In Math, students with disabilities scored 24% proficient/distinguished and in Reading 36% of students with disabilities scored proficient/distinguished on the KSA assessment. In Math, 20% of EL students scored proficient/distinguished and in Reading 30% scored proficient/ distinguished on the 2025 KSA assessment.

According to Math MAP Growth data from spring of 2025, 46% of third grade students were projected to score proficient/distinguished in math on KSA and 50% of all 3rd grade students scored proficient/distinguished on math KSA in 2025. When looking at the end of the year district common assessment data for 3rd grade math, the running average was 73%. Fourth grade MAP projections for math KSA Math indicated that 68% of students would score proficient and 71% of all fourth grade students scored proficient/distinguished on the 2025 math KSA. The math end of the year District Common Assessment running average was 71%. Spring MAP Growth projected that Fifty-four (54%) percent of all fifth grade students would meet proficiency on the 2025 math KSA, which was lower compared to the actual 67% of students who scored proficient/distinguished. The District Common Assessment end of the year running math average was 72%.

In reading, MAP Growth data projected 61% of all 3rd grade students to score proficient on KSA, which was slightly below the actual 63% of students who score proficient/distinguished on reading KSA. Our third grade end of year District Unit Assessment average was 50%. Fourth grade MAP Growth projected proficiency for KSA reading was 80%, which was 10% higher than the actual 70% KSA score. The

end of the year District Unit Assessment running average was 77%. In 5th grade, 58% of all students were projected to be proficient/distinguished on KSA reading which was 17% lower than our actual score of 75% on KSA. The district end of year Unit Assessment running average was 75%.

According to ACCESS data from the spring of 2025, 94% of students made growth and 11% of students exited.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Ft. Wright school attendance rate for the 2024-2025 school year was 95.90% with a goal of 96.25%. We will continue to celebrate with students at our trimester celebrations to encourage attendance every day. We celebrate grade level attendance winners each month as school assemblies where classes with the highest attendance get to celebrate with extra recess or other incentives that have been agreed upon with teachers. We have collaborated with our PTA to celebrate students who have missed less than 3 days each grading period by having a staff/ student luncheon as well as a drawing for prizes. Our chronic absenteeism rate is down to 7.6% which is the lowest it has been in the past three years. Quality School Climate Survey results from the 2024-2025 KSA spring assessment indicate that 98% of students agree Ft. Wright is a caring place. Also, 98% of students believe that the adults at our school care about them and that Ft. Wright is a safe place to be! These areas were the highest rated responses on the student survey and present evidence of the overall culture and climate of the school. Areas identified for teacher reflection and work on through our PBIS/SEL Committee would include reflecting on the students' perceptions about "Students from our school respect each other's differences (gender, race, religion and ability) which only 76% of students agree. Our school counselor has started a Falcon Friends group to build relationships across

grade levels and a sense of belonging. Our art teacher has also started an art collaboration group with 5th graders and our MSD Unit classroom to build our community for all students including students with disabilities. According to the 2023-2024 Impact survey, 100% of teachers believe Ft. Wright is a safe place to be. 97% of teachers believe that they receive a tremendous amount of feedback on their teaching which is an increase of 4% from the 2022 Impact survey.

Our students at Ft. Wright have access to Social Emotional Learning every week from their homeroom teachers using the Seconds Steps curriculum. We have a full-time school counselor and a SEB interventionist who sees students twice a week. Our students have access to outside therapists for mental health services from North Key and MEBS of Northern Kentucky who provide services in our school as well as wraparound services for families outside of school.

We have an active PTA that supports our school in a variety of ways - hosting family events, supporting student celebrations, fundraising to support school initiatives, and volunteering for school events, helping in classrooms, chaperoning school field trips and more. We have an active All Pro Dads and iMoms groups who meet once a month for lessons and time with their students. We have a strong relationship with our local county library, local churches, including one that runs an afterschool program.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

We have partnerships with multiple local churches who support our students by providing food bags, clothing, hygiene supplies, and school supplies at various times throughout the school year.

Our partnership with two local universities has allowed us to be hosts for numerous student teachers and practicum students. This partnership allows for our teachers to mentor future educators and gives our students access to additional support.

We have partnerships with our local middle school which provides mentoring for our 5th grade students to work on transition readiness and with our local high school which provides mentors/buddies for our younger students to work on motivation and build positive relationships.

We have 19 teachers and 1 administrator who have either completed the LETRS training or are currently in the process of completing the training. Ft. Wright has 100% of general education teachers who teach literacy are either fully trained or currently in a cohort.

We have 2 reading interventionists who have received training on Orton Gillingham strategies to support basic reading as well as Visualize and Verbalize to support comprehension.

In grades 1–5, teachers are departmentalized to allow them to focus on specific content areas, deepening their expertise and strengthening instructional quality. In addition, all teachers are thoroughly trained in the High-Quality Instructional Resource (HQIR) being implemented, participate in ongoing professional learning throughout the year, and engage in lesson internalization and collaborative planning to ensure effective instruction.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

In all content areas, Ft. Wright has implemented the Thinking Strategies and staff awareness of metacognition strategies to promote student understanding and agency have supported or maintained growth and high achievement scores.

On-going work in PLC's to deepen stakeholder awareness of Kentucky Academic Standards in order to provide meaningful tasks that allow students opportunities to understand standards at the intended depth have also helped areas of improvement. PLC's and CSIP meetings included focus on deepening stakeholder awareness of best practices for EL students and intentional collaboration efforts have been put in place for general education teachers and EL staff to build capacity of best practices for our EL population. Our school district is using the Kentucky Department of Education Unit and Lesson Internalization Protocol during our teacher professional development to dive deeper into the state standards and how the HQIRs we are using can reach the level of these standards.

Strong Multi-Tiered Systems and Structures are in place to support student achievement which include; a core MTSS team, highly qualified reading and math interventionists who utilized high quality instructional resources for Tier 2 and Tier 2 intervention needs, intervention needs for Tier 2 and Tier 3, effective use of school and district data dashboards to monitor student progress in real time to

make forward facing decisions in real time to adjust instructional practices to meet student needs.

Increasing proficiency in both Reading and Math for our Students with Disabilities and English Language Learners remains a focus for Ft. Wright. PLC's, CSIP meetings and other professional development opportunities include increased collaboration efforts between the general education teachers and special education teachers and EL staff. Special Education PLC's include accountability to bi-weekly analysis of all student data in school and district data dashboards. CSIP strategy meetings include specific targeted learning sessions on areas of needed improvement for staff.

All teachers participate in Learning Labs, which are in-house professional development opportunities to build capacity of best practices. Stakeholders observe a lab host (teacher) who models exemplar instructional practices and after engage in debriefing sessions that promote meaningful collaborative discussions around those best practices and the implications they have on student understanding and achievement.

In grades 1–5, teachers are departmentalized to allow them to focus on specific content areas, deepening their expertise and strengthening instructional quality. In addition, all teachers are thoroughly trained in the High-Quality Instructional Resource (HQIR) being implemented, participate in ongoing professional learning throughout the year, and engage in lesson internalization and collaborative planning to ensure effective instruction.

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- **No**
- Yes

COMMENTS

n/a

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- No
- **Yes**

COMMENTS

After analyzing the key elements of teaching and learning, Fort Wright Elementary will focus its resources, time and effort to improve student achievement in the following two key areas: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. We will continue our strong focus on reviewing classroom formative assessments and district common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students in all content areas. In addition, we will continue our work using the learning management system, Performance Matters, to analyze district common assessment results and dig deeper into standards growth for students. This data allows us to make on-going instructional adjustments which will improve student achievement. We will continue to remain focused on ensuring professional learning opportunities around the shifts in literacy to the Science of Reading through our HQIR, CKLA Amplify. Additionally, we have implemented a new HQIR in math, Amplify Desmos and in math and provide ongoing professional learning for general education and special education teachers including lab classrooms. We will also continue our intentional work to provide high quality instruction for all students by providing feedback on the elements of the quality cycle of instruction for all teachers monthly. We will utilize school wide learning walk trends and assessment data to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction. Additional professional learning opportunities will be centered around lesson internalization and utilizing consistent tools to support structures for teachers to collaboratively plan and prepare instruction ensuring every child reaches their maximum learning potential.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment

purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- **No**
- Yes

COMMENTS

n/a

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- No
- **Yes**

COMMENTS

After analyzing the key elements of teaching and learning, Fort Wright Elementary will focus its resources, time and effort to improve student achievement in the following two key areas: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. We will continue our strong focus on reviewing classroom formative assessments and district common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students in all content areas. In addition, we will continue our work using the learning management system, Performance Matters, to analyze district common assessment results and dig deeper into standards growth for students. This data allows us to make on-going instructional adjustments which will improve student achievement. We will continue to remain focused on ensuring professional learning opportunities around the shifts in literacy to the Science of Reading through our HQIR, CKLA Amplify. Additionally, we have implemented a new HQIR in math, Amplify Desmos and in math and provide ongoing professional learning for general education and special education teachers including lab classrooms. We will also continue our intentional work to provide high quality instruction for all students by providing feedback on the elements of the quality cycle of instruction for all teachers monthly. We will utilize school wide learning walk trends and assessment data to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction. Additional professional learning opportunities will be centered around lesson internalization and utilizing consistent tools to support structures for teachers to collaboratively plan and prepare instruction ensuring every child reaches their maximum learning potential.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote

positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- o Yes

COMMENTS

n/a

8f. KCWP 6: Establish Learning Environment and Culture
Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- o Yes

COMMENTS

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: School Assurances_10272025_09:48

2025-2026 Phase Two: School Assurances

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

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2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- **Yes**
- No
- N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- **Yes**
- No
- N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- **Yes**
- No
- N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- **Yes**
- No
- N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ● **Yes**
- o No
- o N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- ● **Yes**
- o No
- o N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- ● **Yes**
- o No

o N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**

o No

o N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**

o No

o N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**

o No

o N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- No
- N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
- No
- N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- **Yes**
- No
- N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- No
- N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- No
- N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- o Yes
- o No
- ● **N/A**

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- o Yes
- o No
- ● **N/A**

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

o Yes
o No
● **N/A**

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes
o No
● **N/A**

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

o Yes
o No
● **N/A**

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

o Yes
o No
● **N/A**

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- o Yes
- o No
- ● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- o Yes
- o No
- ● **N/A**

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- ● **N/A**

COMMENTS

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

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

o Yes
o No
● **N/A**

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes
o No
● **N/A**

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

o Yes
o No
● **N/A**

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

o Yes
o No
● **N/A**

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

o Yes
o No
● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes
o No
● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes
o No
● **N/A**

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- o Yes
- o No
- ● **N/A**

COMMENTS

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

- o Yes
- o No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Three: Comprehensive School Improvement Plan_11192025_12:59

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

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2025-2026 Phase Three: Comprehensive School Improvement Plan 3

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The accountability indicators for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- **a. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

FW KDE Comprehensive Improvement Plan For Schools

Attachment Summary

Attachment Name	Description	Associated Item(s)
FW KDE Comprehensive Improvement Plan For Schools		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Operational Definitions

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

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
    - KCWP 1: Design and Deploy Standards
    - KCWP 2: Design and Deliver Instruction
    - KCWP 3: Design and Deliver Assessment Literacy
    - KCWP 4: Review, Analyze and Apply Data Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

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

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: *By 2026, Fort Wright Elementary School will increase* ***reading*** *proficiency for* ***students with disabilities*** *from 36% in 2025 to 40% in 2026 as measured by the school report card proficiency data.*

Objective 2: *By 2026, Fort Wright Elementary School will increase* ***math*** *proficiency for* ***students with disabilities*** *from 24% in 2025 to 30% in 2026 as measured by the school report card proficiency data.*

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 4: Review, Analyze, Apply Data Results

Activities:

- All special education teachers attend embedded professional development in the area of best practices, Thinking Strategies, and SDI practices to successfully co-teach with the general education teacher. Instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Intentional instructional walks in Special Ed Resource and collaborative settings to monitor implementation as well as SDI and the Quality of Instruction Cycle by Administration and district consultants.
- All special education teachers attend weekly special education PLCs to review student progress on IEP goals, Name and Claim Data Dashboards to analyze Common Assessment Data and share best instructional practices. In addition, all special educators attend collaborative grade level PLCs to analyze student data to grade level standards.
- Intentional training for special education teachers on HQIR resources; CKLA Amplify for literacy and Amplify Desmos for math.
- Lesson internalization vertical planning days for CKLA and Desmos.

Progress Monitoring:

- Lesson Plans; LMS-Performance Matters; Sped Data Dashboard; Compliance Data
- LMS-FA and Common Assessment Data/Weekly PLC Agenda and Minutes contain Action Plans for the following week; MTSS Data

Funding:

$500 -Vertical Planning Days (Title 1 Funds)

State Assessment Results in Reading and Mathematics

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

Three- to Five-Year Goal:

By 2030, Fort Wright Elementary will increase the reading proficiency for all students from 69% in 2025 to 80% as measured by the School Report Card proficiency data. By 2029, Fort Wright Elementary will increase the math proficiency for all students from 63% in 2025 to 80% in 2030 as measured by the School Report Card proficiency data.

Objective(s):

By 2026, Fort Wright Elementary School will increase ***reading*** *proficiency for* ***all students*** *from 69% in 2025 to 72% In 2026 as measured by the school report card proficiency data.*

Strategy:

KCWP 2: Design and Deliver Instruction
KCWP 4: Review, Analyze, Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes

Activities:

- Weekly data PLCs to analyze student data. During this time, teachers name and claim each student that scored novice, apprentice, proficient, and distinguished. Then, teachers develop a plan to adjust instruction for spiral reviews and needs based instruction.
- All staff are trained on the MTSS procedures and roadmap with a continued focus on implementing intervention programs with fidelity and following progression charts during progress checks. The general education teacher as well as the interventionists meet three-four times a year to review intervention progress. Then, the MTSS team look at the intervention data to monitor progress of each intervention.
- Staff routinely monitor school and district Transition Ready Data Dashboards to monitor students performing below proficiency.
- Teachers use daily formatives, weekly classroom formatives, and common assessment data to adjust instruction in real time as well MAP Growth and MAP Fluency Diagnostic data.
- Continue year 3 of implementation of new CKLA Amplify comprehensive literacy instructional resource and professional learning for all teachers in the shift from balance literacy to the science of reading. Teachers receive professional development (grade level Boost sessions). Amplify Throughout the year, embedded professional learning is implemented to ensure teachers are implementing the cycle of quality instruction.
- The admin team meets weekly to discuss non-academic barriers to learning including attendance, behavior, as well as needed family support to reduce of physical and mental health barriers to learning.

Progress Monitoring:

- Weekly PLC Agenda and Minutes contain Action Plans for the following week
- MTSS Dashboard and Performance Matters: Intervention Data
- Weekly PLC Agenda and Minutes contain Action Plans for the following week/ Intervention Progress Data

- LMS – Performance Matters to review weekly formative assessments and district common assessment data; Lesson plans are submitted to administrators on school Google Drive.
- MAP Fluency Diagnostic Data – 3x year and MAP Growth -2 x year
- Administrator Walks and Observations; Weekly walk data reported to staff
- Weekly MTSS Agenda and Minutes; small groups with counselor, RBTL Interventionist, FRYSC; School Based Therapy; Student Extra Curricular Survey

Funding:

$6,000 planning days (Title I Funds)

Alignment to Needs: Optional Goals

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

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By 2030, Fort Wright Elementary School will increase the science, social studies and writing proficiency for all students from 62% in 2025 to 75% in 2030 as measured by the School Report Card proficiency data.

Objective(s):

Objective 1: *By 2026, Fort Wright Elementary School will increase the* ***science, social studies and writing*** *proficiency for* ***all students*** *from 62% in 2025 to 65% in 2026 as measured by the School Report Card proficiency data.*

Objective 2: *By 2026, Fort Wright Elementary School will decrease the* ***science, social studies and writing novice*** *for* ***all students*** *from 11% in 2025 to 7% in 2026 as measured by the School Report Card proficiency data.*

Strategy:

Objective 1 Strategy: KCWP 2: Design and Deliver Instruction

Objective 2 Strategy: KCWP 4: Review, Analyze, Apply Data Results

Activities:

Objective 1 Activities:

- All teachers are responsible to include the standard, learning targets, tasks, and formative assessment measures in all lesson plans. Lesson plans are collected weekly. Then administrators follow a process to review the plans and give feedback as needed. Lesson plans are pulled up when walking in each classroom during instructional learning walks. Writing scrimmages and calibration happen throughout the year.

- Teachers analyze formative assessments and use wrong answer analysis to help each student understand where they are going, where they currently are, and how they can close the gap.

- Departmentalization planning day

Objective 2 Activities:
Teachers collaborate across the district with grade level teachers to share best practices in science, social studies, and writing. Teachers observe an in-house exemplar content teacher to learn best practices and thinking strategies that can be incorporated across contents.

Progress Monitoring:

- Weekly Lesson Plans are submitted to administrators on school Google Drive
- LMS – Performance Matters
- CSIP Strategy Meetings, PD's, Student Lab Observations

Funding:

$300 (Title I Funds)

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

By 2030, Fort Wright Elementary School will increase reading proficiency for EL students from 30% in 2025 to 50% in 2030 as measured by the School Report Card proficiency data.

Objective(s):

*By 2026, Fort Wright Elementary School will increase **reading** proficiency for **EL students** from 30% in 2025 to 35% in 2026 as measured by the school report card proficiency data.*

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 4: Review, Analyze, Apply Data Results

Activities:

- Stakeholders will engage ongoing professional development and collaborate with the EL teacher to build capacity of best practices for EL students.
- Teachers engage in data analysis including Common Assessment data, MAP Growth and MAP Fluency Diagnostic scores to identify trends and student needs and make needed instructional adjustments as appropriate.
- Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.

Progress Monitoring:

- Lesson Plans; LMS- Performance Matters; PLP Service Plans
- Weekly Lesson Plans are submitted to administrators on school Google Drive; LMS- Performance Matters
- MTSS Minutes/Weekly PLC Agendas and Minutes contain Action Plans for the following week

Funding:

$0

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2030, Fort Wright Elementary School will increase the decrease the number of students that perceive students are mean or hurtful to other students online (websites, apps, etc) is a problem from 58% in 2025 to 0% in 2030 as measured by the School Report Card.

Objective(s):

By 2026, Fort Wright Elementary School will decrease the number of students that perceive students are mean or hurtful to other students online (websites, apps, etc) is a problem from 58% in 2025 to 48% in 2026 as measured by the School Report card proficiency data.

Strategy:

KCWP 6: Establish Learning Environment and Culture

Activities:

- FRYSC, School Counselor, School Based Therapist provide students and families resources to assist students in need and to teach/inform appropriate media use as well as strategies for handling mean or harmful content on social media.

- Media Specialist accountable for teaching Digital Citizenship.
- Falcon Friends Club implemented in grades 3-5 to ensure that everyone at Ft. Wright knows they belong.
- All students will participate in Tower Time (School Clubs) several times throughout the year which includes students from other grades to build a sense of belonging and connection to peers and school.

Progress Monitoring:

Weekly MTSS Agenda and Minutes; PBIS Data; Discipline Data; Attendance Data

Funding:

$0