



Comprehensive School Improvement Plan

Sinking Fork Elementary School
Christian County School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Sinking Fork Elementary School is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles and is the 10th largest school district in the state of Kentucky. Sinking Fork is one of ten elementary schools in Christian County.

Sinking Fork 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 357 and is reflective of the large diverse Christian County community. 57 percent of the schools population is Caucasian, 38 .5 percent is African American, .9 percent Hispanic, .3 percent Asian, .3 percent Pacific Islander, and 2.5 percent are two or more. Over 68 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.

There are few opportunities for elementary students to compete. However, our students have participated in various local and regional competitions: Our STLP (Student Technology Leadership Program) participated in the Murray State University Fall Showcase and our fourth and fifth grade students will participate in the school-wide 4-H speech competition and hopefully advance to the county-wide speech competition. We had five students from Sinking Fork selected to participate in the District -Wide Choir, and we have students who participate in a local art contest offered through the Hopkinsville Community College,

We have various extra-curricular activities for students such as: the Gifted and Talented Program, Panther Choir, Drama Club, Art Club, K-Kids, Green Team, STLP, Career Fair, Family Reading Nights, Duke Talent Search, Jr. Pro Basketball, District Choir, Accelerated Reader, and MVR (Most Valuable Reader).

Additional Information

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

The SBDM committee met on October 9, 2012 to review the Comprehensive planning process and form two subcommittees. The two subcommittees were formed to address the state goals for Gap and Proficiency. Over the course of the following months, subcommittee chairs met together to develop the district goals that will be submitted to the Board of Education on January 17, 2013 for approval. Sinking Fork's SBDM approved and submitted the school's CSIP on January 30, 2013. The approved CSIP will be posted on the school's website for community review on February 1, 2013.

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

After Sinking Fork's 2011/2012 K-PREP data analysis. We found the data bulleted below to be areas of concern for our school.

- * Sinking Fork Elementary's overall Accountability Performance was 51.4 which places our school in the classification of "Needs Improvement".

- * Sinking Fork Elementary must make a 1.0 gain to meet the 2013 Annual Measurable Objective Goal of 52.4.

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

- * Sinking Fork's Percentage of Proficient/Distinguished in Reading - shows 28.9% in 3rd grade, 46.9% in 4th grade, and 50% in 5th Grade.

- * Sinking Fork's Percentage of Proficient/Distinguished in Math - shows 33.3% in 3rd grade, 28.1% in 4th grade, and 45.2% in 5th Grade.

- * Sinking Fork had 57.8% novice in third grade reading.

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 fourth grade reading scores in percent proficient/distinguished were at the 50th percentile which is above the district average of 43.4% and the state average 47%.

* Sinking Fork's fifth grade reading scores in percentage proficient/distinguished were 49.2% which is above the district average of 41.9% and the state average 47.5%.

* Sinking Fork's fifth grade math scores in percentage proficient/distinguished were 44.1% which is above the district average of 37.9% and the state average 38.9%.

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.

* Additional staff has been hired to work with our RTI students.

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

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

* Professional Learning Communities will address providing appropriate, differentiated instruction through Tier1 (core) 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 third grade reading. Of the percentage novice, 79.2% of these students were males.

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.
- * Additional staff has been hired to work with our RTI students.
- * Scheduling uninterrupted blocks of time for math and reading content areas.
- * Teachers are analyzing MAP scores and 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 fourth and fifth grade students are now rotating through content area teachers and receiving uninterrupted blocks of instructional time. Teachers are working together during weekly PLC's to collaborate and plan activities and assessments. We are utilizing our new reading series and offering PD to our teachers. Students falling below the 20th percentile in reading and math are receiving additional instruction and being benchmarked and progress monitored through Aims Web.

CSIP Completed to Submit

Overview

Plan Name

CSIP Completed to Submit

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 40.1% in 2012 to 70.1% in 2017	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$21300
2	All students will increase achievement so that the achievement gap decreases from 30.8% in 2012 to 65.4% in 2017 as measured by KPREP.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$25000

Goal 1: All students at Sinking Fork Elementary will increase the averaged reading and math K-Prep scores from a 40.1% in 2012 to 70.1% in 2017

Measurable Objective 1:

46% of Third, Fourth and Fifth grade students will Demonstrate a proficiency for grade level reading and in Mathematics by 05/31/2013 as measured by K-PREP Scores.

Strategy 1:

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	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	08/15/2012	05/31/2013	\$10000	General Fund	All Certified Teachers, Curriculum Specialist, and Principal
Activity - Writing/Communication Program Reveiw	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/15/2012	05/31/2013	\$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	08/15/2012	05/31/2013	\$0	No Funding Required	Writing Review Committee and Grade Level Writing Teachers

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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 Documentation and Assist

Activity - Analysis of student exposure, work, and participation in all areas of the Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet to analyze student evidence, exposure and learning to determine instructional improvements in music, visual art, and drama.	Academic Support Program	08/15/2012	05/31/2013	\$1500	General Fund	Program Review Committee and Writing/Communication Committee

Strategy 3:

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	08/15/2012	05/31/2013	\$3000	General Fund	All Certified Math Teachers, Curriculum Specialist, and Principal

Activity - Analysis of Student Work/Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/15/2012	05/31/2013	\$1000	General Fund	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal

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Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/15/2012	05/31/2013	\$1500	General Fund	Certified Math Teachers and Curriculum Specialist

Strategy 4:

Differentiation - All students will be instructed on core content 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, AIMS Web, Study Island, Common Assessments, Teacher Assessments and K-PREP

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	08/15/2012	05/31/2013	\$3300	Booster Fund	Teachers and Curriculum Specialist

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 content 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
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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	08/15/2012	05/31/2013	\$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 team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/15/2012	05/31/2013	\$500	General Fund	Writing Review Committee

Goal 2: All students will increase achievement so that the achievement gap decreases from 30.8% in 2012 to 65.4% in 2017 as measured by KPREP.

Measurable Objective 1:

35% of Third, Fourth and Fifth grade students will Demonstrate a proficiency by closing the Gaps in reading and in Mathematics by 05/31/2013 as measured by MAP, K-PREP, Aims Web, Common Assessments, and Teacher Assessments.

Strategy 1:

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
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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
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Strategy 2:

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, Aims Web, 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 a math based on common assessments, Study Island progress monitoring and benchmarking through the use of Aims Web, and RTI.</p> <p>All students 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 skills. Assessments will be timed and include multiple choice, ORQ's, and Constructed Responses.</p> <p>All students work in grades 3-5 will reflect a years increase in math skills from previous scores as evidenced by monthly learning measures and yearly KPREP assessment.</p> <p>All students math level will increase from previous scores as evidenced by monthly learning measures, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiation instruction.</p>	Direct Instruction	08/08/2012	05/31/2013	\$10000	General Fund	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff

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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 - AIMS Web	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. AIMS Web 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	09/17/2012	05/31/2013	\$10000	District Funding	RTI Staff and Curriculum Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AIMS Web	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. AIMS Web 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	09/17/2012	05/31/2013	\$10000	RTI Staff and Curriculum Specialist
Total					\$10000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing/Communication Review Process	School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/15/2012	05/31/2013	\$500	Writing Reveiw Committee
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	08/15/2012	05/31/2013	\$1500	Certified Math Teachers and Curriculum Specialist
Program Reveiw 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	08/15/2012	05/31/2013	\$500	Program Reveiw Committee, SBDM Committee, Arts & Humanities Teachers, Practical Living/Wellne ss Teacher, and Writing Teacher.

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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	08/15/2012	05/31/2013	\$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	08/15/2012	05/31/2013	\$5000	Professional Development Committee, Curriculum Specialist, and Principal
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	08/15/2012	05/31/2013	\$3000	All Certified Math Teachers, Curriculum Specialist, and Principal
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	08/15/2012	05/31/2013	\$1500	Program Review Committee and Writing/Communication Committee

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Classroom Activities	<p>All students will show forward progress in a math based on common assessments, Study Island progress monitoring and benchmarking through the use of Aims Web, and RTI.</p> <p>All students 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 skills. Assessments will be timed and include multiple choice, ORQ's, and Constructed Responses. All students work in grades 3-5 will reflect a years increase in math skills from previous scores as evidenced by monthly learning measures and yearly KPREP assessment.</p> <p>All students math level will increase from previous scores as evidenced by monthly learning measures, K-PREP, and district assessment tool.</p> <p>All students work will reflect strategies for rigorous and relevant work using differentiation instruction.</p>	Direct Instruction	08/08/2012	05/31/2013	\$10000	Classroom Teacher, Curriculum Specialist, RTI and RTA Staff
Analysis of Student Work/Learning	Teachers and leaders make instructional planning adjustments, if needed, based on student evidence	Academic Support Program	08/15/2012	05/31/2013	\$1000	Certified Math Teachers, RTI Math Teachers, Curriculum Specialist, and Principal
Total					\$33000	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Classroom Centers	Teachers will include hands-on classroom centers into weekly instruction to allow for differentiation. Technology and real world connections will be embeded 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	08/15/2012	05/31/2013	\$3300	Teachers and Curriculum Specialist
Total					\$3300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing/Communication Program Reveiw	School team meets to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans	Academic Support Program	08/15/2012	05/31/2013	\$0	Writing Review Committee and grade level writing teachers
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	08/15/2012	05/31/2013	\$0	Writing Review Committee and Grade Level Writing Teachers
Total					\$0	