



# Comprehensive School Improvement Plan

Sinking Fork Elementary School  
Christian County School District

Ms. Kathleen Carter  
5005 Priceton Road  
Hopkinsville, KY 42240

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Executive Summary**

Introduction .....	3
--------------------	---

Description of the School .....	4
---------------------------------	---

School's Purpose .....	5
------------------------	---

Notable Achievements and Areas of Improvement .....	6
---	---

Additional Information .....	7
------------------------------	---

## **Sinking Fork CSIP 2013-2014**

Overview .....	9
----------------	---

Goals Summary .....	10
---------------------	----

Goal 1: All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP .....	11
---	----

Goal 2: All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017 .....	13
---	----

Goal 3: 100% of staff at Sinking Fork Elementary will be trained on Domain 2 and 3 of The Danielson Model by May 2014 .....	16
---	----

Goal 4: Sinking Fork Elementary will address areas for improvement as identified in the TELL KY survey results. ....	17
--	----

Activity Summary by Funding Source .....	18
--	----

## **KDE Needs Assessment**

Introduction .....	23
--------------------	----

Data Analysis .....	24
---------------------	----

Areas of Strengths ..... 25

Opportunities for Improvement..... 26

Conclusion..... 27

**KDE Assurances - School**

Introduction..... 29

Assurances..... 30

**Title I Schoolwide Diagnostic**

Introduction..... 36

Component 1: Comprehensive Needs Assessment..... 37

Component 2: Schoolwide Reform Strategies..... 43

Component 3: Instruction By Highly Qualified Teachers and Paraeducators..... 48

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals..... 49

Component 5: Strategies to Attract Highly Qualified Teachers ..... 55

Component 6: Parent Involvement..... 61

Component 7: Transition to Kindergarten..... 64

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction..... 67

Component 9: Activities to Ensure that Students Meet State Academic Standards..... 70

Component 10: Coordination and Integration of Programs..... 72

**School Safety Diagnostic**

Introduction ..... 78

School Safety Requirements ..... 79

**Compliance and Accountability - Elementary Schools**

Introduction ..... 82

Planning and Accountability Requirements ..... 83

DRAFT

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. 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.

DRAFT

# **Executive Summary**

DRAFT

## **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. <br><br> 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.

DRAFT

## **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 Elementary is a beautiful facility which houses preschool through fifth grade. We are located in a lovely rural setting. Through the shared involvement of our parents, students, school family, and community, our students achieve at high levels. 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 317 and is reflective of the large diverse Christian County community. 58 percent of the schools population is Caucasian, 36.9 percent is African American, 1.6 percent Hispanic, .6 percent Asian, .3 percent Pacific Islander, and 2.5 percent are two or more. Over 68.4 percent of Sinking Fork students receive either free or reduced lunch



## **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.**

Sinking Fork Elementary 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.

Data drives the decision making at Sinking Fork School. Using multiple data points, school leadership, CSIP committees, and Professional Learning Communities, faculty and staff address the common needs of the school. This process ensures the focus is always on student achievement and development.

The comprehensive planning process is built to create transparent plans for all stakeholders to support the learning environment for all students. The process serves to document and support teachers and students as they strive to meet the new Unbridled Learning accountability measures. The goals will assist the school in decisions regarding the allocation of resources, determining professional development, and in monitoring improvement.

The Comprehensive School Improvement Plan is a component of the school's academic and strategic plan. Sinking Fork, as well as all schools in Kentucky, are required to have goals in their CSIP aligned to the state goals for Gap, and Proficiency using the targets defined in the accountability results. The CSIP uses accountability results and data from a variety of resources to identify goals, construct measurable objectives, identify strategies and define activities for the overall improvement of student's achievement and development. The improvement strategies are identified using data from K-PREP and MAP scores.

## **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 Elementary has had many notable achievements over the past several years. With current KPREP data, we are now a school that is needing improvement but is showing progress. In the area of Social Studies, Sinking Fork has had high achieving scores in the past three years with one of those years scoring a 100% with the new testing of the common core. On Demand writing also showed great gains with students scoring a 68.2%, the second highest in the district. This past year, Practical Living received the highest score in the district for elementary schools.

The following areas are currently being addressed for improvement:

- Increase the number of students scoring a proficient and distinguished in Math, reading, and Language Arts
- Teachers will further develop assessment for learning, student engagement and instructional strategies.
- Common Core alignment continues to be a focus for Professional Learning Communities
- Further implementation of current and additional intervention programs for students not reaching academic benchmarks
- Continue to develop and refine opportunities for students to grow and participate in Arts and Humanities as described in Program Review

## **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, Dance Team, 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.

DRAFT

# Sinking Fork CSIP 2013-2014

DRAFT

## Overview

### Plan Name

Sinking Fork CSIP 2013-2014

### Plan Description

DRAFT

## 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	All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$25000
2	All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$21300
3	100% of staff at Sinking Fork Elementary will be trained on Domain 2 and 3 of The Danielson Model by May 2014.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Sinking Fork Elementary will address areas for improvement as identified in the TELL KY survey results.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

### Measurable Objective 1:

45% of Third, Fourth and Fifth grade students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

### Strategy 1:

Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000	General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

### Strategy 2:

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000	General Fund	Professional Development Committee, Curriculum Specialist, and Principal

### Strategy 3:

Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000	District Funding	RTI Staff and Curriculum Specialist

### Strategy 4:

Professional Learning - This strategy will be implemented through instructional leadership of the IBC coach and Curriculum Specialist during weekly PLC's and professional learning opportunities presented after school.

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



## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Utilize the Instructional Behavioral Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, subject area teams, and whole school.	Professional Learning	08/14/2013	05/29/2014	\$0	No Funding Required	Principal, IBC Coach, and Curriculum Specialist
--	-----------------------	------------	------------	-----	---------------------	---

### Strategy 5:

Professional Learning Communities - Teachers will be engaged in horizontal and vertical weekly PLC's.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Deconstructing Standards - Teachers will work in grade level (horizontal) PLC's to deconstruct standards, develop appropriate learning targets and rigorous and relevant learning activities. Vertical PLCs – Administrators, school leaders, and teachers will utilize vertical PLCs to review all school data, determine areas of strength, and determine areas for improvement. Vertical PLCs will create findings and explore potential solutions.	Professional Learning	08/14/2013	05/29/2014	\$0	No Funding Required	Principal, IBC Coach, and Curriculum Specialist

## Goal 2: All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

### Measurable Objective 1:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

### Strategy 1:

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300	Booster Fund	Teachers and Curriculum Specialist

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

### Strategy 2:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

Activity - Program Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500	General Fund	Program Review Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500	General Fund	Writing Review Committee

### Strategy 3:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0	No Funding Required	Writing Review Committee and grade level writing teachers
--	--------------------------	------------	------------	-----	---------------------	---

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0	No Funding Required	Writing Review Committee and Grade Level Writing Teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000	General Fund	All Certified Teachers, Curriculum Specialist, and Principal

### Strategy 4:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000	General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Participate in aligned, research-based professional development on math practices and interventions.(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500	General Fund	Certified Math Teachers and Curriculum Specialist
<b>Activity - Analysis of Student Work/Learning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000	General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

### Strategy 5:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

<b>Activity - Analysis of student exposre, work, and participation in all areas of the Program Reveiw</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500	General Fund	Program Reveiw Commitee and Writing/Comm unication Committee

## Goal 3: 100% of staff at Sinking Fork Elementary will be trained on Domain 2 and 3 of The Danielson Model by May 2014.

### Measurable Objective 1:

collaborate to to gain an understanding of the framework provided by The Danielson Model and apply these concepts to enhance professional practices to help with student learning. by 05/29/2014 as measured by Professional Learning Communities, Staff Meetings, and Walkthroughs.

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

### Strategy 1:

Professional Development - Trainings will be given to faculty and staff on domain 2 and 3 of The Danielson Model.

Activity - Professional Learning Communities and Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's and Faculty Meetings	Professional Learning	01/06/2014	05/29/2014	\$0	No Funding Required	Principal

## Goal 4: Sinking Fork Elementary will address areas for improvement as identified in the TELL KY survey results.

### Measurable Objective 1:

collaborate to identify specific strategies and address the needs for school improvement as described by the TELL KY survey by 05/29/2014 as measured by future TELL Survey data and information gathered from committee meeting minutes..

### Strategy 1:

Committee Development - Teachers will be appointed to a committee which will allow committee chairs to voice concerns to the SBDM council

Activity - School Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committees will be established with monthly meetings being held to address school needs. Committee chairs will report monthly to the SBDM council. All teachers will be assigned to at least one committee.	Policy and Process	08/14/2013	05/29/2014	\$0	No Funding Required	Principal, IBC Coach, Curriculum Specialist, Teachers and Staff.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Centers	Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300	Teachers and Curriculum Specialist
<b>Total</b>					\$3300	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Process	Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500	Program Review Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.
Math Professional Development	Participate in aligned, research-based professional development on math practices and interventions.(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500	Certified Math Teachers and Curriculum Specialist

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Analysis of Student Work/Learning	Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal
Classroom Activities	<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff
Analysis of student exposure, work, and participation in all areas of the Program Review	Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500	Program Review Committee and Writing/Communication Committee
Analysis of Student Work and Learning	Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000	All Certified Teachers, Curriculum Specialist, and Principal
Professional Development: Effective Implementation of Standards	Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000	Professional Development Committee, Curriculum Specialist, and Principal

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Writing/Communication Review Process	School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500	Writing Review Committee
Math Resources	Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000	All Certified Math Teachers, Curriculum Specialist, and Principal
<b>Total</b>					<b>\$33000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing/Communication Program Review	School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0	Writing Review Committee and grade level writing teachers
Professional Learning	Utilize the Instructional Behavioral Coach and Curriculum Specialist to provide point of need professional development through individual coaching, small groups, grade level teams, subject area teams, and whole school.	Professional Learning	08/14/2013	05/29/2014	\$0	Principal, IBC Coach, and Curriculum Specialist
Professional Learning Communities	Deconstructing Standards - Teachers will work in grade level (horizontal) PLC's to deconstruct standards, develop appropriate learning targets and rigorous and relevant learning activities. Vertical PLCs – Administrators, school leaders, and teachers will utilize vertical PLCs to review all school data, determine areas of strength, and determine areas for improvement. Vertical PLCs will create findings and explore potential solutions.	Professional Learning	08/14/2013	05/29/2014	\$0	Principal, IBC Coach, and Curriculum Specialist
School Committees	Committees will be established with monthly meetings being held to address school needs. Committee chairs will report monthly to the SBDM council. All teachers will be assigned to at least one committee.	Policy and Process	08/14/2013	05/29/2014	\$0	Principal, IBC Coach, Curriculum Specialist, Teachers and Staff.
Professional Learning Communities and Faculty Meetings	PLC's and Faculty Meetings	Professional Learning	01/06/2014	05/29/2014	\$0	Principal



## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Literacy Resources/Support	Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0	Writing Review Committee and Grade Level Writing Teachers
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max, READ 180, and System 44	Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000	RTI Staff and Curriculum Specialist
<b>Total</b>					\$10000	

## KDE Needs Assessment

## **Introduction**

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

DRAFT

## Data Analysis

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

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

After Sinking Fork's 2012-2013 K-PREP data analysis. We found the data bulleted below to be areas of concern for our school.

\* Sinking Fork Elementary overall Accountability Performance was 53.8% which places our school in the classification of "Needs Improvement/Progressing".

\* Sinking Fork Elementary must make a 10.5 gain to meet the 2014 Annual Measurable Objective Goal of 52.1.

\*Sinking Fork's combined Reading and Math - Percentage/Distinguished - shows over a twenty five point gap between our White and African American Students.

\* Sinking Fork's Percentage of Proficient/Distinguished in Reading - shows 58.7% in 3rd grade, 29.8% in 4th grade, and 47.3% in 5th Grade.

\* Sinking Fork's Percentage of Proficient/Distinguished in Math - shows 56.5% in 3rd grade, 19.1% in 4th grade, and 38.2% in 5th Grade.

\* Sinking Fork had 48.9% novice in fourth grade reading.

\* 57.7% of 4th grade male students scored Novice.

\* 65.2% of Sinking Fork's Novices were African American

## 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?**

\* Sinking Fork's third grade reading scores in percentage proficient/distinguished were 58.7% which is above the district average of 47.4%.

\* Sinking Fork's third grade math scores in percentage proficient/distinguished were 56.5% which is above the district average of 45.6%.

Actions Sinking Fork is implementing to sustain the areas of strength:

\* We are continuing to departmentalize so that teachers become experts in their content area.

\* Teachers offer hand-on activities using a variety teaching strategies

\* Weekly fluency checks are given to all third through fifth grade students

\* Sinking Fork has purchased new research based reading and math programs to use with our students

\* New research based programs are being utilized for RTI students.

\* We have scheduled uninterrupted blocks of time for math and reading content areas.

\* Teachers are analyzing MAP scores and creating common assessments for planning purposes during PLC's

\* Professional Learning Communities will address providing appropriate, differentiated instruction through classroom instruction in order to reduce the number of students requiring more intense interventions

## Opportunities for Improvement

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

Sinking Fork found that Opportunities for improvement are:

\* Decrease the percentage of novice in fourth grade reading. Of the percentage novice, 65.2% of these students were African Americans.

Actions Sinking Fork is implementing to sustain the areas of strength:

- \* We are continuing to departmentalize so that all teachers can become experts in their content area.
- \* Teachers offer hand-on activities using a variety teaching strategies.
- \* Weekly fluency checks are given to all third through fifth grade students.
- \* Sinking Fork has purchased new research based reading and math programs to use with our students.
- \* New researched based programs are being utilized for our RTI students.
- \* Scheduling uninterrupted blocks of time for math and reading content areas.
- \* Teachers are analyzing MAP scores and creating common assessments for planning purposes during PLC's.

## **Conclusion**

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

Our SBDM has met to establish areas of need and concern. Our third, fourth, and fifth grade students are departmentalized and receiving uninterrupted blocks of instructional time. Teachers are working together during weekly PLC's to collaborate and plan activities and create common assessments. We are implementing CAFÉ and Daily 5 along with Math Workshop while offering continuous professional learning opportunities to our teachers. Students falling below the 20th percentile in reading and math are receiving additional instruction and being benchmarked and progress monitored through Read 180, System 44, and Moby Max.

DRAFT

## KDE Assurances - School

DRAFT



## Introduction

KDE Assurances - School

DRAFT

**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	On Growth day, the school conducted a comprehensive needs assessments based on data received from KPREP.	

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 Professional Learning Communities and staff meeting are used to strengthen core academic programs at Sinking Fork Elementary.	

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	Sinking Fork uses RTI to provide additional instruction for students experiencing difficulty in academic standards.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Teachers at Sinking Fork must have a current Kentucky Teaching certificates. Each teacher must keep their certificate up to date according to the Kentucky Department of Education.	

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		

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

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	Throughout the year, there are many opportunities for parents to get involved at Sinking Fork. Reading Night, Lunch and Learn and Math Night are a few that is held each year. Parent Compact and The Parent Involvement Policy is sent home at the beginning of the year and evaluated when returned.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Professional Development was held prior to school starting for 2013-2014 as well as throughout the year for staff members at Sinking Fork.	

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	The CSIP is updated annually with progress notes added throughout the year.	

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.	Yes		

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 an ongoing process at Sinking Fork based on the needs of our students. Weekly PLC's are used to look at data and develop the appropriate instructional strategies need for those students.	

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

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		

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.	Yes	Students are progress monitored through our RTI program as well as our MAP data at Sinking Fork. We use the results to improve instruction for each individual student.	

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.	Yes		

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.	Yes		

# Comprehensive School Improvement Plan

Sinking Fork Elementary 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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who 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	<a href="http://sinkingforkelem.ky.cce.scholinsites.com/?PageName='Forms'&amp;iSection='Administrative'&amp;CorrespondingID='0'">http://sinkingforkelem.ky.cce.scholinsites.com/?PageName='Forms'&amp;iSection='Administrative'&amp;CorrespondingID='0'</a>	

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	If we had that issue they would be notified, currently all teachers are highly qualified.	

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		

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

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.	Yes		

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	Yes		

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		

# Title I Schoolwide Diagnostic

DRAFT

## **Introduction**

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

DRAFT



## Component 1: Comprehensive Needs Assessment

### Comprehensive Needs Assessment

**Goal 1:**

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

**Measurable Objective 1:**

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

**Strategy1:**

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Reveiw Committee

Activity - Program Reveiw Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Reveiw Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

**Strategy2:**

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each childs acadmeic learning ability and learning style in the content areas of ELA and math.

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

### Strategy3:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

## Strategy4:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

Activity - Analysis of student expose, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

## Strategy5:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions. (Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

**Goal 2:**  
All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

**Measurable Objective 1:**  
45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

**Strategy1:**  
Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

**Strategy2:**  
Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/15/2012	05/31/2013	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

### Strategy3:

Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

### Narrative:

Sinking Fork looked at KPREP data to help with the Comprehensive Needs Assessment. When looking at the data, 4th grade (currently in

5th) is top priority at Sinking Fork. Different strategies are laid out in the CSIP to help address the needs identified through the data received.

DRAFT

## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

#### Goal 1:

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

#### Measurable Objective 1:

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

#### Strategy1:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions.(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

## Strategy2:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

## Strategy3:

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.



# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

## Strategy4:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

## Strategy5:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Review Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Reveiw Committee

**Goal 2:**  
All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

**Measurable Objective 1:**  
45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

**Strategy1:**  
Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

**Strategy2:**  
Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

### Strategy3:

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

### Component 3: Instruction By Highly Qualified Teachers and Paraeducators

#### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**

100% of staff at Sinking Fork Elementary will be trained on Domain 2 and 3 of The Danielson Model by May 2014.

**Measurable Objective 1:**

collaborate to to gain an understanding of the framework provided by The Danielson Model and apply these concepts to enhance professional practices to help with student learning. by 05/29/2014 as measured by Professional Learning Communities and Staff Meetings.

**Strategy1:**

Professional Development - Trainings will be given to faculty and staff on domain 2 and 3 of The Danielson Model.

Research Cited:

Activity - Professional Learning Communities and Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's and Faculty Meetings	Professional Learning	01/06/2014	05/29/2014	\$0 - No Funding Required	Principal

## Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

### High Quality Professional Development for Principals, Teachers, and Paraprofessionals

**Goal 1:**

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

**Measurable Objective 1:**

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

**Strategy1:**

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

**Strategy2:**

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas.

Research Cited: Program Review Documentation and Assist

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

### Strategy3:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Review Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Review Committee

### Strategy4:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

## Strategy5:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions.(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

**Goal 2:**  
All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

**Measurable Objective 1:**  
45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

**Strategy1:**  
Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

**Strategy2:**  
Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)



# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

### Strategy3:

Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

### Goal 3:

100% of staff at Sinking Fork Elementary will be trained on Domain 2 and 3 of The Danielson Model by May 2014.

### Measurable Objective 1:

collaborate to to gain an understanding of the framework provided by The Danielson Model and apply these concepts to enhance

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

---

professional practices to help with student learning. by 05/29/2014 as measured by Professional Learning Communities and Staff Meetings.

### Strategy1:

Professional Development - Trainings will be given to faculty and staff on domain 2 and 3 of The Danielson Model.

Research Cited:

Activity - Professional Learning Communities and Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's and Faculty Meetings	Professional Learning	01/06/2014	05/29/2014	\$0 - No Funding Required	Principal

DRAFT

## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

#### Goal 1:

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

#### Measurable Objective 1:

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

#### Strategy1:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Writing/Communication Program Reviw	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

## Strategy2:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions.(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

## Strategy3:

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

## Strategy4:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Reviw Committee

Activity - Program Reviw Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Reviw Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

## Strategy5:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Reviw Documentation and Assist

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

## Goal 2:

All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

## Measurable Objective 1:

45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

## Strategy1:

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

## Strategy2:

Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

### Strategy3:

Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

### Goal 3:

100% of staff at Sinking Fork Elementary will be trained on Domain 2 and 3 of The Danielson Model by May 2014.

### Measurable Objective 1:

collaborate to to gain an understanding of the framework provided by The Danielson Model and apply these concepts to enhance

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

---

professional practices to help with student learning. by 05/29/2014 as measured by Professional Learning Communities and Staff Meetings.

### Strategy1:

Professional Development - Trainings will be given to faculty and staff on domain 2 and 3 of The Danielson Model.

Research Cited:

Activity - Professional Learning Communities and Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's and Faculty Meetings	Professional Learning	01/06/2014	05/29/2014	\$0 - No Funding Required	Principal

DRAFT



**Component 6: Parent Involvement**

**Parent Involvement**

**Goal 1:**

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

**Measurable Objective 1:**

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

**Strategy1:**

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions.(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

## Strategy2:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

## Goal 2:

All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

## Measurable Objective 1:

45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

## Strategy1:

Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

DRAFT

## Component 7: Transition to Kindergarten

### Transition to Kindergarten

**Goal 1:**

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

**Measurable Objective 1:**

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

**Strategy1:**

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

**Strategy2:**

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills.

Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

### Strategy3:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

<b>Activity - Math Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Participate in aligned, research-based professional development on math practices and interventions. (Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

<b>Activity - Math Resources</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

DRAFT

**Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction**

**Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction**

**Goal 1:**

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

**Measurable Objective 1:**

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

**Strategy1:**

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

<b>Activity - Analysis of student exposure, work, and participation in all areas of the Program Review</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

**Strategy2:**

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Reveiw Committee

Activity - Program Reveiw Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Reveiw Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

**Goal 2:**  
All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

**Measurable Objective 1:**  
45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

**Strategy1:**  
Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

**Strategy2:**



# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

DRAFT

## Component 9: Activities to Ensure that Students Meet State Academic Standards

### Activities to Ensure that Students Meet State Academic Standards

**Goal 1:**

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

**Measurable Objective 1:**

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

**Strategy1:**

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

**Goal 2:**

All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

**Strategy1:**

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

## Strategy2:

Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

**Goal 1:**

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

**Measurable Objective 1:**

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

**Strategy1:**

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

**Strategy2:**

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas.

Research Cited: Program Review Monitoring and KPREP

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Review Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Review Committee

### Strategy3:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

## Strategy4:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions. (Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

## Goal 2:

All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

## Measurable Objective 1:

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

### Strategy1:

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

### Strategy2:

Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

### Strategy3:

Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist



# School Safety Diagnostic

DRAFT

## **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.

DRAFT

### School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 9th, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 9th, 2013	

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	September 9th, 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?	No	It was reviewed with faculty and staff after SBDM approved the new EMP.	

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		

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	10/08/2013	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

# Compliance and Accountability - Elementary Schools

DRAFT

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. 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.

DRAFT

## Planning and Accountability Requirements

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

**Goal 1:**

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

**Measurable Objective 1:**

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

**Strategy1:**

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Reveiw Committee

Activity - Program Reveiw Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Reveiw Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

**Strategy2:**

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions. (Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

### Strategy3:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers



# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

## Strategy4:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

## Strategy5:

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

**Goal 2:**  
All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

**Measurable Objective 1:**  
45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

**Strategy1:**  
Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

**Strategy2:**  
Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

**Strategy3:**

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/14/2013	05/29/2014	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

**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 averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

## Measurable Objective 1:

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

## Strategy1:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions.(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

## Strategy2:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Review Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Review Committee

### Strategy3:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

### Strategy4:

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

## Strategy5:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

All children were screened for kindergarten readiness.

## Goal 1:

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

## Measurable Objective 1:

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

## Strategy1:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Monitoring and KPREP

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Review Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Review Committee

## Narrative:

Yes, All kindergarten were screened using the Brigance Screen

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

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

## Goal 1:

All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

## Measurable Objective 1:

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

## Strategy1:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Writing/Communication Program Reviw	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers



# Comprehensive School Improvement Plan

Sinking Fork Elementary School

## Strategy2:

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

## Strategy3:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas.

Research Cited: Program Review Monitoring and KPREP

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Review Committee

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Review Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

## Strategy4:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

## Strategy5:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions. (Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

## Goal 2:

All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

## Measurable Objective 1:

45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

## Strategy1:

Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

## Strategy2:

Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

**Strategy3:**

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/15/2012	05/31/2013	\$5000 - General Fund	Professioanl Development Committee, Curriculum Specialist, and Principal

**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 averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

## Measurable Objective 1:

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

## Strategy1:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee

## Strategy2:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.

Research Cited: KPREP

Activity - Literacy Resources/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions (see KDE's literacy page for the Literacy Plan, Literacy Central, Literacy PERKS) in research-based professional development for literacy supports/interventions across the curriculum	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and Grade Level Writing Teachers

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Writing/Communication Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$0 - No Funding Required	Writing Review Committee and grade level writing teachers

Activity - Analysis of Student Work and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements and make necessary grade level or school wide adjustments to practice, if needed.	Academic Support Program	08/14/2013	05/29/2014	\$10000 - General Fund	All Certified Teachers, Curriculum Specialist, and Principal

### Strategy3:

Differentiation - All students will be instructed on Common Core Standards and apply their knowledge through lessons and activities that are rigorous and relevant to each child's academic learning ability and learning style in the content areas of ELA and math.

Research Cited: MAP scores, READ 180, System 44, Moby Max, Study Island, Common Assessments, Teacher Assessments and K-PREP Data.

Activity - Classroom Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embedded into the centers. Teachers will utilize Blooms Taxonomy, DOK, CIITS, Thoughtful Education, and other resources. Teachers will collaborate with other teachers of the same content area during our weekly PLC's to discuss and plan effective centers to use during classroom instruction.	Direct Instruction	08/14/2013	05/29/2014	\$3300 - Booster Fund	Teachers and Curriculum Specialist

### Strategy4:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all content areas.

Research Cited: Program Review Monitoring and KPREP

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Writing/Communication Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School has developed a school wide writing plan with an emphasis on a monthly writing day for students K-5th. School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/14/2013	05/29/2014	\$500 - General Fund	Writing Reveiw Committee

Activity - Program Reveiw Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other evidence to determine if the plans (Arts and Humanities, Career Studies, and Practical Living) should be revised or updated	Policy and Process	08/14/2013	05/29/2014	\$500 - General Fund	Program Reveiw Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellness Teacher, and Writing Teacher.

## Strategy5:

Math Initiative - The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students have an understanding of the quantitative, verbal and symbolic aspects of numbers.

Research Cited: KPREP

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/14/2013	05/29/2014	\$1000 - General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

Activity - Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS and other online resources in iTunesU (materials designed by KY teachers)	Direct Instruction	08/14/2013	08/29/2014	\$3000 - General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional development on math practices and interventions.(Resources: The KCM (Kentucky Center for Mathematics) and Math Teacher Leader Networks)	Direct Instruction	08/14/2013	05/29/2014	\$1500 - General Fund	Certified Math Teachers and Curriculum Specialist

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

All students will increase achievement so that the achievement gap decreases from 31.4% in 2013 to 65.4% in 2017 as measured by KPREP.

**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/29/2014 as measured by MAP, K-PREP, READ 180, System 44, Moby Max, Common Assessments, and Teacher Assessments.

**Strategy1:**

Progress Monitoring - Through the work of PLCs and grade level/team meetings, all classroom teachers will be trained on how to utilize data and progress monitor based on district and state Kentucky System of Interventions (KSI/RTI) guidelines.

Research Cited: Successful analysis and use of progress monitoring (RIT)

Activity - Moby Max, READ 180, and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students falling below the 20th percentile in reading and math will receive supplemental reading and math instruction using research based programs three days per week. Moby Max, READ 180, and System 44 will be used to benchmark and progress monitor all identified students. The benchmark will be given Fall, Winter, and Spring and progress monitoring will occur every three weeks.	Direct Instruction	08/14/2013	05/29/2014	\$10000 - District Funding	RTI Staff and Curriculum Specialist

**Strategy2:**

Professional Development for Closing Gaps - Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies. Leadership will ensure consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability.

Research Cited: KPREP



# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Professional Development: Effective Implementation of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will provide effective professional development to ensure effective implementation of the standards using multiple teaching strategies.	Professional Learning	08/15/2012	05/31/2013	\$5000 - General Fund	Professional Development Committee, Curriculum Specialist, and Principal

### Strategy3:

Best Practices and Sustainability - Through the work of Professional Learning Communities (PLC), leadership, teachers, and staff will identify and plan utilization of best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies and ensure classroom strategies are implemented with fidelity and effective in closing gaps and improving student outcomes. Leadership will provide specific feedback to teachers on implementation based on student data will create a culture of fidelity and sustainability.

Research Cited: MAP, READ 180, System 44, Moby Max, Study Island, K-PREP, Common Assessments, and Teacher Assessments

Activity - Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will show forward progress in math and reading common assessments. Study Island progress monitoring and benchmarking through the use of Moby Max, READ 180, and System 44 used in RTI services.</p> <p>All students reading and math levels will show one year growth as evidenced by the MAP assessment given in March. Teachers will use a variety of strategies to teach core content and allow multiple opportunities to learn.</p> <p>All students work in grades 3-5 will reflect an increase in their math and reading skills. Assessments will be timed and include multiple choice, Short answers and Extended Responses.</p> <p>All students math and reading levels will increase from previous scores as evidenced by common assessments, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiated instruction.</p>	Direct Instruction	08/14/2013	05/29/2014	\$10000 - General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

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 averaged reading and math K-Prep scores from a 41.6% in 2013 to 70.1% in 2017

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

## Measurable Objective 1:

52% of All Students will demonstrate a proficiency for grade level reading and in Mathematics by 05/29/2014 as measured by K-PREP Scores.

## Strategy1:

Collection and Use of Data for School Improvement: Program Reviews - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Research Cited: Program Review Documentation and Assist

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/14/2013	05/29/2014	\$1500 - General Fund	Program Review Committee and Writing/Communication Committee