KDE Comprehensive School

Improvement Plan

Sinking Fork Elementary School

Christian County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Sinking Fork Elementary School is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles and is the 10th largest school district in the state of Kentucky. Sinking Fork is one of ten elementary schools in Christian County. Sinking Fork is located in a rural setting and houses preschool through fifth grade. We stress academic excellence and encourage all students to develop skills to become life-long learners. Sinking Fork's mission statement is to provide a safe encouraging environment which all students are expected to meet their highest potential. Sinking Forks student population is 332 and is reflective of the large diverse Christian County community. 57% of the schools populations is Caucasian, 35.5% is African American, and 8 % other. Over 72.24% of Sinking Fork Students receive wither free or reduced lunch. Sinking Fork's teachers experience range from 3 years to over 27 years of experience, with over 50% of our teachers having at least 15 years of teaching experience.

A unique challenge we have faced this year is that almost 34% of our students require some type of intervention service in either Math or Reading.

Sinking Fork's Community Partners include Amfine Chemical and Sinking Fork Baptist Church. Our partners assist us with parent involvement nights, students incentives, our backpack programs, positive behavior rewards and end of the year academic awards. These partners in addition to our parent volunteers, allow us to focus on instruction.

School's Purpose

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

The vision at Christian County Public Schools is to create an educational culture of continuous growth through shared partnerships and responsibilities. The vision in the district is transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities. Our mission at Sinking Fork Elementary School is to provide a safe, encouraging, environment in which all students are expected to reach their highest potential. Our vision statement is "Investing in the future!" We believes that all students, regardless of race, gender, or socio-economic background, can learn and succeed in school. The school works in collaboration with school leadership and in partnership with our community to establish and support rigorous learning standards for all students.

Sinking Fork's teachers value every student through research-based, individualized and differentiated instruction. Our goal for all students is to reach proficient level and attain one year's growth. The school offers primary talent pool and GT cluster groups for qualify students. Response to interventions ensures students receive targeted instruction in their areas of deficiency. MAP Assessment is administered three times a year to kindergarten students through 5th grade and is used as the basis from grouping students to ensure growth can occur at all levels. Common Assessments are given after each unit taught at each grade level. These assessments provide teaches with data on mastery of standards and lead to reteaching and enrichment activities. Extracurricular Activities include Art club, Sinking Fork Choir, K-Kids (Kiwanis's) Student Technology Leadership Program, and Drama Club.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Sinking Fork's overall KPREP score was 69.6, ranking 70th percentile in the state of Kentucky. Our most notable achievement is in the area of Social Studies on the 2014 KPREP. The Achievement NAPD Calculation for Social Studies was 100. In addition, Language Mechanics for 4th grade was 94.6%.

KPREP data has shown the need for improvement in Reading and Math in 3rd-5th grade. We see the need for urgency to move the students toward proficiency and to have a goal for all students to show a years growth. Target areas are working with teachers on differentiated instruction with higher level questioning. Engaging students in rigorous learning opportunities. Focusing on small group instruction based on data from formative and summative assessments.

Additional Information

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

Sinking Fork Elementary School is a wonderful place to learn, work, and play. Of all the attributes of the school, having a diverse school culture is one of the best. From our inner city students to our rural area students, we are great melting pot that offers many unique ideas and opportunities.

Many exceptional programs and services are offered to students beyond the core academic program. Programs such as: Panther Choir, Drama Club, Gifted and Talented Program, Art Club, KKids, Green Team, STLP, Career Fair, Family Reading Nights, Duke Talent Search, Jr. Pro Basketball, District Choir, and Accelerated Reader Program.

The faculty and staff at Sinking Fork Elementary will maintain an attitude of continuous improvement and commitment to excellence for students of this community.

Goals and Plans 2014-2015

Overview

Plan Name

Goals and Plans 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Transform the educational environment to meet the ongoing demands of 21st century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$3150
2	Implement the Professional Growth and Effectiveness System as established in the CCPS Certified Evaluation Plan	Objectives: 2 Strategies: 2 Activities: 3	Organizational	$0
3	All students at Sinking Fork Elementary will increase the number of students reaching proficiency in all content areas	Objectives: 5 Strategies: 9 Activities: 9	Organizational	$0
4	Close the achievment gap among students at Sinking Fork Elementary	Objectives: 5 Strategies: 10 Activities: 11	Organizational	$1250

Goal 1: Transform the educational environment to meet the ongoing demands of 21st century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnership and responsibilities by 06/30/2015 as measured by the District's strategic plan..

Strategy 1:

Improve Working Conditions - Collegial collaboration time

Category: Human Capital Management

Research Cited: TELL Survey 2012

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC's, Faculty Meeting	Professional Learning	08/11/2014	06/30/2015	$0	No Funding Required	Principal, Curriculum Specialist, IBC Coach

Strategy 2:

Improve Working Conditions - Managing Student Conduct-PBIS

Category: Continuous Improvement

Research Cited: TELL Survey 2012

Activity - PBIS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Guidance Counselor

Strategy 3:

Promote Parent Involvment - Sinking Fork will offer monthly parent involvement activities to address the current needs of the school. A new program called Watch D.O.G.S. has been implemented to promote male parental involvement. These strategies will be monitored through the curriculum specialist, IBC coach, and Family Resource Center.

Category: Continuous Improvement

Research Cited: TELL Survey 2012

Activity - Watch DOGS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement	08/11/2014	06/30/2015	$350	FRYSC	Principal, Curriculum Specialist, FRYSC, and IBC Coach

Activity - Family Academic Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education to enhance parent knowledge of school initiatives	Parent Involvement	08/11/2014	06/30/2015	$2800	Title I Part A	Curriculum Specialist, Family Resource, Leadership Team

Goal 2: Implement the Professional Growth and Effectiveness System as established in the CCPS Certified Evaluation Plan

Measurable Objective 1:

collaborate to write a student growth goal by the required date in the Certified Evaluation Plan and documented by 05/31/2015 as measured by principal conferences and use of the CIITS EDS tab.

Strategy 1:

Student Growth Goal Conference - Principal Conference

Category: Teacher PGES

Research Cited: Kentucky Framework for Teaching

Activity - Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support to teachers during the pilot year of implementation in developing student growth goals.	Professional Learning	08/11/2014	05/31/2015	$0	No Funding Required	Principal Teacher

Measurable Objective 2:

demonstrate a proficiency by implementing the Kentucky Framework for Teaching as it relates to the Christian County Certified Evaluation Plan by 06/30/2015 as measured by Principal Summative Conferences.

Strategy 1:

Kentucky Framework for Teaching - Teachers will continue to be trained on the four domains of the Kentucky Framework for Teaching, through weekly PLC's, faculty meetings, and Growth days. This will be monitored through peer observations and summative evaluations by the peer observer and principal.

Category: Teacher PGES

Research Cited: Kentucky Framework for Teaching

Activity - Peer Observations and Weekly Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly informal walkthroughs based on Charlotte Danielson framework for teaching PGES	Professional Learning	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional learning in order to increase their knowledge on best practices to support teaching and learning. Teachers will participate in professional development to understand the concept of differentiation and learn how to plan lessons that meet the needs of all students.	Professional Learning	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Teachers

Goal 3: All students at Sinking Fork Elementary will increase the number of students reaching proficiency in all content areas

Measurable Objective 1:

demonstrate a proficiency with 60.7% students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy 1:

Professional Learning Communities - Teachers will meet in weekly Professional Learning Communities.

Category: Professional Learning & Support

Research Cited: Dufour

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

ELA teachers will analyze Reading data from common assessments, benchmark assessments, and MAP assessments.	Academic Support Program	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, and ELA Teachers.

Strategy 2:

Reading Intervention - Response to Intervention model will be used to address students scoring below the 20th percentile on MAP reading assessment. A tiered model

will be implemented to serve those who are needing intervention in Reading.

Category: Learning Systems

Research Cited: RTI Model

Activity - READ 180/System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Read 180/System 44 Programs to develop reading skills. Read 180/System 44 combines computer time, independent reading and direct instruction in reading.	Academic Support Program	08/11/2014	06/30/2015	$0	District Funding	READ 180 and System 44 teachers

Measurable Objective 2:

demonstrate a proficiency with 55.5% students mastering content standards in Math by 06/30/2015 as measured by KPREP.

Strategy 1:

Professional Learning Communities (Math) - Weekly PLC's and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Defour

Activity - Weekly Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's math teachers analyze data and improve on instructional strategies	Professional Learning	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Math Teachers

Strategy 2:

Math Intervention Training - Two teachers will be trained for Do the Math (Scholastic Program) to implement new math interventions at Sinking Fork.

Category: Continuous Improvement

Research Cited: Scholastic-Do The Math

Activity - Implementation of Do The Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Math Intervention Training for a new program to implement at Sinking Fork	Academic Support Program	08/11/2014	06/30/2015	$0	District Funding	Math Teachers

Measurable Objective 3:

demonstrate a proficiency with 79.8% students mastering content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy 1:

Professional Learning Communities (Social Studies) - Weekly PLC's are held to analyze data and implement instructional strategies for the Social Studies classroom.

Category: Professional Learning & Support

Research Cited: Defour

Activity - Weekly Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly meetings are held to analyze data from Unit/Common Assessments given. Instructional strategies are shared and discussed on ways to improve in the classroom.	Academic Support Program	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Social Studies teachers

Measurable Objective 4:

demonstrate a proficiency with 56.1% students mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy 1:

Embedded Writing Instruction - All teachers will embed writing instruction across all content areas

Category: Continuous Improvement

Activity - Grade Level Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentionally integrate writing curriculum (common core) across all content areas.	Direct Instruction	08/11/2014	06/30/2015	$0	No Funding Required	All Teachers

Strategy 2:

School WIde Writing Plan - Kindergarten through 5th grade will implement the 4 Square Writing method

Category: Integrated Methods for Learning

Activity - 4 Square Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the 4 square writing method to teach basic writing skills across grade levels and content areas. This method can be used to narrative, descriptive, expository, and persuasive text.	Direct Instruction	08/11/2014	06/30/2015	$0	No Funding Required	All teachers, IBC and Curriculum Specialist

Strategy 3:

Program Review - Monthly Writing Days with a specific focus on program review writing and arts and humanities

Category: Continuous Improvement

Activity - Monthly School Wide Writing Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Writing days for Kindergarten through 5th grade. The day is entirely focused on writing with ties in on program review. Every staff member is involved in this day for small group instruction to work on individual needs. There is a school wide writing topic and the 4 square method is followed in all grade levels. A complete writing piece is done by the end of the day.	Academic Support Program	08/11/2014	06/30/2015	$0	No Funding Required	All staff at Sinking Fork

Measurable Objective 5:

collaborate to have 100% of all students understand the Next Generation Standards in Science by 06/30/2015 as measured by assessments and observations.

Strategy 1:

Science Instruction - Teachers will become proficient at using research based strategies to improve student achievement utilizing the Next Generation Science Standards.

Category: Teacher PGES

Research Cited: Charlotte Danielson

Activity - Science Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Instructional Behavior Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, and whole school.	Academic Support Program	08/11/2014	06/30/2015	$0	No Funding Required	Instructional Behavior Coach and Curriculum Specialist

Goal 4: Close the achievment gap among students at Sinking Fork Elementary

Measurable Objective 1:

demonstrate a proficiency with 44.2% of Third, Fourth, and Fifth grade African American students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy 1:

Reading Intervention - Third, Fourth, and Fifth grade students will be placed in the Scholastic Reading Programs based on the screening scores. To help with GAPS in their reading instruction.

Category: Continuous Improvement

Activity - READ 180/SYSTEM 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program	08/11/2014	06/30/2015	$0	District Funding	READ 180 and SYSTEM 44 Teachers

Strategy 2:

Progress Monitoring - Students who receive RTI services will be progress monitored on a regular basis.

Category: Integrated Methods for Learning

Activity - Bi-Weekly Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program	08/11/2014	06/30/2015	$0	No Funding Required	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal

Strategy 3:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning	08/11/2014	06/30/2015	$0	No Funding Required	Principals, IBC Coach, Curriculum Specialist, and Reading Teachers

Measurable Objective 2:

demonstrate a proficiency with 41.1% of Third, Fourth, and Fifth grade Students with Disabilities mastering content standards in Math by 06/30/2015 as measured by KPREP.

Strategy 1:

Math Intervention - RTI teachers will teach students in Tier 3 four days a week in Math intervention.

Category: Continuous Improvement

Activity - Moby Max and IXL Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

These two programs will be used for instruction on students who need additional math assistance and qualify for Tier 3 Math RTI services.	Academic Support Program	08/11/2014	06/30/2015	$1250	General Fund	RTI Teachers, and Teachers

Strategy 2:

Professional Learning - Weekly PLC's and Faculty Meetings

Category: Continuous Improvement

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will meet weekly through PLC's and Faculty meetings to analyze data and to work on improving instructional strategies for math. Teachers will engage in professional conversations regarding standards, assessments, and goals.	Academic Support Program	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, Math Teachers

Activity - Progressions Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use progressions documents during PLC's to outline student learning sequences for particular math topics that are being taught in each grade level.	Academic Support Program	08/11/2014	06/30/2015	$0	No Funding Required	Math Teachers, Curriculum Specialists, IBC Coach

Measurable Objective 3:

demonstrate a proficiency with 66.5% of Third, Fourth, and Fifth grade African American students mastering content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy 1:

Social Studies Quality Instruction - Social Studies Teachers will become proficient at using research based strategies to improve student achievement in Social Studies.

Category: Teacher PGES

Research Cited: Charlotte Danielson and Robert Marzano

Activity - Social Studies Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative data framework to gain an understanding of what students know and don't know in order to address learning needs of individual students. All teachers and tutors will meet with the leadership team monthly to assess the progress of students.	Direct Instruction	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Social Studies Teachers

Strategy 2:

Social Studies Professional Learning Communities - Weekly PLC's and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly meetings will be held to analyze data and to have professional conversations on how to improve instructional practices in the classroom. Teachers will utilize the Curriculum Specialist and the IBC Coach to provide point of need professional development through individual or small group coaching in this small group setting.	Academic Support Program	08/11/2014	06/30/2015	$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, Social Studies Teachers

Measurable Objective 4:

demonstrate a proficiency with 48.4% of Third, Fourth, and Fifth grade Economically Disadvantaged students mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy 1:

Embedded Writing Instruction - Writing Instruction in all content areas

Category: Continuous Improvement

Activity - Grade level Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentionally plan and integrate writing curriculum (common core) across all content areas to help improve writing instruction.	Direct Instruction	08/11/2014	06/30/2015	$0	No Funding Required	All teachers

Strategy 2:

Analyzing Writing Data - The teachers will use benchmark and classroom assessments to plan instruction for differentiation and to monitor growth in writing.

Category: Continuous Improvement

Research Cited: Charlotte Danielson and Robert Marzano

Activity - Writing Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create goals from student assessment data to guide instruction. Teachers will conference with their students to set achievement goals	Direct Instruction	08/11/2014	06/30/2015	$0	No Funding Required	Teachers

Measurable Objective 5:

demonstrate a proficiency with 65% Third, Fourth, and Fifth grade male students mastering content standards in Science by 06/30/2015 as measured by KPREP.

Strategy 1:

Analzying Data - Teachers will learn how to use benchmarks and classroom assessment to plan instructions for differentiation and to monitor growth.

Category: Continuous Improvement

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create goals from student assessment data to guide instruction. teachers will conference with their students to set achievement goals.	Direct Instruction	08/11/2014	06/30/2015	$0	No Funding Required	Teachers, IBC Coach, Curriculum Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Do The Math	Math Intervention Training for a new program to implement at Sinking Fork	Academic Support Program	08/11/2014	06/30/2015	$0	Math Teachers
READ 180/SYSTEM 44	Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program	08/11/2014	06/30/2015	$0	READ 180 and SYSTEM 44 Teachers
READ 180/System 44	Students will use the Read 180/System 44 Programs to develop reading skills. Read 180/System 44 combines computer time, independent reading and direct instruction in reading.	Academic Support Program	08/11/2014	06/30/2015	$0	READ 180 and System 44 teachers
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max and IXL Learning	These two programs will be used for instruction on students who need additional math assistance and qualify for Tier 3 Math RTI services.	Academic Support Program	08/11/2014	06/30/2015	$1250	RTI Teachers, and Teachers
				Total	$1250	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Academic Nights	Parent education to enhance parent knowledge of school initiatives	Parent Involvement	08/11/2014	06/30/2015	$2800	Curriculum Specialist, Family Resource, Leadership Team
				Total	$2800	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Grade Level Meetings	Math Teachers will meet weekly through PLC's and Faculty meetings to analyze data and to work on improving instructional strategies for math. Teachers will engage in professional conversations regarding standards, assessments, and goals.	Academic Support Program	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Curriculum Specialist, Math Teachers
Writing Goal Setting	Teachers will create goals from student assessment data to guide instruction. Teachers will conference with their students to set achievement goals	Direct Instruction	08/11/2014	06/30/2015	$0	Teachers
Social Studies Formative Assessment	Teachers will use formative data framework to gain an understanding of what students know and don't know in order to address learning needs of individual students. All teachers and tutors will meet with the leadership team monthly to assess the progress of students.	Direct Instruction	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Curriculum Specialist, and Social Studies Teachers
Weekly Grade Level Meetings	During PLC's math teachers analyze data and improve on instructional strategies	Professional Learning	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Curriculum Specialist, and Math Teachers
Progressions Documents	Math teachers will use progressions documents during PLC's to outline student learning sequences for particular math topics that are being taught in each grade level.	Academic Support Program	08/11/2014	06/30/2015	$0	Math Teachers, Curriculum Specialists, IBC Coach
Professional Development	Teachers will be provided professional learning in order to increase their knowledge on best practices to support teaching and learning. Teachers will participate in professional development to understand the concept of differentiation and learn how to plan lessons that meet the needs of all students.	Professional Learning	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Curriculum Specialist, and Teachers
Peer Observations and Weekly Walkthroughs	Weekly informal walkthroughs based on Charlotte Danielson framework for teaching PGES	Professional Learning	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Curriculum Specialist, Teachers
PBIS Training	PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Guidance Counselor

Professional Learning Communites	ELA teachers will analyze Reading data from common assessments, benchmark assessments, and MAP assessments.	Academic Support Program	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Curriculum Specialist, and ELA Teachers.
Goal Setting	Teachers will create goals from student assessment data to guide instruction. teachers will conference with their students to set achievement goals.	Direct Instruction	08/11/2014	06/30/2015	$0	Teachers, IBC Coach, Curriculum Specialist
Grade Level Writing	Teachers will intentionally integrate writing curriculum (common core) across all content areas.	Direct Instruction	08/11/2014	06/30/2015	$0	All Teachers
Conference	Provide support to teachers during the pilot year of implementation in developing student growth goals.	Professional Learning	08/11/2014	05/31/2015	$0	Principal Teacher
Bi-Weekly Monitoring	Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program	08/11/2014	06/30/2015	$0	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal
Grade level Writing	Teachers will intentionally plan and integrate writing curriculum (common core) across all content areas to help improve writing instruction.	Direct Instruction	08/11/2014	06/30/2015	$0	All teachers
Professional Learning Communities	Weekly PLC's, Faculty Meeting	Professional Learning	08/11/2014	06/30/2015	$0	Principal, Curriculum Specialist, IBC Coach
Monthly School Wide Writing Days	Monthly Writing days for Kindergarten through 5th grade. The day is entirely focused on writing with ties in on program review. Every staff member is involved in this day for small group instruction to work on individual needs. There is a school wide writing topic and the 4 square method is followed in all grade levels. A complete writing piece is done by the end of the day.	Academic Support Program	08/11/2014	06/30/2015	$0	All staff at Sinking Fork
Weekly Grade Level Meetings	Weekly meetings will be held to analyze data and to have professional conversations on how to improve instructional practices in the classroom. Teachers will utilize the Curriculum Specialist and the IBC Coach to provide point of need professional development through individual or small group coaching in this small group setting.	Academic Support Program	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Curriculum Specialist, Social Studies Teachers
4 Square Writing	Teachers will implement the 4 square writing method to teach basic writing skills across grade levels and content areas. This method can be used to narrative, descriptive, expository, and persuasive text.	Direct Instruction	08/11/2014	06/30/2015	$0	All teachers, IBC and Curriculum Specialist

Science Coaching	Teachers will utilize the Instructional Behavior Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, and whole school.	Academic Support Program	08/11/2014	06/30/2015	$0	Instructional Behavior Coach and Curriculum Specialist
Weekly Grade Level Meetings	Weekly meetings are held to analyze data from Unit/Common Assessments given. Instructional strategies are shared and discussed on ways to improve in the classroom.	Academic Support Program	08/11/2014	06/30/2015	$0	Principal, IBC Coach, Curriculum Specialist, and Social Studies teachers
Weekly Grade Level Meetings	During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning	08/11/2014	06/30/2015	$0	Principals, IBC Coach, Curriculum Specialist, and Reading Teachers
				Total	$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Watch DOGS	Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement	08/11/2014	06/30/2015	$350	Principal, Curriculum Specialist, FRYSC, and IBC Coach
				Total	$350	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Sinking Fork's Accountability Performance increased from the 2012 KPREP Overall Score 63.8 to 2013 69.6

Sinking Fork's 2013 KPREP Reading Data Indicates:
-3rd grade Reading, 45.9% of our students scored Novice/ Apprentice
-3rd grade Reading, 48.6% of Male students scored Novice/Apprentice (29.7% Apprentice)

-4th grade Reading, 56% of our students scored Novice/Apprentice
-4th grade Reading, 65.6% of Free and Reduced Lunch students scored Novice/Apprentice
-4th grade Reading, 78.2%% of Male students scored Novice/Apprentice (39.1% Novice and Apprentice)

-5th grade Reading, 52% of our students scored Novice/Apprentice
-5th grade Reading, 64% of our African Americans scored Novice/Apprentice (40% Novice)

Sinking Fork's 2013 KPREP Math data indicates:
-3rd grade Math, 60.6% of our students scored Novice/Apprentice
-3rd grade Math, 75% of Female students scored Novice/Apprentice (54.2% Apprentice)
-3rd grade Math, 65.9% of Free and Reduced lunch students scored Novice/Apprentice

-4th grade Math, 66% of our students scored Novice/Apprentice
-4th grade Math, 78.2% of Male students scored Novice/Apprentice (56.5% Apprentice)
-4th grade Math, 78.2% of Free/Reduced lunch students scored Novice/Apprentice

-5th grade Math, 56% of our students scored Novice/Apprentice
-5th grade Math, 60% of African American students scored Novice/Apprentice (32% Apprentice)

In Science and Social Studies, a high percentage of our African American students are scoring in the Novice/Apprentice category.
-63.2% of AA scoring Novice/Apprentice in Science
-24% of AA scoring Novice/Apprentice in Social Studies

Writing
Males had the highest percentage in this content area with 63% scoring Novice/Apprentice

Language Mechanics
60.8% Males scored Novice/Apprentice

The data indicates the need to more closely monitor our subpopulations groups through our MAP data, district benchmarks assessments,

formative and common assessment. Through this monitoring, we will work to move students into the proficiency category by individualizing instruction based on each students needs. Reading and Math continue to be areas of concern at Sinking Fork. Through job embedded professional development, staff will focus on differentiated instruction to improve the overall student achievement.

Areas of Strengths

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

2013 KPREP data indicates Social Studies as one area of strength at Sinking Fork with overall achievement at 100%. Language Mechanics also was a strength with 4th grade students scoring 94%

Sinking Fork scored above the district in Reading, Science, Social Studies, and Writing

Opportunities for Improvement

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

Content

Math and Reading are areas that need improvements at Sinking Fork. District supported programs such as IREAD, Read 180, and System 44 are being implemented K-5th to target students who struggle in reading content. These programs are used in addition to their core reading instruction. This is helping to ensure the targeted students are receiving extra Reading practice on specific skills that are tailored to fit individual needs according to assessment data.

Math Content

During Professional Learning Communities and faculty meetings, math teachers will participate in working together to improve on instructional strategies that are congruent to the standards. Data from assessments (MAP, district benchmarks, and common) will be used to help differentiate instruction based on individual needs. Progression documents will be looked at and taught how to use to help with implementing instruction based on needs according to where the students are academically in math content. RTI teachers are working 3-5 days a week with Tier 2 and Tier 3 students in a small group setting to help with GAP areas in math. These students are progress monitored every two weeks to determine level of performance.

Gap Groups:

Two subpopulations are a trend when looking at GAPS for Sinking Fork. Males and African Americans in reading and math. Currently we are providing intervention services to students who score in the 20th percentile or below in reading and math on MAP assessment. We have 3 tier levels, Tier 1 is serviced in the classroom, Tier 2 and 3 is a pullout program in a small group setting or 1to1 services provided to help in the content area. RTI monitoring is done every 2 weeks with the RTI committee meeting monthly to look at progress and determine what students are showing growth and what students need further instruction. Each student will continue to receive interventions until the next assessment is administered. Data will then be looked at to determine if the student will remain receiving interventions or if they are able to test out.

Ongoing professional development will be held during Professional Learning Communities and faculty meetings to address our GAP area. Sinking Fork has been able to hire 4 tutors to work with students on and individual level with reading and math too. We also are looking into new math programs such as Fast Math and Fraction Nation through Scholastic.

Conclusion

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

 Our next steps to address areas of concern as mapped out in our CSIP. Common trends we will address are: content areas of reading and math, male students, students with disabilities, and African Americans. Sinking Fork students did have a high number of students scoring in the Apprentice category. We will address these areas of concerns through on going job embedded professional development, continue to analyze student data through benchmark and classroom assessments, and progress monitor RTI students in each Tier service.

The Missing Piece

Introduction

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

Stakeholders

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

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

Teachers and Staff at Sinking Fork Elementary

Parents of students at Sinking Fork Elementary

Business Partners that support Sinking Fork Elementary (AMfine Chemical, Sinking Fork Baptist Church)

Relationship Building

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

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

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

Overall Rating: 3.71

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

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

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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

Decision Making

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

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

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

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

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

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

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

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

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

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

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

Community Partnerships

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

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

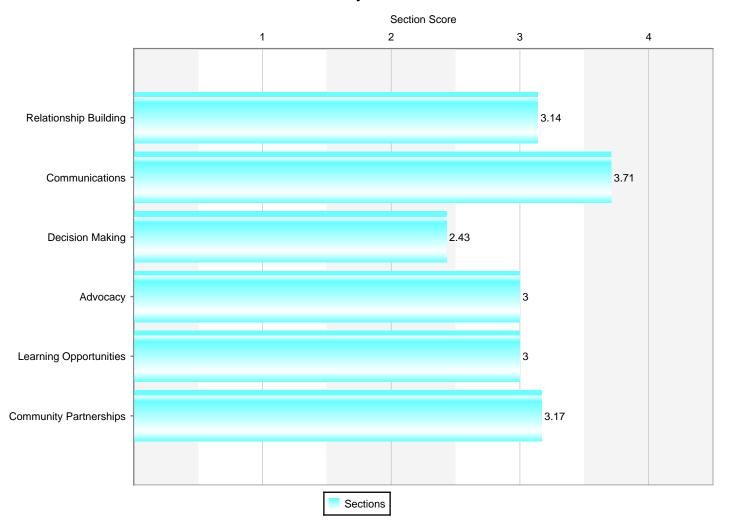|	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

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

Areas of strength in the Missing Piece is Relationship building between parents and school. Parents and teachers have a positive collaborative relationship overall school wide. Communication between home and school is also an area of strength between Sinking Fork and staff and parents about academic achievement with students. Our family resource center is another area is that is our strength and works with community and family relations between home and school. Our FRSYSC, helps in assisting in so many ways with support services through community and school.

An area of improvement would be decision making to monitor and assist in school improvement. Getting parents involved and staying involved has been an issue at Sinking Fork. We will work on parent involvement activities to encourage parents to actively get involved with SBDM council and committees to help in decision making about student achievement. We will encourage parent involvement at all our school functions. We currently offer at least one parent involvement activity each month at our school. We our currently starting a program called Watch D.O.G.S (Dads of Great Students) to get males involved weekly at our school. WE are constantly striving to have parents involved in the learning process and the decision making process of their child's education.

Report Summary

Scores By Section

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Leadership Team,School-based Council, and entire faculty are included in developing the school improvement plan for Sinking Fork Elementary School. The School Report Card was used to
develop goals for the school improvement plan. Data from the School Report Card was discussed with the entire faculty during a Growth Professional Development Day, and school-wide goals related to this data were formed with whole faculty input. Stakeholders are informed of their roles prior to meeting to develop activities and strategies to accomplish goals in the school improvement plan. Data was also shared prior to this meeting so stakeholders could see common trends school wide and assist in the improvement plan for the school prior to meeting on Growth Day.

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

The Leadership Team is made up of the principal, IBC Coach, Guidance Counselor, Curriculum Specialist, 2 classroom teachers and one special education teacher. The Leadership Team was responsible for the first breakdown of the School Report Card data and planning our professional development growth day to share/analyze data with the faculty. The school faculty then
met on Growth Day to analyze data as a whole school and as individual departments/grade levels to determine school-wide goals as well as individual content/grade level goals based on the data. CSIP goals were developed on a district level then each individual school created there own measurable objectives based on data collected from school report card. Growth day was used to o improve our strategies and activities to help with our school wide improvement goals at Sinking Fork. Once strategies/activities were drafted, committees offered feed back and then they were set. Once the CSIP is typed, it will be presented for approval to Site Base Council, then shared with staff, and board approval. The CSIP then will be submitted to the state. Goals will be shared with all parents and guardians through multiple means of communications.

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

Stakeholder groups that are involved in the process of determining goals and activities and strategies for achievement of goals are notified of changes at each stage of development of the school improvement plan. Each SBDM monthly meeting has a dedicated time for discussion of CSIP goals, and strategies/activities for improvement, and then discussion and analysis of progress towards those goals throughout the year. Teachers are informed of the process on the plan at faculty meeting, and are part of the analysis of data towards improvement during faculty meetings or growth days.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Needs Assessment is included in the CSIP	Schoolwide Program Report

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Weekly PLC's and Faculty Meetings	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	RTI services are provided for students who score in the 20th percentile or lower based on MAP data in Reading and Math	Interventionist Schedule Interventionist Schedule Interventionist Schedule Interventionist Schedule RTI Policy

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

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent involvement opportunities are offered monthly (Reading Night, Math Night, Health and Wellness Demonstration, and Lunch and Learn) Parent Involvement Policy is sent home at the beginning of the year, evaluated, and then returned.	Parent Policy School Compact

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Please see School Wide Program Report	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Professional Development is planned for 2014-2015 school year for Sinking Fork Staff	

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	We are a schoolwide Title I system, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	This is monitored throughout the year through RTI meetings, PLC's and Faculty meetings.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Parent Involvement Reading and Math Nights (One each semester)	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We are a school wide Title I system, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	We are a school wide Title I system, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	We are a school wide Title I system, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We are a school wide Title I system, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are a school wide Title I system, not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://sinkingfork.christian.kyschools.us/?PageName='Forms'&iSection='Administrative'&CorrespondingID='0'	

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	We are a school wide Title I system, not a targeted assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	We are a school wide Title I system, not a targeted assistance school.	

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

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

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Transform the educational environment to meet the ongoing demands of 21st century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continous growth through shared partnership and responsibilities by 06/30/2015 as measured by the District's strategic plan..

Strategy1:

Improve Working Conditions - Collegial collaboration time

Category: Human Capital Management

Research Cited: TELL Survey 2012

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC's, Faculty Meeting	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, Curriculum Specialist, IBC Coach

Strategy2:

Improve Working Conditions - Managing Student Conduct-PBIS

Category: Continuous Improvement

Research Cited: TELL Survey 2012

Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Guidance Counselor

Strategy3:

Promote Parent Involvment - Sinking Fork will offer monthly parent involvement activities to address the current needs of the school. A new program called Watch D.O.G.S. has been implemented to promote male parental involvement. These strategies will be monitored through the curriculum specialist, IBC coach, and Family Resource Center.

Category: Continuous Improvement

Research Cited: TELL Survey 2012

Activity - Watch DOGS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement			08/11/2014	06/30/2015	$350 - FRYSC	Principal, Curriculum Specialist, FRYSC, and IBC Coach

Activity - Family Academic Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent education to enhance parent knowledge of school initiatives	Parent Involvement			08/11/2014	06/30/2015	$2800 - Title I Part A	Curriculum Specialist, Family Resource, Leadership Team

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

Goal 1:

All students at Sinking Fork Elementary will increase the number of students reaching proficiency in all content areas

Measurable Objective 1:

demonstrate a proficiency with 55.5% students mastering content standards in Math by 06/30/2015 as measured by KPREP.

Strategy1:

Math Intervention Training - Two teachers will be trained for Do the Math (Scholastic Program) to implement new math interventions at

Sinking Fork.

Category: Continuous Improvement

Research Cited: Scholastic-Do The Math

Activity - Implementation of Do The Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Training for a new program to implement at Sinking Fork	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	Math Teachers

Strategy2:

Professional Learning Communities (Math) - Weekly PLC's and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Defour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's math teachers analyze data and improve on instructional strategies	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Math Teachers

Measurable Objective 2:

demonstrate a proficiency with 60.7% students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Reading Intervention - Response to Intervention model will be used to address students scoring below the 20th percentile on MAP reading

assessment. A tiered model will be implemented to serve those who are needing intervention in Reading.

Category: Learning Systems

Research Cited: RTI Model

Activity - READ 180/System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Read 180/System 44 Programs to develop reading skills. Read 180/System 44 combines computer time, independent reading and direct instruction in reading.	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	READ 180 and System 44 teachers

Strategy2:

Professional Learning Communities - Teachers will meet in weekly Professional Learning Communities.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Professional Learning Communites	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will analyze Reading data from common assessments, benchmark assessments, and MAP assessments.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and ELA Teachers.

Goal 2:

Close the achievment gap among students at Sinking Fork Elementary

Measurable Objective 1:

demonstrate a proficiency with 41.1% of Third, Fourth, and Fifth grade Students with Disabilities mastering content standards in Math by

06/30/2015 as measured by KPREP.

Strategy1:

Professional Learning - Weekly PLC's and Faculty Meetings

Category: Continuous Improvement

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers will meet weekly through PLC's and Faculty meetings to analyze data and to work on improving instructional strategies for math. Teachers will engage in professional conversations regarding standards, assessments, and goals.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, Math Teachers

Strategy2:

Math Intervention - RTI teachers will teach students in Tier 3 four days a week in Math intervention.

Category: Continuous Improvement

Research Cited:

Activity - Moby Max and IXL Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These two programs will be used for instruction on students who need additional math assistance and qualify for Tier 3 Math RTI services.	Academic Support Program			08/11/2014	06/30/2015	$1250 - General Fund	RTI Teachers, and Teachers

Measurable Objective 2:

demonstrate a proficiency with 44.2% of Third, Fourth, and Fifth grade African American students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Reading Intervention - Third, Fourth, and Fifth grade students will be placed in the Scholastic Reading Programs based on the screening scores. To help with GAPS in their reading instruction.

Category: Continuous Improvement

Research Cited:

Activity - READ 180/SYSTEM 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	READ 180 and SYSTEM 44 Teachers

Strategy2:

Progress Monitoring - Students who receive RTI services will be progress monitored on a regular basis.

Category: Integrated Methods for Learning

Research Cited:

Activity - Bi-Weekly Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal

Strategy3:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principals, IBC Coach, Curriculum Specialist, and Reading Teachers

All children were screened for kindergarten readiness.

Goal 1:

Transform the educational environment to meet the ongoing demands of 21st century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continous growth through shared partnership and responsibilities by 06/30/2015 as measured by the District's strategic plan..

Strategy1:

Promote Parent Involvment - Sinking Fork will offer monthly parent involvement activities to address the current needs of the school. A new program called Watch D.O.G.S. has been implemented to promote male parental involvement. These strategies will be monitored through the curriculum specialist, IBC coach, and Family Resource Center.

Category: Continuous Improvement

Research Cited: TELL Survey 2012

Activity - Watch DOGS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement			08/11/2014	06/30/2015	$350 - FRYSC	Principal, Curriculum Specialist, FRYSC, and IBC Coach

Activity - Family Academic Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent education to enhance parent knowledge of school initiatives	Parent Involvement			08/11/2014	06/30/2015	$2800 - Title I Part A	Curriculum Specialist, Family Resource, Leadership Team

Strategy2:

Improve Working Conditions - Collegial collaboration time

Category: Human Capital Management

Research Cited: TELL Survey 2012

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC's, Faculty Meeting	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, Curriculum Specialist, IBC Coach

Strategy3:

Improve Working Conditions - Managing Student Conduct-PBIS

Category: Continuous Improvement

Research Cited: TELL Survey 2012

Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Guidance Counselor

Goal 2:

Implement the Professional Growth and Effectiveness System as established in the CCPS Certified Evaluation Plan

Measurable Objective 1:

collaborate to write a student growth goal by the required date in the Certified Evaluation Plan and documented by 05/31/2015 as measured

by principal conferences and use of the CIITS EDS tab.

Strategy1:

Student Growth Goal Conference - Principal Conference

Category: Teacher PGES

Research Cited: Kentucky Framework for Teaching

Activity - Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support to teachers during the pilot year of implementation in developing student growth goals.	Professional Learning			08/11/2014	05/31/2015	$0 - No Funding Required	Principal Teacher

Goal 3:

All students at Sinking Fork Elementary will increase the number of students reaching proficiency in all content areas

Measurable Objective 1:

demonstrate a proficiency with 79.8% students mastering content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy1:

Professional Learning Communities (Social Studies) - Weekly PLC's are held to analyze data and implement instructional strategies for the

Social Studies classroom.

Category: Professional Learning & Support

Research Cited: Defour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly meetings are held to analyze data from Unit/Common Assessments given. Instructional strategies are shared and discussed on ways to improve in the classroom.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Social Studies teachers

Measurable Objective 2:

demonstrate a proficiency with 60.7% students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Reading Intervention - Response to Intervention model will be used to address students scoring below the 20th percentile on MAP reading

assessment. A tiered model will be implemented to serve those who are needing intervention in Reading.

Category: Learning Systems

Research Cited: RTI Model

Activity - READ 180/System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Read 180/System 44 Programs to develop reading skills. Read 180/System 44 combines computer time, independent reading and direct instruction in reading.	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	READ 180 and System 44 teachers

Strategy2:

Professional Learning Communities - Teachers will meet in weekly Professional Learning Communities.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Professional Learning Communites	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will analyze Reading data from common assessments, benchmark assessments, and MAP assessments.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and ELA Teachers.

Measurable Objective 3:

demonstrate a proficiency with 55.5% students mastering content standards in Math by 06/30/2015 as measured by KPREP.

Strategy1:

Professional Learning Communities (Math) - Weekly PLC's and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Defour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's math teachers analyze data and improve on instructional strategies	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Math Teachers

Strategy2:

Math Intervention Training - Two teachers will be trained for Do the Math (Scholastic Program) to implement new math interventions at

Sinking Fork.

Category: Continuous Improvement

Research Cited: Scholastic-Do The Math

Activity - Implementation of Do The Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Training for a new program to implement at Sinking Fork	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	Math Teachers

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

Goal 1:

Transform the educational environment to meet the ongoing demands of 21st century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continous growth through shared partnership and responsibilities by 06/30/2015 as measured by the District's strategic plan..

Strategy1:

Improve Working Conditions - Collegial collaboration time

Category: Human Capital Management

Research Cited: TELL Survey 2012

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC's, Faculty Meeting	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, Curriculum Specialist, IBC Coach

Strategy2:

Improve Working Conditions - Managing Student Conduct-PBIS

Category: Continuous Improvement

Research Cited: TELL Survey 2012

Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Guidance Counselor

Strategy3:

Promote Parent Involvment - Sinking Fork will offer monthly parent involvement activities to address the current needs of the school. A new program called Watch D.O.G.S. has been implemented to promote male parental involvement. These strategies will be monitored through

the curriculum specialist, IBC coach, and Family Resource Center.

Category: Continuous Improvement

Research Cited: TELL Survey 2012

Activity - Watch DOGS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement			08/11/2014	06/30/2015	$350 - FRYSC	Principal, Curriculum Specialist, FRYSC, and IBC Coach

Activity - Family Academic Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent education to enhance parent knowledge of school initiatives	Parent Involvement			08/11/2014	06/30/2015	$2800 - Title I Part A	Curriculum Specialist, Family Resource, Leadership Team

Goal 2:

All students at Sinking Fork Elementary will increase the number of students reaching proficiency in all content areas

Measurable Objective 1:

demonstrate a proficiency with 55.5% students mastering content standards in Math by 06/30/2015 as measured by KPREP.

Strategy1:

Professional Learning Communities (Math) - Weekly PLC's and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Defour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's math teachers analyze data and improve on instructional strategies	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Math Teachers

Measurable Objective 2:

demonstrate a proficiency with 56.1% students mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

School WIde Writing Plan - Kindergarten through 5th grade will implement the 4 Square Writing method

Category: Integrated Methods for Learning

Research Cited:

Activity - 4 Square Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the 4 square writing method to teach basic writing skills across grade levels and content areas. This method can be used to narrative, descriptive, expository, and persuasive text.	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	All teachers, IBC and Curriculum Specialist

Strategy2:

Program Review - Monthly Writing Days with a specific focus on program review writing and arts and humanities

Category: Continuous Improvement

Research Cited:

Activity - Monthly School Wide Writing Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly Writing days for Kindergarten through 5th grade. The day is entirely focused on writing with ties in on program review. Every staff member is involved in this day for small group instruction to work on individual needs. There is a school wide writing topic and the 4 square method is followed in all grade levels. A complete writing piece is done by the end of the day.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	All staff at Sinking Fork

Strategy3:

Embedded Writing Instruction - All teachers will embed writing instruction across all content areas

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intentionally integrate writing curriculum (common core) across all content areas.	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	All Teachers

Measurable Objective 3:

demonstrate a proficiency with 60.7% students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Professional Learning Communities - Teachers will meet in weekly Professional Learning Communities.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Professional Learning Communites	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will analyze Reading data from common assessments, benchmark assessments, and MAP assessments.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and ELA Teachers.

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

Goal 1:

All students at Sinking Fork Elementary will increase the number of students reaching proficiency in all content areas

Measurable Objective 1:

demonstrate a proficiency with 60.7% students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Reading Intervention - Response to Intervention model will be used to address students scoring below the 20th percentile on MAP reading assessment. A tiered model will be implemented to serve those who are needing intervention in Reading.

Category: Learning Systems

Research Cited: RTI Model

Activity - READ 180/System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Read 180/System 44 Programs to develop reading skills. Read 180/System 44 combines computer time, independent reading and direct instruction in reading.	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	READ 180 and System 44 teachers

Strategy2:

Professional Learning Communities - Teachers will meet in weekly Professional Learning Communities.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Professional Learning Communites	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will analyze Reading data from common assessments, benchmark assessments, and MAP assessments.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and ELA Teachers.

Measurable Objective 2:

demonstrate a proficiency with 55.5% students mastering content standards in Math by 06/30/2015 as measured by KPREP.

Strategy1:

Professional Learning Communities (Math) - Weekly PLC's and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Defour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's math teachers analyze data and improve on instructional strategies	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Math Teachers

Strategy2:

Math Intervention Training - Two teachers will be trained for Do the Math (Scholastic Program) to implement new math interventions at

Sinking Fork.

Category: Continuous Improvement

Research Cited: Scholastic-Do The Math

Activity - Implementation of Do The Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Intervention Training for a new program to implement at Sinking Fork	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	Math Teachers

Goal 2:

Close the achievment gap among students at Sinking Fork Elementary

Measurable Objective 1:

demonstrate a proficiency with 41.1% of Third, Fourth, and Fifth grade Students with Disabilities mastering content standards in Math by

06/30/2015 as measured by KPREP.

Strategy1:

Professional Learning - Weekly PLC's and Faculty Meetings

Category: Continuous Improvement

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers will meet weekly through PLC's and Faculty meetings to analyze data and to work on improving instructional strategies for math. Teachers will engage in professional conversations regarding standards, assessments, and goals.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, Math Teachers

Strategy2:

Math Intervention - RTI teachers will teach students in Tier 3 four days a week in Math intervention.

Category: Continuous Improvement

Research Cited:

Activity - Moby Max and IXL Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These two programs will be used for instruction on students who need additional math assistance and qualify for Tier 3 Math RTI services.	Academic Support Program			08/11/2014	06/30/2015	$1250 - General Fund	RTI Teachers, and Teachers

Measurable Objective 2:

demonstrate a proficiency with 44.2% of Third, Fourth, and Fifth grade African American students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principals, IBC Coach, Curriculum Specialist, and Reading Teachers

Strategy2:

Reading Intervention - Third, Fourth, and Fifth grade students will be placed in the Scholastic Reading Programs based on the screening scores. To help with GAPS in their reading instruction.

Category: Continuous Improvement

Research Cited:

Activity - READ 180/SYSTEM 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	READ 180 and SYSTEM 44 Teachers

Strategy3:

Progress Monitoring - Students who receive RTI services will be progress monitored on a regular basis.

Category: Integrated Methods for Learning

Research Cited:

Activity - Bi-Weekly Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Close the achievment gap among students at Sinking Fork Elementary

Measurable Objective 1:

demonstrate a proficiency with 65% Third, Fourth, and Fifth grade male students mastering content standards in Science by 06/30/2015 as measured by KPREP.

Strategy1:

Analzying Data - Teachers will learn how to use benchmarks and classroom assessment to plan instructions for differentiation and to monitor growth.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create goals from student assessment data to guide instruction. teachers will conference with their students to set achievement goals.	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	Teachers, IBC Coach, Curriculum Specialist

Measurable Objective 2:

demonstrate a proficiency with 48.4% of Third, Fourth, and Fifth grade Economically Disadvantaged students mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Analyzing Writing Data - The teachers will use benchmark and classroom assessments to plan instruction for differentiation and to monitor growth in writing.

Category: Continuous Improvement

Research Cited: Charlotte Danielson and Robert Marzano

Activity - Writing Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create goals from student assessment data to guide instruction. Teachers will conference with their students to set achievement goals	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	Teachers

Strategy2:

Embedded Writing Instruction - Writing Instruction in all content areas

Category: Continuous Improvement

Research Cited:

Activity - Grade level Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intentionally plan and integrate writing curriculum (common core) across all content areas to help improve writing instruction.	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	All teachers

Measurable Objective 3:

demonstrate a proficiency with 66.5% of Third, Fourth, and Fifth grade African American students mastering content standards in Social Studies by 06/30/2015 as measured by KPREP.

Strategy1:

Social Studies Quality Instruction - Social Studies Teachers will become proficient at using research based strategies to improve student achievement in Social Studies.

Category: Teacher PGES

Research Cited: Charlotte Danielson and Robert Marzano

Activity - Social Studies Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative data framework to gain an understanding of what students know and don't know in order to address learning needs of individual students. All teachers and tutors will meet with the leadership team monthly to assess the progress of students.	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, and Social Studies Teachers

Strategy2:

Social Studies Professional Learning Communities - Weekly PLC's and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly meetings will be held to analyze data and to have professional conversations on how to improve instructional practices in the classroom. Teachers will utilize the Curriculum Specialist and the IBC Coach to provide point of need professional development through individual or small group coaching in this small group setting.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, Social Studies Teachers

Measurable Objective 4:

demonstrate a proficiency with 41.1% of Third, Fourth, and Fifth grade Students with Disabilities mastering content standards in Math by 06/30/2015 as measured by KPREP.

Strategy1:

Math Intervention - RTI teachers will teach students in Tier 3 four days a week in Math intervention.

Category: Continuous Improvement

Research Cited:

Activity - Moby Max and IXL Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These two programs will be used for instruction on students who need additional math assistance and qualify for Tier 3 Math RTI services.	Academic Support Program			08/11/2014	06/30/2015	$1250 - General Fund	RTI Teachers, and Teachers

Strategy2:

Professional Learning - Weekly PLC's and Faculty Meetings

Category: Continuous Improvement

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers will meet weekly through PLC's and Faculty meetings to analyze data and to work on improving instructional strategies for math. Teachers will engage in professional conversations regarding standards, assessments, and goals.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	Principal, IBC Coach, Curriculum Specialist, Math Teachers

Measurable Objective 5:

demonstrate a proficiency with 44.2% of Third, Fourth, and Fifth grade African American students mastering content standards in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

Progress Monitoring - Students who receive RTI services will be progress monitored on a regular basis.

Category: Integrated Methods for Learning

Research Cited:

Activity - Bi-Weekly Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal

Strategy2:

Reading Intervention - Third, Fourth, and Fifth grade students will be placed in the Scholastic Reading Programs based on the screening scores. To help with GAPS in their reading instruction.

Category: Continuous Improvement

Research Cited:

Activity - READ 180/SYSTEM 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program			08/11/2014	06/30/2015	$0 - District Funding	READ 180 and SYSTEM 44 Teachers

Strategy3:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Weekly Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning			08/11/2014	06/30/2015	$0 - No Funding Required	Principals, IBC Coach, Curriculum Specialist, and Reading Teachers

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

Goal 1:

All students at Sinking Fork Elementary will increase the number of students reaching proficiency in all content areas

Measurable Objective 1:

demonstrate a proficiency with 56.1% students mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

School WIde Writing Plan - Kindergarten through 5th grade will implement the 4 Square Writing method

Category: Integrated Methods for Learning

Research Cited:

Activity - 4 Square Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the 4 square writing method to teach basic writing skills across grade levels and content areas. This method can be used to narrative, descriptive, expository, and persuasive text.	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	All teachers, IBC and Curriculum Specialist

Strategy2:

Embedded Writing Instruction - All teachers will embed writing instruction across all content areas

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intentionally integrate writing curriculum (common core) across all content areas.	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	All Teachers

Strategy3:

Program Review - Monthly Writing Days with a specific focus on program review writing and arts and humanities

Category: Continuous Improvement

Research Cited:

Activity - Monthly School Wide Writing Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly Writing days for Kindergarten through 5th grade. The day is entirely focused on writing with ties in on program review. Every staff member is involved in this day for small group instruction to work on individual needs. There is a school wide writing topic and the 4 square method is followed in all grade levels. A complete writing piece is done by the end of the day.	Academic Support Program			08/11/2014	06/30/2015	$0 - No Funding Required	All staff at Sinking Fork

Goal 2:

Close the achievment gap among students at Sinking Fork Elementary

Measurable Objective 1:

demonstrate a proficiency with 48.4% of Third, Fourth, and Fifth grade Economically Disadvantaged students mastering content standards in Writing by 06/30/2015 as measured by KPREP.

Strategy1:

Analyzing Writing Data - The teachers will use benchmark and classroom assessments to plan instruction for differentiation and to monitor growth in writing.

Category: Continuous Improvement

Research Cited: Charlotte Danielson and Robert Marzano

Activity - Writing Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create goals from student assessment data to guide instruction. Teachers will conference with their students to set achievement goals	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	Teachers

Strategy2:

Embedded Writing Instruction - Writing Instruction in all content areas

Category: Continuous Improvement

Research Cited:

Activity - Grade level Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intentionally plan and integrate writing curriculum (common core) across all content areas to help improve writing instruction.	Direct Instruction			08/11/2014	06/30/2015	$0 - No Funding Required	All teachers

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

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

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 23, 2013	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	July 28, 2014	

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

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

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 24, 2014	

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

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

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		