

FCES 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, Baldrige, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
 - [KCWP 1: Design and Deploy Standards](#)
 - [KCWP 2: Design and Deliver Instruction](#)
 - [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: FCES will reduce the average combined Reading and Mathematics Novice rates for students in reading and math by May 2026 as measured by the state assessment from 36% to 31%.

Strategy:

(KCWP 2) 1. A system will be reviewed and revised to ensure Tier1, Tier II and Tier III instructional needs are met and next steps for improvement are identified.

Activities:

1a. MTSS or WIN System: WIN Program based on Intervention effectiveness. Revise program to use intervention teachers along with iReady Literacy Tasks grades K-3 for phonics and phonics plans. 1b. 1) Master schedule revamped to include math and reading WIN time, 2) 3 - 5 groupings – teacher group based on formative assessment data/interventionist group and iReady pathway computer groups, 3) chrome book computers and mobile lab for iReady interventions 4) WIN lesson plan template, 5) Intervention walk through schedule, 6) Intervention walk through instrument, and 7) Interventionist PLC group formed. 8) In addition to weekly intervention groups, additional targeted intervention groups will be created based on Learning Check and most recent testing data. 9) Additional Sondag system section added in the Primary Level 10) Weekly monitoring and revisions for identified gap group students 11) Added part-time retired interventionist 12) Submitted RTA Grant

2. Interventions/new lesson plan template: K-1 Teachers will utilize *Saxon Phonics/My View* and *EnVision* interventions, 2 – 5 Teachers will utilize *My View*, *Saxon Phonics*, *Sondag System*, and *EnVision* interventions. Interventionists will use iReady interventions and supplemental material from the iReady teacher toolbox. iReady computer-based program will also be utilized to meet individual student needs (enrichment/remediation). Interventionists and grade level teachers will complete a weekly intervention lesson plan with differentiated instruction for each of their four groups (template shared in google docs.).

3. Electronic Data Notebooks: Teachers will document the following scores in their electronic data notebooks: iReady scores (3x), learning check scores (2 to 3x), fluency checks, power standards (R, W,M), *My View* unit tests and *EnVision* chapter tests. Teachers will conference with students about growth/proficiency and establish new goals after each iReady benchmark assessment

4. Interventionist Professional Learning Community: An Interventionist PLC time will be created for interventionists to share data, iReady teacher toolbox supplemental material and resources with

each other and administration. Grade level MTSS meetings scheduled in PLC meetings at least once monthly.

5. Intervention Tutoring Services: Students qualifying for Tier II and III services will be requested to participate in after school tutoring services. In addition, teachers will monitor KSA data, iReady benchmarks, classroom assessments, etc. to identify and provide targeted tutoring and peer tutoring for students in identified gap groups.

6. Benchmark Assessments: K-4 Teachers will administer reading and math iReady benchmark assessments three times a year. Administration will take place over 2 to 3 days strategically schedule to minimize instructional disruption. K-2 teachers will administer reading and math learning checks two times a year, and 3-5 teachers will administer reading and math learning checks three times a year

7. Professional Development: Teachers will attend co-teaching refresher professional learning along with professional learning on the following topics: co-teaching, PBIS, closing the achievement gap, Inquiry based questioning, Sonday System, vocabulary instruction, and school wide evidence based organizers. (ie RACE, UPS, Four Square). FCES will join the WKEC Co-Teaching three-year cohort for alignment, implementation and monitoring of co-teaching practices in the classroom. Additionally, FCES will join the three-year PBIS cohort to revise, implement and monitor a new PBIS/SEL program utilizing Leader in Me, Franklin Covey.

Progress Monitoring:

1. Administration and teachers will examine reading and math data from iReady benchmark assessments and learning checks three times a year. Data from both will be shared with the District admin team
2. Teachers will conference individually with administration after each benchmark assessment reading and math as well as update data boards and intervention groups. Teachers will conference individually with each student after each benchmark assessment reading and math with a direct focus on strengths, weaknesses, and goal setting. iReady student usage K-5 and percentage proficient will be posted weekly in the FCES Pilot Newsletter. Data checks will take place every 9 weeks with intervention walk through schedule (trends and patterns with intervention lesson plans will be noted).
3. Teacher electronic data notebooks will be monitored by administration each nine weeks to ensure up-to-date scores and to check pacing with pacing guides/curriculum maps during professional learning communities.
4. Administration and teachers will examine reading and math data from iReady benchmark assessments three times a year.
5. Plus/delta each month the program and follow through with action plans of deltas to ensure program success.
6. Administration will examine reading and math data from iReady benchmark assessments and learning checks three times a year. Data from both will be shared with the District admin team. (Tentative dates: Fall - iReady benchmark assessment #1- August/, Winter – iReady benchmark assessment #2 – Dec./LC #1 – Jan., and Spring – iReady benchmark assessment #3 – April/LC #2 – March.)
7. Teachers and administrators will monitor lesson plans and observe through walk throughs and formal observations. Co-Teaching monitoring quarterly using SWIFT walk through tool.

Funding: School Allocations, Title I, Title II, Title V, IDEA, Grants

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:

Goal 1: By 2028, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 29% in 2025 to 45% in 2028.

Objective(s):

Objective 1: FCES will increase the overall combined Reading and Mathematics Proficiency score by May 2026 as measured by the state assessment from 29% to 38%.

Objective 2: FCES will increase the Reading Proficiency score by May 2026 as measured by the state assessment from 37% to 42%.

Objective 3: FCES will increase the Math Proficiency score by May 2026 as measured by the state assessment from 22% to 35%

Strategy:

(KCWP 1) 1. A protocol will be developed to ensure the current curriculum is valid for both reading and math (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy)

(KCWP 2) 2. Job embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.

(KCWP 3) 3. School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.

Activities:

1a. **Pacing Guides/Curriculum Maps:** Teachers will review and revise Reading and Math curricula utilizing KAS standards to identify gaps and make necessary adjustments to Pacing Guides/Curriculum Maps. (To be completed throughout the year during PLCs and in faculty meetings.) Teachers will keep up-to-date records of their reading unit and math chapter tests on their electronic data notebooks.

2. **Power Standards:** Teachers will review and revise reading, math and writing power standards for each grade level. They will then hold their students accountable to those standards and communicate the level of completion to administration and parents. Teachers will document student progress of standards in their electronic data notebooks.

3. **Reading Phonics Resources:** K - 2nd grade teachers will use UFLI/Saxon Phonics to complete the Tier II reading program and to aid in a strong primary foundation K-2. K-5 will use the Soudy System for Tier III phonics intervention. iReady diagnostic will be used for screening students in

phonics grades K-2. iReady literacy will be used to assess and benchmark students in phonics in grades K-2.

4. Standards Mastery Professional Learning: Teachers and administration will review “Clarity for Learning” during faculty meetings/professional learning communities. New faculty will review Clarity work during New Teacher Academy.

5. Professional Learning Communities: Teachers will use common planning to work collaboratively to focus on the following areas monthly: Standards Mastery, Assessment Protocol, Data Analysis Protocol, & Instructional Process embedded PD (MTSS, iReady, TPTs, PDSA, etc.).

6. Professional Development: Teachers will attend and implement professional learning from the following mini-PD sessions during planning, CBPL/PLC, faculty meetings or PD sessions: (K-5) Envisions Math - (K-5) My View Reading, (K-2) Saxon Phonics –in house refresher, (K-5) Amplify Science - visit classrooms and observe implementation (K-5) iReady w/ Rep. or virtual– refresher (1-2 hours), Sondag System – online webinar, WKEC professional learning opportunities including: UFLI, Co-teaching, PBIS, Inquiry-Based Instruction, Content Area Trainings

7. Test Prep Strategies: Teachers will utilize agreed upon test prep strategies: (i.e. RACE for Reading, UPS for math, consistency with reading and math vocabulary K-12 – language from the standards, KDE rubrics for short answer & extended response questions, practice strategies with SA/ERs, KDE Blueprint, on-line practice, Timed Tests, and Writing Organizers). K-1 grades will utilize UPS/RACE strategies through exposure and the whole group. 2- 5 grades will implement UPS/RACE strategies with daily assignments as well as with unit/chapter tests.

8. Learning Checks: 3rd - 5th grade teachers will utilize KSA assessment format utilizing the KDE Blueprint and Learning Checks created by staff, coach books and other testing sights. K-2nd grades will participate in 2 scaffolded learning checks for reading and math (starts in January). Teachers will continue to score short answers and extended responses after each learning check as an elementary team. Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA). Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA).

9. Short Answer/Extended Response: Writing with Reading and Math Assessments: Intermediate grade teachers will utilize short answer and extended response assessment questions with summative assessments. 2nd/3rd grade teachers will do the same with short answer responses. K -1 grade teachers will expose their students’ whole group to short answer responses.

Progress Monitoring:

1. Curriculum Maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by the Instructional Calendar/CSIP/Electronic Data Notebooks, and PLC notes.

2. Individual and class progress monitor power standards data in which it is reviewed each nine weeks by teachers and administrators as evidenced by their Electronic Data Notebooks/Data Analysis Progress Monitoring Matrix and parent communication reports.

3. UFLI/Saxon Phonics monitored through daily formative assessments, weekly summative assessments and through iReady Literacy Task progress monitoring. Sonday system monitored each nine weeks through assessment records and iReady data.
4. Learning Intentions and Success Criteria monitored through curriculum maps, lesson plans, and observations.
5. Teachers/administrators monitor, and revise PLC meetings weekly using protocol tools and walk through data.
6. Teachers and administrators will monitor PD effects during benchmark data analysis after each iReady administration, learning check administration and evaluate PD opportunities and needs in May of 2026
7. Teachers and administrators will review assessments monthly and Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings.
8. Teachers and administrators review K-5 reading and math Learning Checks at least three times a year (Fall/Winter/Spring) during PLC meetings, faculty meetings and district data meetings.
9. 2nd/3rd grade students reading and math short answer responses and 4th / 5th grade students reading and math short answers and extended responses will be monitored through the longitudinal data excel sheet, electronic data notebooks, and action plans will follow based on remediation, celebration and goal setting (PDSA).

Funding:

School allocations, Title I, Title II, Title V, FRYSC, Grants, IDEA

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	No
Quality of School Climate and Safety	No
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:

FCES will increase the Separate Academic Indicator proficiency score in science, social studies and on-demand from 24.3% to 36% by 2028.

Objective(s):

Objective 1: FCES will increase the proficiency score in science by May 2026 as measured by the state assessment from 25% to 30%.

Objective 2: FCES will increase the proficiency score in social studies by May 2026 as measured by the assessment from 21% to 28%.

Objective 3: FCES will increase the proficiency score in writing by May 2024 as measured by the assessment from 27% to 32%.

Strategy:

(KCWP 1) 1. A protocol will be developed to ensure the current curriculum is valid for both science and social studies (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy.

(KCWP 2) 2. Job embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.

(KCWP 3) 3. School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.

Activities:

1. Test Prep Strategies: Teachers will utilize agreed upon test prep strategies: (i.e. RACE for Reading, UPS for math, consistency with reading and math vocabulary K-12 – language from the standards, KDE rubrics for short answer & extended response questions, practice strategies with SA/ERs, KDE Blueprint, on-line practice, Timed Tests, and Writing Organizers). K-1 grades will utilize UPS/RACE strategies through exposure and the whole group. 2- 5 grades will implement UPS/RACE strategies with daily assignments as well as with unit/chapter tests.

2. Learning Checks: 3rd - 5th grade teachers will utilize KSA assessment format utilizing the KDE Blueprint and Learning Checks created by staff, coach books and other testing sights. K-2nd grades will participate in 2 scaffolded learning checks for reading and math (starts in January). Teachers will continue to score short answers and extended responses after each learning check as an elementary team. Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA). Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA).

3. Stem Lab Teacher: Stem lab created as a Related Class for all middle school students to participate in hands-on KAS STEM activities.

4. Writing Folders: Teachers will utilize the writing plan and matrix to guide writing instruction encompassing power standards, language standards & composition standards. The four square writing organizer will be used to write paragraph(s). Teachers will meet to revise and outline contents of writing folders either paper or digital for each grade.

5. Short Answer/Extended Response Writing with Science Assessment/On-Demand Writing: Intermediate teachers will utilize short answer, extended response assessment questions and On-Demand writing with summative assessments. 2nd/3rd grade teachers will do the same with short answer responses. K -1 grade teachers will expose their students' whole group to short answer responses.

6. Pacing Guides/Curriculum Maps: Teachers will continue to develop Science and Social Studies curricula utilizing the newest KAS standards to identify gaps and make necessary adjustments to Pacing Guides/ Curriculum Maps.

7. Resources for Science and Social Studies: Teachers will continue to implement science resources that align to NGSS. (i.e., Amplify Science Curriculum, KDE TCTs - 4th grade, and Inspire Science experiment materials) K-3 teachers will continue to implement the social studies curriculum (Teacher Created Materials - Exploring Social Studies) which aligns to the SS KAS. Fourth and fifth grade teachers will implement the Savvas My World Social Studies curriculum

8. Professional Development: Teachers will attend professional learning from the following PD sessions: Amplify Science Curriculum PD refresher, Teacher Created Materials – Exploring Social Studies refresher & Social Studies networking – modules K-3. Fourth and fifth grade teachers will

complete online virtual professional learning for Savvas My World. Teachers will also participate in virtual field trips to view successful schools/classrooms implementing Amplify Science.

Progress Monitoring:

1. Teachers and administrators will review assessments monthly and Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings.
2. Teachers and administrators review 4th grade Science Learning Checks, 5th grade Social Studies, and 5th grade On-Demand at least twice a year (Winter/Spring) during PLC meetings, faculty meetings and district data meetings.
3. Increase in proficiency, reduction of Novice as measured by benchmark assessments
Individual student writing folders either paper or digital will be monitored each semester
4. Individual student writing folders either paper or digital will be monitored each semeste
5. 4th grade student's science and 5th grade social studies short answers and extended responses will be monitored through the longitudinal data excel sheet, electronic data notebooks, and action plans will follow based on remediation, celebration, and goal setting (PDSA).
6. Curriculum Maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by the Instructional Calendar and PLC notes.
7. Teachers will inventory Amplify resources in April and complete a materials order form for the following year to be given to the principal.
8. Teachers and administrators will monitor PD based on walk through data analysis for coaching/mentoring purposes, analyze science learning checks through data analysis and evaluate PD opportunities and needs in May 2026.

Funding:

School Allocations, Title I, Title II, Title V, FRYSC, IDEA, SBDM