



# **Comprehensive School Improvement Plan**

**Sinking Fork Elementary School**  
**Christian County**

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## **Introduction**

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.                      *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.                      **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).                      Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		SSchool_Equity_Diagnostic 2016

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

All school and district policies and procedures are aligned with the Kentucky Revised Statutes. The goal of Sinking Fork Elementary is to ensure highly effective teachers who hold the correct Kentucky certification. The school will ensure teachers receive adequate professional development and mentoring programs to increase teacher retention.

Sinking Fork currently has 83.87% with 4 years or more teaching experience. Sinking Fork has 1 teacher completing KTIP during the 2016-2017 school year. School administration assigns teacher mentors for new teachers to the school/district that are not a part of the KTIP process. This practice is an outgrowth of the PLC process. Teacher support is a main focus to retain experienced teachers at Sinking Fork Elementary.

Data indicates only 3% of Sinking Fork Elementary teachers have obtained National Board Certification. This number is reflective of the district's 1.93% of teachers who hold a National Board Certified certificate. This is an area of growth and development that will be addressed in the school CSIP and district CDIP.

Sinking Fork's principal has 10 plus years of experience and serves as a mentor for the Assistant principal who has one year of experience. Administrators receive support in district Administrator Academies, Assistant Principal Academies, and collaborative Planning sessions.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

- Teacher preparation to meet diverse learner needs
- Number of National Board Certified teacher applicants

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equity_Goals Sinking Fork 2016

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

## **Goal 1:**

2016-2017- Sinking Fork Elementary will increase its combined reading and math proficiency from 45% in 2015-2016 to 71.2% by May 2019 as measured by the state assessment results.

## **Measurable Objective 1:**

demonstrate a proficiency of 62.5% of all students in mastering content standards in Reading and 56.7% of all students in mastering content standards in Mathematics by 06/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

## **Strategy1:**

Planning Effective Instruction - Teachers will meet weekly through Professional Learning Communities with their coaches to increase their understanding of Common

Core Standards, pace and plan instruction, build assessments, examine the rigor of assignments, and analyze classroom data to monitor student progress.

Category: Continuous Improvement

Research Cited: DuFour- Professional Learning Communities at Work

# Comprehensive School Improvement Plan

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Activity - Making Meaning of Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Learning targets are constructed through discussions with Curriculum Specialist about what the work will look like for each standard .	Direct Instruction	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th Grade teachers will meet monthly to disaggregate unit Common Assessment data, putting it into a KPREP-like calculator and making "next step" decisions regarding reteaching standards not mastered.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Assistant Principal, Curriculum Specialist

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly Professional Learning Communities	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches, Guidance Counselor

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions, learning maps and formative assessments are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

## Strategy2:

Delivering Effective Instruction - This strategy focuses on the real time instruction delivered in the classroom. Classroom observation and coaching will occur to monitor the implementation of the planning discussed in strategy one. Monitoring of use of learning targets, pacing documents, lesson plans and High Impact Instruction Implementation will be included in this strategy.

Category: Continuous Improvement

Research Cited: Instructional Coaching by Jim Knight

# Comprehensive School Improvement Plan

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Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom visits by principal, Curriculum Specialist and district Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans. ELEOT observation tool will be used and data / feedback will be shared with the teachers.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

## Goal 2:

2016-2017 Sinking Fork Elementary will increase its combined reading and math proficiency for the non-duplicated gap group from 36.8% in 2015-2016 to 67% by May 2019 as measured by state assessments.

## Measurable Objective 1:

demonstrate a proficiency with 56.7% of third, fourth, fifth and sixth grade students in the non-duplicated GAP groups mastering content standards in Math by 05/31/2017 as measured by KPREP.

## Strategy1:

Math Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Continuous Improvement

Research Cited:

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Math Solutions Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0 - Grant Funds	Math Teacher Leaders-Ferrell, Sims

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's Math teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, IBC Coach, Curriculum Specialist, Math teachers, Math interventionist

# Comprehensive School Improvement Plan

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## Measurable Objective 2:

demonstrate a proficiency with 56.8% of Third, Fourth, Fifth and Sixth grade GAP students mastering content standards in Reading by 06/30/2017 as measured by by KPREP.

## Strategy1:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers

Activity - Professional Learning- Reading Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Reading Cohort Members- Dossett, Crabtree

## Goal 3:

2016-2017 Sinking Fork Elementary will decrease the percentage of students scoring at the novice level in Reading from 26.2% to 22.2% and Math from 19.4% to 16.3% by May 2019.

# Comprehensive School Improvement Plan

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## Measurable Objective 1:

demonstrate a proficiency by reducing the number of students scoring at the novice level in Reading and Math by 10% by 05/31/2017 as measured by KPREP.

## Strategy1:

Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited:

Activity - Math Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Science Assess Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork Teachers will participate in professional learning to make connections across content areas.	Professional Learning	08/08/2016	05/31/2017	\$0 - Grant Funds	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - Reading Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's content teachers will meet to analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

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

The CSIP committee consisted of the following members: The CSIP committee consisted of the following members: Administrators: Kathleen Caret and Leslie Lancaster, Guidance counselor: Natalie Westerfield, PK Teacher: Teresa Craft, K Teacher- Jana Crabtree, 1st grade teacher- Rebecca Gibson, 2nd Grade-Nancy Sims, 3rd grade teacher- Rebecca King, 4th Grade teacher- Lacey Ramirez, 5th grade teacher - Pam Dossett, 6th grade teacher- Tabitha Lykins, STEM teacher- Andi Bosar, FRYSC- Mary Lovelace, Intervention- Karen Grace, Parent- Wende Aldridge, Student- Addyson Fortin, Curriculum Specialist- Jill Colley

## Relationship Building

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

**Communications**

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

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

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

**Advocacy**

Overall Rating: 3.17

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

## Learning Opportunities

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

## Community Partnerships

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## Reflection

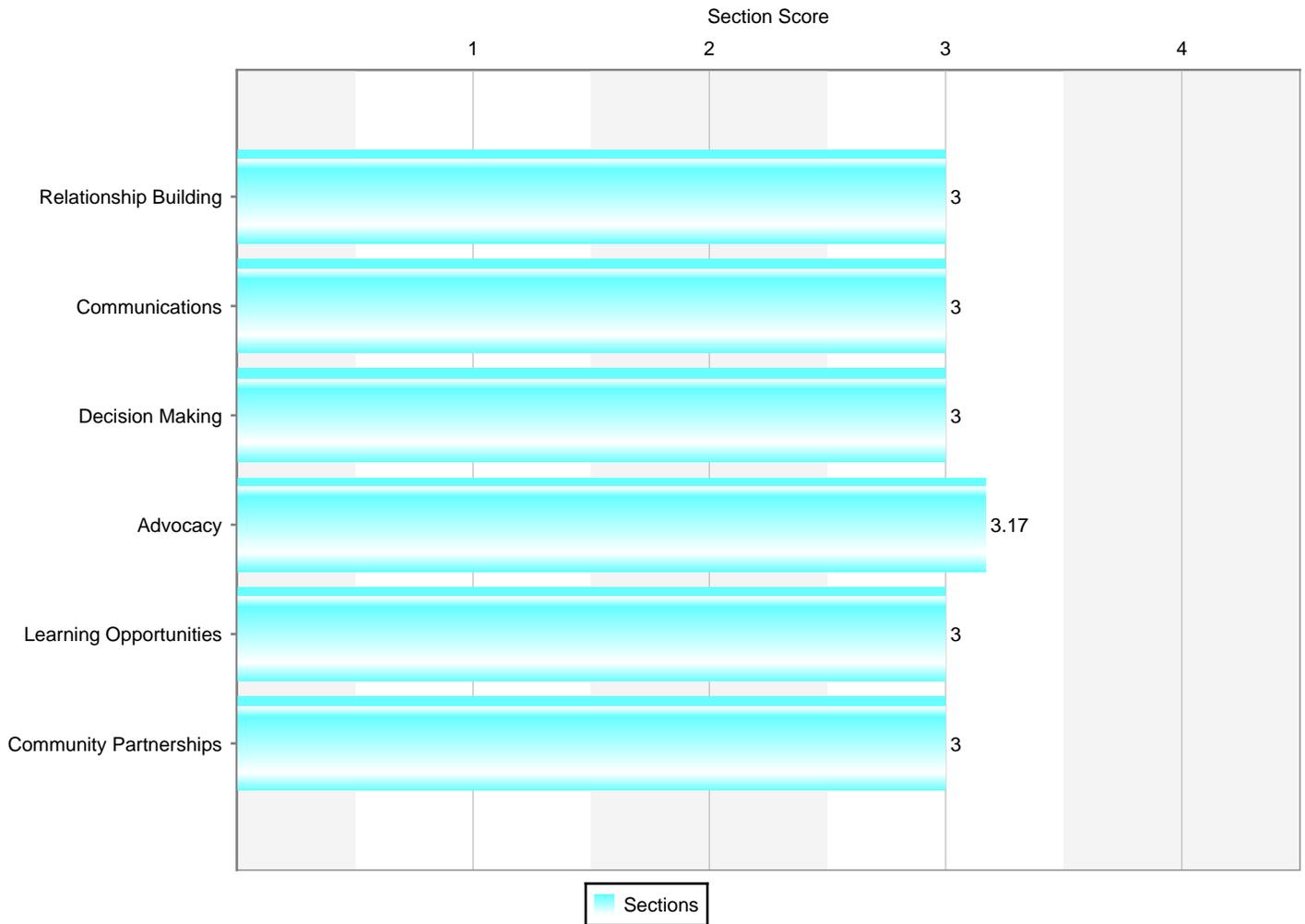
### **Reflect upon your responses to each of the Missing Piece objectives.**

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

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

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

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

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

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

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

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

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

# **Phase I - 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?**

What percentage of students in grades 3-6 scored novice, apprentice, proficient, and distinguished in reading, math, writing, science, and social studies on the K-PREP? What are our strengths and weaknesses?

Sinking Fork's Accountability Performance increased from the 2015 KPREP Overall Score of 62.8 to 67.1 in 2016. Sinking Fork is classified as a Needs Improvement/Progressing school.

Sinking Fork's 2016 KPREP Reading Data Indicates:

- 3rd grade Reading, 63.47% of our students scored Novice/ Apprentice
- 3rd grade Reading, 58.6% of Male students scored Novice/Apprentice
- 3rd grade Reading, 74.8% of our Free/reduced students scored Novice/Apprentice
- 3rd grade Reading, 74.8 of our students with a in the non-duplicated gap group scored Novice/Apprentice
  
- 4th grade Reading, 58.6% of our students scored Novice/ Apprentice
- 4th grade Reading, 65.5. % of Male students scored Novice/Apprentice (27.6% Apprentice)
- 4th grade Reading, 63.0% of our students with a in the Non-Duplicated gap group scored Novice/Apprentice
  
- 5th grade Reading, 50.8% of our students scored Novice/Apprentice
- 5th grade Reading, 65.5% of our Male students scored Novice/Apprentice (20% Novice)
- 5th grade Reading, 52.7% of our students with a in the Non-Duplicated gap group scored Novice/Apprentice
  
- 6th grade Reading, 49% of our students scored Novice/Apprentice
- 6th grade Reading, 48% of our Male students scored Novice/Apprentice (20% Novice)
- 6th grade Reading, 56.6% of our students with a in the Non-Duplicated gap group scored Novice/Apprentice

Sinking Fork's 2016 KPREP Math data indicates:

- 3rd grade Math, 64.4% of our students scored Novice/Apprentice
- 3rd grade Math, 58.6% of Male students scored Novice/Apprentice
- 3rd grade Math, 72.4% of Free and Reduced lunch students scored Novice/Apprentice

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

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-4th grade Math, 60.9% of our students scored Novice/Apprentice

-4th grade Math, 70% of Female students scored Novice/Apprentice

-4th grade Math, 72.4% of Free/Reduced lunch students scored Novice/Apprentice

-5th grade Math, 53.2% of our students scored Novice/Apprentice

-5th grade Math, 58 % of Male students scored Novice/Apprentice (50% Apprentice)

-5th grade Math, 68% of Free and Reduced lunch students scored Novice/Apprentice

-6th grade Math, 59.2% of our students scored Novice/Apprentice

-6th grade Math, 70.6 % of Male students scored Novice/Apprentice (41.2% Apprentice)

-6th grade Math, 71.1% of Free and Reduced lunch students scored Novice/Apprentice

### Writing

Males had the highest percentage in this content area with 82.1% scoring Novice/Apprentice

Language Mechanics our male students again had the highest percentage scoring Novice and Apprentice with 66.1 %.

The data indicates the need to more closely monitor our subpopulation groups( specifically our male students) through our MAP data, district benchmarks assessments,formative and common assessments. Through this monitoring, we will work to move our students into the proficiency category by individualizing instruction based on each students needs. Reading and Math continue to be areas of concern at Sinking Fork. Through job embedded professional development, staff will focus on differentiated instruction to improve the overall student achievement.

## **Areas of Strengths**

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

Sinking Fork's Accountability Performance increased from the 2016 KPREP Overall Score 62.8 to 67.1 in 2016. Sinking Fork moved Sinking Fork is classified as a progressing school even though we are in a Needs Improvement category. .

2016 KPREP data indicates Social Studies as one area of strength at Sinking Fork with overall achievement at 75%. Sinking Fork scored above the district in all subject areas. Sinking Fork continues to grow with a 4.4 gain from the previous school year.

## **Opportunities for Improvement**

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

#### Content

Math , Reading and Language Arts are areas that need improvements at Sinking Fork.

#### Reading Content

District supported programs such as IREAD, Read 180, and System 44 are being implemented K-6th to target students who struggle in reading content. These programs are used in addition to their core reading instruction. This is helping to ensure the targeted students are receiving extra Reading practice on specific skills that are tailored to fit Individual needs according to assessment data.

#### Math Content

During Professional Learning Communities and faculty meetings, math teachers will participate in working together to improve on instructional strategies that are congruent to the standards. Data from assessments (MAP, district benchmarks, Math Inventories and common assessments) will be used to help differentiate instruction based on individual needs. Progression documents and NWEA learning continuums will be used to implement instruction according to where the students are academically in math content. District supported programs such as Math 180 accompanied with school level programs like Do The Math and FASTMATH are being implemented K-6th to target students who struggle in math content. RTI teachers are working 3-5 days a week with Tier 2 and Tier 3 students in a small group setting to help with GAP areas in math. These students are progress monitored weekly/bi weekly to determine level of performance.

#### Writing

School wide writing days are being implemented once monthly with all teachers using the four square writing format. Teachers are receiving ongoing professional development on the writing process and implementation.

#### Gap Groups:

Two subpopulations are a trend when looking at GAPS for Sinking Fork. Males and free/reduced in reading and math.

Currently we are providing intervention services to the lowest 20% of each grade level in reading and math determined by reading and math MAP assessments, common assessments and district benchmarks. We have 3 tier levels, Tier 1 is serviced in the classroom, Tier 2 and 3 is a pullout program in a small group setting or 1to1 services provided to help in the content area. RTI monitoring is done every week/bi weekly with the RTI committee meeting monthly to look at progress and determine what students are showing growth and what students need further instruction. Each student will continue to receive interventions until the next assessment is administered. Data will then be looked at to determine if the student will remain receiving interventions or if they

are able to test out. Ongoing professional development will be held during Professional Learning Communities and faculty meetings to address our GAP area. GAP students are also provided adult mentors in the building to encourage those students and build relationships.

GAP group lunch bunch meetings are being held by the leadership team to encourage and review individual student goals.

## **Conclusion**

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

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

# **2016- 2017 Plan for Comprehensive School Improvement Plan**

## **Overview**

### **Plan Name**

2016- 2017 Plan for Comprehensive School Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.	Objectives: 2 Strategies: 8 Activities: 12	Organizational	\$2300
2	Sinking Fork Elementary will increase its combined reading and math proficiency from 45% in 2015-2016 to 71.2% by May 2019 as measured by the state assessment results.	Objectives: 1 Strategies: 8 Activities: 15	Organizational	\$20000
3	Sinking Fork Elementary will increase its combined reading and math proficiency for the non-duplicated gap group from 36.8% in 2015-2016 to 67% by May 2019 as measured by state assessments.	Objectives: 2 Strategies: 8 Activities: 22	Organizational	\$15150
4	Sinking Fork Elementary will decrease the percentage of students scoring at the novice level in Reading from 26.2% to 13.10% and Math from 19.4% to 9.7% by May 2019.	Objectives: 2 Strategies: 3 Activities: 12	Organizational	\$2400

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

### Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the districts strategic plan.

### Strategy 1:

Improve Working Conditions - Increase collegial collaboration time to build knowledge of Kentucky Core Academic Standards.

Category: Professional Learning & Support

Research Cited: Tell Survey Data

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC's by grade and content level, Faculty Meetings, Committee Meetings	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will participate in math core training and the Literacy Cohort to help build capacity within teachers.	Professional Learning	08/08/2016	05/31/2017	\$0	District Funding	Teachers-Crabtree, Dossett, Sims, Ferrell

### Strategy 2:

Managing Student Conduct - Utilizing district-support OCT requirements, teachers will proactively intervene with students exhibiting behavior problems.

Category: Management Systems

Activity - Code of Acceptable Behavior Presentations to Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Two times per year - 1st and 2nd semester - and after short breaks - Teachers will review the COAB Powerpoint with classroom students	Behavioral Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor
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Activity - PBIS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

Activity - Monitoring and reporting of data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Committee meets monthly to analyze Tyler Pulse data and reports to staff at monthly Faculty Meetings.	Behavioral Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

### Strategy 3:

Professional Book Read - All Sinking Fork teachers will read Teaching With Poverty In Mind (By Eric Jensen) and implement research-based best practice to provide a clear focus and vision for creating a school that improves the academic achievement and life readiness of economically disadvantaged students .

Category: Professional Learning & Support

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

All Sinking Fork teachers will read Teaching With Poverty In Mind (By Eric Jensen) and present in small groups on each chapter.	Professional Learning	11/28/2016	04/15/2017	\$500	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor, Grade Level Teacher leaders
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### Strategy 4:

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

Category: Continuous Improvement

Research Cited: TELL Survey Data

Activity - Watch DOGS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement	09/06/2016	06/30/2017	\$300	FRYSC	Principal, Curriculum Specialist, FRYSC

Activity - Family Academic Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent education to enhance parent knowledge of school initiatives	Parent Involvement	08/08/2016	06/30/2017	\$1500	Title I Schoolwide	Curriculum Specialist, Family Resource, Leadership Team

### Strategy 5:

Individual Learning Plans - Sixth grade students will be introduced to and complete the first steps in their Individual Learning Plans.

Category: Career Readiness Pathways

Research Cited: Kentucky's Career Readiness Pathways

Activity - Student ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	No Funding Required	6th grade teachers; Guidance Counselor
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### Strategy 6:

World Language - For nearly everyone in today's world , English is an absolute , but in America, English alone is not enough. Our country's geographic isolation and the global importance of English have contributed to our false sense of security in regard to our need for world language competence . To compete academically, economically and politically, and function successfully in a global society. American students need to be globally competent -and that means being able to communicate and interact effectively in at least one other language and culture.

Category: Career Readiness Pathways

Activity - Program Review Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with our community partnership , 3rd-6th grade students will be exposed to a foreign language and opportunities to learn sign language. Students will show their learning at the annual Holiday program in December and the end of year music program.	Career Preparation/Orientation	09/01/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Strategy 7:

PGES - Implementation and professional learning/ coaching using the Professional Growth and Effectiveness System for Teacher Evaluations though faculty meetings, small group meetings and individual coaching.

Category: Teacher PGES

Activity - Implement PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Professional Growth and Effectiveness System for Teacher Evaluations though faculty meetings, small group meetings and individual coaching.	Professional Learning, Recruitment and Retention	08/08/2016	05/30/2017	\$0	No Funding Required	Principal; Assistant Principal

### Measurable Objective 2:

collaborate to increase percentage of parents/guardians with Parent Portal access from 75% to 95% by 06/30/2017 as measured by Parent Portal access.

### Strategy 1:

Meaningful Communication - Establish regular, meaningful communication between home and school.

Category: Stakeholder Engagement

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Research Cited: The National PTA has also set the following National Standards for Parent/Family Involvement Programs.

Activity - Parent Portal Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parent training on accessing information within Parent Portal.	Parent Involvement	08/07/2015	05/31/2017	\$0	No Funding Required	Administrator s, teachers and staff

## Goal 2: Sinking Fork Elementary will increase its combined reading and math proficiency from 45% in 2015-2016 to 71.2% by May 2019 as measured by the state assessment results.

### Measurable Objective 1:

demonstrate a proficiency of 62.5% of all students in mastering content standards in Reading and 56.7% of all students in mastering content standards in Mathematics by 06/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

### Strategy 1:

Planning Effective Instruction - Teachers will meet weekly through Professional Learning Communities with their coaches to increase their understanding of Common Core Standards, pace and plan instruction, build assessments, examine the rigor of assignments, and analyze classroom data to monitor student progress.

Category: Continuous Improvement

Research Cited: DuFour- Professional Learning Communities at Work

Activity - Making Meaning of Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Learning targets are constructed through discussions with Curriculum Specialist about what the work will look like for each standard .	Direct Instruction	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions, learning maps and formative assessments are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches
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Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6th Grade teachers will meet monthly to disaggregate unit Common Assessment data, putting it into a KPREP-like calculator and making "next step" decisions regarding reteaching standards not mastered.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Assistant Principal, Curriculum Specialist

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in weekly Professional Learning Communities	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches, Guidance Counselor

### Strategy 2:

Delivering Effective Instruction - This strategy focuses on the real time instruction delivered in the classroom. Classroom observation and coaching will occur to monitor the implementation of the planning discussed in strategy one. Monitoring of use of learning targets, pacing documents, lesson plans and High Impact Instruction Implementation will be included in this strategy.

Category: Continuous Improvement

Research Cited: Instructional Coaching by Jim Knight

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Classroom visits by principal, Curriculum Specialist and district Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans. ELEOT observation tool will be used and data / feedback will be shared with the teachers.	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches
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### Strategy 3:

RTI - K -6th Grade teachers will utilize designated blocks of instruction to meet individual student needs as outlined in Sinking Fork's 2016-2017 RTI Policy.

Category: Learning Systems

Activity - Learning Continuum PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6th Grade Teachers will understand how to utilize resources to provide developmentally appropriate and differentiated instruction.	Academic Support Program	08/08/2016	06/30/2017	\$5000	Title I Schoolwide	K-6th teachers/ interventionist

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6th Grade Teachers will utilize multiple forms of assessment data, including formative assessment, MAP, KPREP and district benchmark data to guide small group Enrichment /RTI instruction.	Academic Support Program	08/08/2016	06/30/2017	\$5000	Title I Schoolwide	K-6th teachers/ interventionist

Activity - HMH Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained interventionists will deliver System 44 , Read 180 and Math 180 instruction to qualifying students.	Academic Support Program	08/08/2016	06/30/2017	\$10000	Title I Schoolwide	K-6th teachers/ interventionist

### Strategy 4:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Direct Instruction	08/08/2016	06/30/2017	\$0	District Funding	Special Education Teachers, Principal, Assistant Principal, Curriculum Specialist
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### Strategy 5:

Enrichment Groups - teachers will collaborate with GT teachers to determine strategies to help GT students and other high performing students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Read

Activity - Enrichment Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 5 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	08/08/2016	05/31/2017	\$0	General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Acceleration Bus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District GT teacher will instruct students using the Acceleration bus 1 time every other week for 90 minutes.	Academic Support Program	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Strategy 6:

School Wide Writing Plan - Students will write in all content areas using a school wide writing format.

Category: Learning Systems

Activity - Monthly Writing Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Students will write using the school wide format (4 square method) across all content areas.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
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### Strategy 7:

Project Based Learning - PBL tasks will be accomplished using group collaboration and with the use of technology connecting all content areas.

Category: Integrated Methods for Learning

Activity - PBL Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to facilitate tasks that will be accomplished by students using group collaboration and with the use of technology connecting multiple content areas.	Direct Instruction	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Strategy 8:

Kindergarten Readiness - Kindergarten students will be assessed and receive transitional strategies to support kindergarten readiness.

Category: Early Learning

Activity - Brigance assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - PK/Kindergarten PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

Preschool teachers will meet in PLC's one time a month to plan transition activities for PK students transition into kindergarten.	Professional Learning	09/01/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
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**Goal 3: Sinking Fork Elementary will increase its combined reading and math proficiency for the non-duplicated gap group from 36.8% in 2015-2016 to 67% by May 2019 as measured by state assessments.**

**Measurable Objective 1:**

demonstrate a proficiency with 56.8% of Third, Fourth, Fifth and Sixth grade GAP students mastering content standards in Reading by 06/30/2017 as measured by KPREP.

**Strategy 1:**

Reading Intervention - Sinking Fork students will be placed in Reading Intervention Programs based on their screening scores using multiple data points to close the gaps in their reading instruction.

Category: Continuous Improvement

Activity - READ 180/SYSTEM 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program	08/29/2016	06/30/2017	\$0	District Funding	READ 180 and SYSTEM 44 Teachers

Activity - Reading Recovery K-2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork's Reading recovery teacher will provide instruction/progress monitoring based on individual GAP students needs that are identified .	Academic Support Program	08/08/2016	05/31/2017	\$10000	Grant Funds	RTA Teacher

Activity - Scheduled Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	08/08/2016	05/31/2017	\$0	General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
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### Strategy 2:

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

Category: Integrated Methods for Learning

Research Cited: Integrated Methods for Learning

Activity - Bi-Weekly Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal

Activity - GAP Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will monitor GAP student data using MAP, district benchmark assessments, common assessments and formative/summative classroom assessments. GAP student performance and progress will be analyzed and compared to overall student performance and progress.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Teachers

Activity - Fountas and Pinnell Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Fountas and Pinnell benchmark assessments to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments	Academic Support Program	08/08/2016	05/31/2017	\$2500	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - HMH Reading Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Reading Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0	District Funding	Classroom Teachers/ Reading Interventionist
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### Strategy 3:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

Activity - Professional Learning- Reading Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0	District Funding	Reading Cohort Members- Dossett, Crabtree

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers
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### (shared) Strategy 4:

Building Relationships - Teachers will collaborate with parents to increase GAP student performance.

Category: Stakeholder Engagement

Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

Activity - GAP Student Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Academic Support Program, Parent Involvement	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Strategy 5:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Academic Support Program	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers, Special Education Teachers
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### Measurable Objective 2:

demonstrate a proficiency with 56.7% of third, fourth, fifth and sixth grade students in the non-duplicated GAP groups mastering content standards in Math by 05/31/2017 as measured by KPREP.

### (shared) Strategy 1:

Building Relationships - Teachers will collaborate with parents to increase GAP student performance.

Category: Stakeholder Engagement

Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

Activity - GAP Student Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Academic Support Program, Parent Involvement	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Strategy 2:

Math Intervention - Math intervention teachers will provide math interventions to students in tier 2 and tier 3 four-five times a week. Students will be placed in intervention programs using multiple data points.

Category: Continuous Improvement

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Activity - Math 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HMH programs will be used for instruction and targeted intervention for students in Tier 2 and Tier 3 who need additional math assistance .	Academic Support Program	08/08/2016	05/31/2017	\$0	District Funding	Math Interventionist

Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-4th teachers will use Math intervention programs to target intervention for students in Tier 2 and Tier 3. Moby Max, IXL, DO The Math, FASST Math and Lumio will all be used.	Academic Support Program	08/08/2016	05/31/2017	\$2000	Title I Schoolwide	Math Interventionist

### Strategy 3:

Progress Monitoring- Math - Teachers will monitor student data to make decisions about individual student instruction.

Category: Continuous Improvement

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Teachers , Math Interventionist , Guidance Counselor

Activity - GAP Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's teachers will analyze GAP student data compared to overall student data to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, District IBC Coach, Math teachers, Math interventionist

Activity - HMH Math Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HMH math Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, IBC Coach, Math teachers, Math interventionist

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

**Strategy 4:**

Math Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Continuous Improvement

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's Math teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, IBC Coach, Curriculum Specialist, Math teachers, Math interventionist
Activity - Math Solutions Math Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0	Grant Funds	Math Teacher Leaders-Ferrell, Sims
Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

**Goal 4: Sinking Fork Elementary will decrease the percentage of students scoring at the novice level in Reading from 26.2% to 13.10% and Math from 19.4% to 9.7% by May 2019.**

**Measurable Objective 1:**

collaborate to reduce the percentage of scoring novice in reading: AA from 35.4% in 2015 to 31.86 by 2016; F/R scoring 31.5% in 2015 to 28.35% by 2016; Disability with IEP 30.87% in 2015 to 31.30% by 2016; non-duplicated gap group from 31.30% in 2015 to 2 by 05/31/2017 as measured by KPREP.

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

**(shared) Strategy 1:**

Progress Monitoring - Teachers will monitor student data to make decisions about individual student instruction.

Category: Continuous Improvement

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Multiple Data Points Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's teachers will analyze student data from MAP, classroom assessments, and HMH Inventories to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

**(shared) Strategy 2:**

Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Professional Learning &amp; Support

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's content teachers will meet to analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Math Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Sinking Fork Elementary School

math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
<b>Activity - Reading Cohort</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>
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
<b>Activity - High Impact Instruction</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>
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
<b>Activity - Teaching With Poverty In Mind Bookstudy</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>
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
<b>Activity - Science Assess Training</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>

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Sinking Fork Teachers will participate in professional learning to make connections across content areas.	Professional Learning	08/08/2016	05/31/2017	\$0	Grant Funds	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
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### (shared) Strategy 3:

Communicating and Involving Parents - Weekly folders and/or newsletters will be sent home

Category: Continuous Improvement

Research Cited: National Education Association

Activity - Weekly Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/08/2016	05/31/2017	\$500	General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	03/01/2017	05/31/2017	\$500	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math night will be held in the Fall. Teachers will focus on offering math strategies and manipulatives in connection with Eureka math that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	10/03/2016	05/31/2017	\$500	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - STEM Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents participate in STEM challenge activities to educate parents about connections between content areas.	Parent Involvement	11/03/2016	05/31/2017	\$250	General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

**Measurable Objective 2:**

collaborate to collaborate to reduce the percentage of scoring novice in math: AA from 22.2% in 2015 to 19.98% by 2016; F/R scoring 24.4% in 2015 to 21.96% by 2016; Disability with IEP 40% in 2015 to 36% by 2016; non-duplicated gap group from 23.2% in 2015 to 20.88% by by 05/31/2017 as measured by KPREP data.

**(shared) Strategy 1:**

Progress Monitoring - Teachers will monitor student data to make decisions about individual student instruction.

Category: Continuous Improvement

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Multiple Data Points Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's teachers will analyze student data from MAP, classroom assessments, and HMH Inventories to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

**(shared) Strategy 2:**

Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's content teachers will meet to analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Activity - Math Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Activity - Reading Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0	District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
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Activity - Science Assess Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sinking Fork Teachers will participate in professional learning to make connections across content areas.	Professional Learning	08/08/2016	05/31/2017	\$0	Grant Funds	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### (shared) Strategy 3:

Communicating and Involving Parents - Weekly folders and/or newsletters will be sent home

Category: Continuous Improvement

Research Cited: National Education Association

Activity - Weekly Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/08/2016	05/31/2017	\$500	General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	03/01/2017	05/31/2017	\$500	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math night will be held in the Fall. Teachers will focus on offering math strategies and manipulatives in connection with Eureka math that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	10/03/2016	05/31/2017	\$500	Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Activity - STEM Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents participate in STEM challenge activities to educate parents about connections between content areas.	Parent Involvement	11/03/2016	05/31/2017	\$250	General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## 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
Reading Cohort	Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Math 180	HMH programs will be used for instruction and targeted intervention for students in Tier 2 and Tier 3 who need additional math assistance .	Academic Support Program	08/08/2016	05/31/2017	\$0	Math Interventionist
High Impact Instruction	Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
HMH Math Inventory	HMH math Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, IBC Coach, Math teachers, Math interventionist
Special Education Lesson Plans	Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers, Special Education Teachers

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Math Solutions	math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Special Education Lesson Plans	Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Direct Instruction	08/08/2016	06/30/2017	\$0	Special Education Teachers, Principal, Assistant Principal, Curriculum Specialist
Weekly Grade Level Meetings and Monthly Vertical Content Area	During PLC's Math teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, IBC Coach, Curriculum Specialist, Math teachers, Math interventionist
Acceleration Bus	District GT teacher will instruct students using the Acceleration bus 1 time every other week for 90 minutes.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
READ 180/SYSTEM 44	Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program	08/29/2016	06/30/2017	\$0	READ 180 and SYSTEM 44 Teachers
Professional Learning-Reading Cohort	Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0	Reading Cohort Members-Dossett, Crabtree

## Comprehensive School Improvement Plan

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HMH Reading Inventory	Reading Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0	Classroom Teachers/ Reading Interventionist
Building Teacher Leaders	Teacher leaders will participate in math core training and the Literacy Cohort to help build capacity within teachers.	Professional Learning	08/08/2016	05/31/2017	\$0	Teachers-Crabtree, Dossett, Sims, Ferrell
<b>Total</b>					<b>\$0</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventions	K-4th teachers will use Math intervention programs to target intervention for students in Tier 2 and Tier 3. Moby Max, IXL, DO The Math, FASST Math and Lumio will all be used.	Academic Support Program	08/08/2016	05/31/2017	\$2000	Math Interventionist
Math Night	Math night will be held in the Fall. Teachers will focus on offering math strategies and manipulatives in connection with Eureka math that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	10/03/2016	05/31/2017	\$500	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
HMH Intervention Programs	Trained interventionists will deliver System 44 , Read 180 and Math 180 instruction to qualifying students.	Academic Support Program	08/08/2016	06/30/2017	\$10000	K-6th teachers/ interventionist
Teaching With Poverty In Mind Bookstudy	All Sinking Fork teachers will read Teaching With Poverty In Mind (By Eric Jensen) and present in small groups on each chapter.	Professional Learning	11/28/2016	04/15/2017	\$500	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor, Grade Level Teacher leaders
Literacy Night	Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	03/01/2017	05/31/2017	\$500	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Family Academic Nights	Parent education to enhance parent knowledge of school initiatives	Parent Involvement	08/08/2016	06/30/2017	\$1500	Curriculum Specialist, Family Resource, Leadership Team
Small Group Instruction	K-6th Grade Teachers will utilize multiple forms of assessment data, including formative assessment, MAP, KPREP and district benchmark data to guide small group Enrichment /RTI instruction.	Academic Support Program	08/08/2016	06/30/2017	\$5000	K-6th teachers/ interventionist
Teaching With Poverty In Mind Bookstudy	Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Fountas and Pinnell Benchmark Assessments	Teachers will use Fountas and Pinnell benchmark assessments to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments	Academic Support Program	08/08/2016	05/31/2017	\$2500	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Learning Continnum PD	K-6th Grade Teachers will understand how to utilize resources to provide developmentally appropriate and differentiated instruction.	Academic Support Program	08/08/2016	06/30/2017	\$5000	K-6th teachers/ interventionist
Teaching With Poverty In Mind Bookstudy	Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers
<b>Total</b>					<b>\$28800</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery K-2	Sinking Fork's Reading recovery teacher will provide instruction/progress monitoring based on individual GAP students needs that are identified .	Academic Support Program	08/08/2016	05/31/2017	\$10000	RTA Teacher

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

Math Solutions Math Coaching	math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0	Math Teacher Leaders-Ferrell, Sims
Science Assess Training	Sinking Fork Teachers will participate in professional learning to make connections across content areas.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
<b>Total</b>					<b>\$10000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will meet in weekly Professional Learning Communities	Academic Support Program	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches, Guidance Counselor
Parent Portal Education	Provide parent training on accessing information within Parent Portal.	Parent Involvement	08/07/2015	05/31/2017	\$0	Administrators, teachers and staff
High Impact Instruction	Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Student ILP's	Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$0	6th grade teachers; Guidance Counselor

## Comprehensive School Improvement Plan

Sinking Fork Elementary School

GAP Data Monitoring	Grade level teachers will monitor GAP student data using MAP, district benchmark assessments, common assessments and formative/summative classroom assessments. GAP student performance and progress will be analyzed and compared to overall student performance and progress.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Teachers
Vertical Planning	During PLC's content teachers will meet to analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
RTI Progress Monitoring	Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0	Teachers , Math Interventionist , Guidance Counselor
Student/Parent Conferences	Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers
GAP Student Mentor Program	Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Academic Support Program, Parent Involvement	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
RTI Progress Monitoring	Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Multiple Data Points Monitoring	During PLC's teachers will analyze student data from MAP, classroom assessments, and HMH Inventories to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
PBL Projects	Teachers will collaborate to facilitate tasks that will be accomplished by students using group collaboration and with the use of technology connecting multiple content areas.	Direct Instruction	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Monthly Writing Days	Students will write using the school wide format (4 square method) across all content areas.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Brigance assessment	All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
PBIS Training	PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor
GAP Progress Monitoring	During PLC's teachers will analyze GAP student data compared to overall student data to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, District IBC Coach, Math teachers, Math interventionist

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

PK/Kindergarten PLC's	Preschool teachers will meet in PLC's one time a month to plan transition activities for PK students transition into kindergarten.	Professional Learning	09/01/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Bi-Weekly Monitoring	Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program	08/15/2016	06/30/2017	\$0	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal
Monitoring and reporting of data	PBIS Committee meets monthly to analyze Tyler Pulse data and reports to staff at monthly Faculty Meetings.	Behavioral Support Program	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor
Teacher Coaching	Classroom visits by principal, Curriculum Specialist and district Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans. ELEOT observation tool will be used and data / feedback will be shared with the teachers.	Professional Learning	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches
High Impact Instruction	Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers
Code of Acceptable Behavior Presentations to Students	Two times per year - 1st and 2nd semester - and after short breaks - Teachers will review the COAB Powerpoint with classroom students	Behavioral Support Program	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Program Review Collaboration	In collaboration with our community partnership , 3rd-6th grade students will be exposed to a foreign language and opportunities to learn sign language. Students will show their learning at the annual Holiday program in December and the end of year music program.	Career Preparation/Orientation	09/01/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Making Meaning of Common Core Standards	Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Learning targets are constructed through discussions with Curriculum Specialist about what the work will look like for each standard .	Direct Instruction	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches
Data Disaggregation	K-6th Grade teachers will meet monthly to disaggregate unit Common Assessment data, putting it into a KPREP-like calculator and making "next step" decisions regarding reteaching standards not mastered.	Academic Support Program	08/08/2016	06/30/2017	\$0	Assistant Principal, Curriculum Specialist
Implement PGES	Implementation of Professional Growth and Effectiveness System for Teacher Evaluations though faculty meetings, small group meetings and individual coaching.	Professional Learning, Recruitment and Retention	08/08/2016	05/30/2017	\$0	Principal; Assistant Principal
High Impact Instruction	Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions, learning maps and formative assessments are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches
Professional Learning Communities	Weekly PLC's by grade and content level, Faculty Meetings, Committee Meetings	Professional Learning	08/08/2016	06/30/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

Weekly Grade Level Meetings and Monthly Vertical Content Area	During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers
<b>Total</b>					\$0	

**FRYSC**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Watch DOGS	Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement	09/06/2016	06/30/2017	\$300	Principal, Curriculum Specialist, FRYSC
<b>Total</b>					\$300	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Night	Students and parents participate in STEM challenge activities to educate parents about connections between content areas.	Parent Involvement	11/03/2016	05/31/2017	\$250	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Enrichment Groups	The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 5 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

Scheduled Intervention/Enrichment Time	Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
Weekly Communication	Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/08/2016	05/31/2017	\$500	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers
<b>Total</b>					<b>\$750</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Monthly PLC's take place with kindergarten and PK teachers to ensure smooth transitions take place for Preschool to Kindergarten.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	RTI services are provided for students performing in the lowest 20% of each grade level based on MAP data, HMH Inventories, district benchmark assessments and common assessments.	

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

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

# 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, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent involvement opportunities are offered monthly ( Math Night, Reading Night, STEM Night, Health and Wellness Demonstration, Watch D.O.G.S) Sinking Fork's parent involvement policy is sent home at the beginning of the year , evaluated and then 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	Content specific paired with high leverage instructional strategies professional development is ongoing for the 2016-2017 school year. ( Reading Cohort, SLAM grant Math coaching, ASSESS Science, Kagan Strategies, High Impact Instruction, Jensen)	

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

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

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

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

# 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 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	Parent Involvement- Reading Night and Math Nights ( One each semester)	

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

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 (provide the website link below).	Yes	<a href="http://sinkingfork.christian.kyschools.us/">http://sinkingfork.christian.kyschools.us/</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		

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

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

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

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

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

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

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

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

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

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

2016 -2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

**Measurable Objective 1:**

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the districts strategic plan.

**Strategy1:**

Managing Student Conduct - Utilizing district-support OCT requirements, teachers will proactively intervene with students exhibiting behavior problems.

Category: Management Systems

Research Cited:

Activity - Code of Acceptable Behavior Presentations to Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two times per year - 1st and 2nd semester - and after short breaks - Teachers will review the COAB Powerpoint with classroom students	Behavioral Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

Activity - Monitoring and reporting of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS Committee meets monthly to analyze Tyler Pulse data and reports to staff at monthly Faculty Meetings.	Behavioral Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

**Strategy2:**

Individual Learning Plans - Sixth grade students will be introduced to and complete the first steps in their Individual Learning Plans.

Category: Career Readiness Pathways

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Research Cited: Kentucky's Career Readiness Pathways

Activity - Student ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/ Orientation	08/08/2016	06/30/2017	\$0 - No Funding Required	Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.

### Strategy3:

Improve Working Conditions - Increase collegial collaboration time to build knowledge of Kentucky Core Academic Standards.

Category: Professional Learning & Support

Research Cited: Tell Survey Data

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC's by grade and content level, Faculty Meetings, Committee Meetings	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

### Strategy4:

Professional Book Read - All Sinking Fork teachers will read Teaching With Poverty In Mind (By Eric Jensen) and

implement research-based best practice to provide a clear focus and vision

for creating a school that improves the academic achievement and life readiness of economically disadvantaged students .

Category: Professional Learning & Support

Research Cited:

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Sinking Fork teachers will read Teaching With Poverty In Mind (By Eric Jensen) and present in small groups on each chapter.	Professional Learning	11/28/2016	04/15/2017	\$500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor, Grade Level Teacher leaders

### Strategy5:

Promote Parent Involvement - Sinking Fork will offer monthly parent involvement activities to address the current needs of the school. A new program called Watch

D.O.G.S. has been implemented to promote male parental involvement. These strategies will be monitored through the curriculum specialist, IBC coach, and Family

Resource Center.

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Category: Continuous Improvement

Research Cited: TELL Survey Data

Activity - Family Academic Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent education to enhance parent knowledge of school initiatives	Parent Involvement	08/08/2016	06/30/2017	\$1500 - Title I Schoolwide	Curriculum Specialist, Family Resource, Leadership Team

Activity - Watch DOGS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement	09/06/2016	06/30/2017	\$300 - FRYSC	Principal, Curriculum Specialist, FRYSC

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

**Goal 1:**

2016 -2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

**Measurable Objective 1:**

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the districts strategic plan.

**Strategy1:**

Improve Working Conditions - Increase collegial collaboration time to build knowledge of Kentucky Core Academic Standards.

Category: Professional Learning & Support

Research Cited: Tell Survey Data

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC's by grade and content level, Faculty Meetings, Committee Meetings	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

**Strategy2:**

Managing Student Conduct - Utilizing district-support OCT requirements, teachers will proactively intervene with students exhibiting behavior

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

problems.

Category: Management Systems

Research Cited:

Activity - PBIS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS training, providing resources on PBIS. This will be done in weekly faculty meetings, Growth days, and Professional Learning Communities.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

Activity - Monitoring and reporting of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS Committee meets monthly to analyze Tyler Pulse data and reports to staff at monthly Faculty Meetings.	Behavioral Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

Activity - Code of Acceptable Behavior Presentations to Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two times per year - 1st and 2nd semester - and after short breaks - Teachers will review the COAB Powerpoint with classroom students	Behavioral Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor

### Strategy3:

Professional Book Read - All Sinking Fork teachers will read Teaching With Poverty In Mind (By Eric Jensen) and implement research-based best practice to provide a clear focus and vision for creating a school that improves the academic achievement and life reediness of economically disadvantaged students .

Category: Professional Learning & Support

Research Cited:

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Sinking Fork teachers will read Teaching With Poverty In Mind (By Eric Jensen) and present in small groups on each chapter.	Professional Learning	11/28/2016	04/15/2017	\$500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor, Grade Level Teacher leaders

### Strategy4:

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

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Research Cited: TELL Survey Data

Activity - Watch DOGS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Watch D.O.G.S. is a school based Father (or any male) Involvement Program. Fathers can assist and volunteer at school to help in the education process.	Parent Involvement	09/06/2016	06/30/2017	\$300 - FRYSC	Principal, Curriculum Specialist, FRYSC

Activity - Family Academic Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent education to enhance parent knowledge of school initiatives	Parent Involvement	08/08/2016	06/30/2017	\$1500 - Title I Schoolwide	Curriculum Specialist, Family Resource, Leadership Team

## Strategy5:

Individual Learning Plans - Sixth grade students will be introduced to and complete the first steps in their Individual Learning Plans.

Category: Career Readiness Pathways

Research Cited: Kentucky's Career Readiness Pathways

Activity - Student ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/ Orientation	08/08/2016	06/30/2017	\$0 - No Funding Required	Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.

## Goal 2:

2016-2017- Sinking Fork Elementary will increase its combined reading and math proficiency from 45% in 2015-2016 to 71.2% by May 2019 as measured by the state assessment results.

## Measurable Objective 1:

demonstrate a proficiency of 62.5% of all students in mastering content standards in Reading and 56.7% of all students in mastering content standards in Mathematics by 06/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

## Strategy1:

Delivering Effective Instruction - This strategy focuses on the real time instruction delivered in the classroom. Classroom observation and coaching will occur to monitor the implementation of the planning discussed in strategy one. Monitoring of use of learning targets, pacing

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documents, lesson plans and High Impact Instruction Implementation will be included in this strategy.

Category: Continuous Improvement

Research Cited: Instructional Coaching by Jim Knight

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom visits by principal, Curriculum Specialist and district Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans. ELEOT observation tool will be used and data / feedback will be shared with the teachers.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

## Strategy2:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Direct Instruction	08/08/2016	06/30/2017	\$0 - District Funding	Special Education Teachers, Principal, Assistant Principal, Curriculum Specialist

## Strategy3:

Planning Effective Instruction - Teachers will meet weekly through Professional Learning Communities with their coaches to increase their understanding of Common Core Standards, pace and plan instruction, build assessments, examine the rigor of assignments, and analyze classroom data to monitor student progress.

Category: Continuous Improvement

Research Cited: DuFour- Professional Learning Communities at Work

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th Grade teachers will meet monthly to disaggregate unit Common Assessment data, putting it into a KPREP-like calculator and making "next step" decisions regarding reteaching standards not mastered.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Assistant Principal, Curriculum Specialist

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Activity - Making Meaning of Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Learning targets are constructed through discussions with Curriculum Specialist about what the work will look like for each standard .	Direct Instruction	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions, learning maps and formative assessments are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly Professional Learning Communities	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches, Guidance Counselor

## Strategy4:

Project Based Learning - PBL tasks will be accomplished using group collaboration and with the use of technology connecting all content areas.

Category: Integrated Methods for Learning

Research Cited:

Activity - PBL Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to facilitate tasks that will be accomplished by students using group collaboration and with the use of technology connect multiple content areas.	Direct Instruction	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy5:

Enrichment Groups - teachers will collaborate with GT teachers to determine strategies to help GT students and other high performing students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

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Activity - Enrichment Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 3 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	08/08/2016	05/31/2017	\$0 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Acceleration Bus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District GT teacher will instruct students using the Acceleration bus 1 time every other week.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy6:

RTI - K -6th Grade teachers will utilize designated blocks of instruction to meet individual student needs as outlined in Sinking Fork's 2016-2017 RTI Policy.

Category: Learning Systems

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th Grade Teachers will utilize multiple forms of assessment data, including formative assessment, MAP, KPREP and district benchmark data to guide small group Enrichment /RTI instruction.	Academic Support Program	08/08/2016	06/30/2017	\$5000 - Title I Schoolwide	K-6th teachers/ interventionist

Activity - Learning Continuum PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th Grade Teachers will understand how to utilize resources to provide developmentally appropriate and differentiated instruction.	Academic Support Program	08/08/2016	06/30/2017	\$5000 - Title I Schoolwide	K-6th teachers/ interventionist

Activity - HMH Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained interventionists will deliver System 44 , Read 180 and Math 180 instruction to qualifying students.	Academic Support Program	08/08/2016	06/30/2017	\$10000 - Title I Schoolwide	K-6th teachers/ interventionist

## Strategy7:

School Wide Writing Plan - Students will write in all content areas using a school wide writing format.

Category: Learning Systems

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Research Cited:

Activity - Monthly Writing Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write using the school wide format (4 square method) across all content areas.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Goal 3:

2016-2017 Sinking Fork Elementary will increase its combined reading and math proficiency for the non-duplicated gap group from 36.8% in 2015-2016 to 67% by May 2019 as measured by state assessments.

### Measurable Objective 1:

demonstrate a proficiency with 56.8% of Third, Fourth, Fifth and Sixth grade GAP students mastering content standards in Reading by 06/30/2017 as measured by by KPREP.

### Strategy1:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

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Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist, Reading Teachers

Activity - Professional Learning- Reading Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Reading Cohort Members-Dossett, Crabtree

## Strategy2:

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

Category: Integrated Methods for Learning

Research Cited: Integrated Methods for Learning

Activity - GAP Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will monitor GAP student data using MAP, district benchmark assessments, common assessments and formative/summative classroom assessments. GAP student performance and progress will be analyzed and compared to overall student performance and progress.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Teachers

Activity - Bi-Weekly Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal

Activity - Fountas and Pinnell Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Fountas and Pinnell benchmark assessments to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments	Academic Support Program	08/08/2016	05/31/2017	\$2500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor, Teachers

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Activity - HMH Reading Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Classroom Teachers/ Reading Interventionist

### Strategy3:

Building Relationships - Teachers will collaborate with parents to increase GAP student performance.

Category: Stakeholder Engagement

Research Cited:

Activity - GAP Student Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Academic Support Program Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

### Strategy4:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help

special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers, Special Education Teachers

### Strategy5:

Reading Intervention - Sinking Fork students will be placed in Reading Intervention Programs based on their screening scores using multiple data points to close the gaps in their reading instruction.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Scheduled Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	08/08/2016	05/31/2017	\$0 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Reading Recovery K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork's Reading recovery teacher will provide instruction/progress monitoring based on individual GAP students needs that are identified .	Academic Support Program	08/08/2016	05/31/2017	\$10000 - Grant Funds	RTA Teacher

Activity - READ 180/SYSTEM 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program	08/29/2016	06/30/2017	\$0 - District Funding	READ 180 and SYSTEM 44 Teachers

## Measurable Objective 2:

demonstrate a proficiency with 56.7% of third, fourth, fifth and sixth grade students in the non-duplicated GAP groups mastering content standards in Math by 05/31/2017 as measured by KPREP.

## Strategy1:

Math Intervention - Math intervention teachers will provide math interventions to students in tier 2 and tier 3 four-five times a week. Students will be placed in intervention programs using multiple data points.

Category: Continuous Improvement

Research Cited:

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMH programs will be used for instruction and targeted intervention for students in Tier 2 and Tier 3 who need additional math assistance .	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Math Interventionist

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4th teachers will use Math intervention programs to target intervention for students in Tier 2 and Tier 3. Moby Max, IXL, DO The Math and Lumio will all be used.	Academic Support Program	08/08/2016	05/31/2017	\$2000 - Title I Schoolwide	Math Interventionist

## Strategy2:

SY 2016-2017

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# Comprehensive School Improvement Plan

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Math Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Continuous Improvement

Research Cited:

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's Math teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, IBC Coach, Curriculum Specialist, Math teachers, Math interventionist

Activity - Math Solutions Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0 - Grant Funds	Math Teacher Leaders-Ferrell, Sims

### Strategy3:

Progress Monitoring- Math - Teachers will monitor student data to make decisions about individual student instruction.

Category: Continuous Improvement

Research Cited:

Activity - GAP Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's teachers will analyze GAP student data compared to overall student data to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Math teachers, Math interventionist

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Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Teachers , Math Interventionist , Guidance Counselor

Activity - HMH Math Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMH math Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, IBC Coach, Math teachers, Math interventionist

## Strategy4:

Building Relationships - Teachers will collaborate with parents to increase GAP student performance.

Category: Stakeholder Engagement

Research Cited:

Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

Activity - GAP Student Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Parent Involvement Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Goal 4:

2016-2017 Sinking Fork Elementary will decrease the percentage of students scoring at the novice level in Reading from 26.2% to 22.2% and Math from 19.4% to 16.3% by May 2019.

## Measurable Objective 1:

demonstrate a proficiency by reducing the number of students scoring at the novice level in Reading and Math by 10% by 05/31/2017 as measured by KPREP.

## Strategy1:

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Progress Monitoring - Teachers will monitor student data to make decisions about individual student instruction.

Category: Continuous Improvement

Research Cited:

Activity - Multiple Data Points Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's teachers will analyze student data from MAP, classroom assessments, and HMH Inventories to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy2:

Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited:

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Science Assess Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork Teachers will participate in professional learning to make connections across content areas.	Professional Learning	08/08/2016	05/31/2017	\$0 - Grant Funds	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - Math Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's content teachers will meet to analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Reading Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Strategy3:

Communicating and Involving Parents - Weekly folders and/or newsletters will be sent home

Category: Continuous Improvement

Research Cited: National Education Association

Activity - STEM Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents participate in STEM challenge activities to educate parents about connections between content areas.	Parent Involvement	11/03/2016	05/31/2017	\$250 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - Weekly Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/08/2016	05/31/2017	\$500 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	03/01/2017	05/31/2017	\$500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math night will be held in the Fall. Teachers will focus on offering math strategies and manipulatives in connection with Eureka math that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	10/03/2016	05/31/2017	\$500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

**Goal 1:**

2016-2017- Sinking Fork Elementary will increase its combined reading and math proficiency from 45% in 2015-2016 to 71.2% by May 2019 as measured by the state assessment results.

**Measurable Objective 1:**

demonstrate a proficiency of 62.5% of all students in mastering content standards in Reading and 56.7% of all students in mastering content standards in Mathematics by 06/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

**Strategy1:**

Kindergarten Readiness - Kindergarten students will be assessed and receive transitional strategies to support kindergarten readiness.

Category: Early Learning

Research Cited:

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Activity - Brigance assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - PK/Kindergarten PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will meet in PLC's one time a month to plan transition activities for PK students transition into kindergarten.	Professional Learning	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Narrative:

All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.

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

### Goal 1:

2016-2017- Sinking Fork Elementary will increase its combined reading and math proficiency from 45% in 2015-2016 to 71.2% by May 2019 as measured by the state assessment results.

### Measurable Objective 1:

demonstrate a proficiency of 62.5% of all students in mastering content standards in Reading and 56.7% of all students in mastering content standards in Mathematics by 06/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

### Strategy1:

Kindergarten Readiness - Kindergarten students will be assessed and receive transitional strategies to support kindergarten readiness.

Category: Early Learning

Research Cited:

Activity - Brigance assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - PK/Kindergarten PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will meet in PLC's one time a month to plan transition activities for PK students transition into kindergarten.	Professional Learning	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor, Teachers

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

### Goal 1:

2016-2017- Sinking Fork Elementary will increase its combined reading and math proficiency from 45% in 2015-2016 to 71.2% by May 2019 as measured by the state assessment results.

### Measurable Objective 1:

demonstrate a proficiency of 62.5% of all students in mastering content standards in Reading and 56.7% of all students in mastering content standards in Mathematics by 06/30/2017 as measured by KPREP, MAP, district benchmarks and classroom assessments.

### Strategy1:

Planning Effective Instruction - Teachers will meet weekly through Professional Learning Communities with their coaches to increase their understanding of Common

Core Standards, pace and plan instruction, build assessments, examine the rigor of assignments, and analyze classroom data to monitor student progress.

Category: Continuous Improvement

Research Cited: DuFour- Professional Learning Communities at Work

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly Professional Learning Communities	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches, Guidance Counselor

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th Grade teachers will meet monthly to disaggregate unit Common Assessment data, putting it into a KPREP-like calculator and making "next step" decisions regarding reteaching standards not mastered.	Academic Support Program	08/08/2016	06/30/2017	\$0 - No Funding Required	Assistant Principal, Curriculum Specialist

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Activity - Making Meaning of Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers spend the first week of PLC's reviewing district curriculum documents, pacing their cycle of instruction and making meaning of the standards. Learning targets are constructed through discussions with Curriculum Specialist about what the work will look like for each standard .	Direct Instruction	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have received training through the district on High Impact Instruction by Jim Knight. Guiding questions, learning maps and formative assessments are being created for each unit of instruction to aide in students and teachers grasping the bigger understanding of the unit as a whole.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

### Strategy2:

RTI - K -6th Grade teachers will utilize designated blocks of instruction to meet individual student needs as outlined in Sinking Fork's 2016-2017 RTI Policy.

Category: Learning Systems

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th Grade Teachers will utilize multiple forms of assessment data, including formative assessment, MAP, KPREP and district benchmark data to guide small group Enrichment /RTI instruction.	Academic Support Program	08/08/2016	06/30/2017	\$5000 - Title I Schoolwide	K-6th teachers/ interventionist

Activity - HMM Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trained interventionists will deliver System 44 , Read 180 and Math 180 instruction to qualifying students.	Academic Support Program	08/08/2016	06/30/2017	\$10000 - Title I Schoolwide	K-6th teachers/ interventionist

Activity - Learning Continuum PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6th Grade Teachers will understand how to utilize resources to provide developmentally appropriate and differentiated instruction.	Academic Support Program	08/08/2016	06/30/2017	\$5000 - Title I Schoolwide	K-6th teachers/ interventionist

### Strategy3:

Enrichment Groups - teachers will collaborate with GT teachers to determine strategies to help

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GT students and other high performing students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Read

Activity - Acceleration Bus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District GT teacher will instruct students using the Acceleration bus 1 time every other week.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Enrichment Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The opportunity for enrichment time has been added to each grade level for 1 hour per day/ 3 days per week. During this time instruction is differentiated to allow identified students access to higher level learning opportunities.	Academic Support Program	08/08/2016	05/31/2017	\$0 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy4:

School Wide Writing Plan - Students will write in all content areas using a school wide writing format.

Category: Learning Systems

Research Cited:

Activity - Monthly Writing Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write using the school wide format (4 square method) across all content areas.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy5:

Kindergarten Readiness - Kindergarten students will be assessed and receive transitional strategies to support kindergarten readiness.

Category: Early Learning

Research Cited:

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Activity - Brigance assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed using the Brigance assessment to determine readiness and instructional needs.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - PK/Kindergarten PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will meet in PLC's one time a month to plan transition activities for PK students transition into kindergarten.	Professional Learning	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy6:

Delivering Effective Instruction - This strategy focuses on the real time instruction delivered in the classroom. Classroom observation and coaching will occur to monitor the implementation of the planning discussed in strategy one. Monitoring of use of learning targets, pacing documents, lesson plans and High Impact Instruction Implementation will be included in this strategy.

Category: Continuous Improvement

Research Cited: Instructional Coaching by Jim Knight

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom visits by principal, Curriculum Specialist and district Instruction and Behavior Coaches will occur on a daily basis to monitor instructional delivery and implementation of lesson plans. ELEOT observation tool will be used and data / feedback will be shared with the teachers.	Professional Learning	08/08/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, District Instructional Coaches

## Strategy7:

Project Based Learning - PBL tasks will be accomplished using group collaboration and with the use of technology connecting all content areas.

Category: Integrated Methods for Learning

Research Cited:

Activity - PBL Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to facilitate tasks that will be accomplished by students using group collaboration and with the use of technology connect multiple content areas.	Direct Instruction	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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## Strategy8:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help

special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Direct Instruction	08/08/2016	06/30/2017	\$0 - District Funding	Special Education Teachers, Principal, Assistant Principal, Curriculum Specialist

## Goal 2:

2016-2017 Sinking Fork Elementary will increase its combined reading and math proficiency for the non-duplicated gap group from 36.8% in 2015-2016 to 67% by May 2019 as measured by state assessments.

## Measurable Objective 1:

demonstrate a proficiency with 56.8% of Third, Fourth, Fifth and Sixth grade GAP students mastering content standards in Reading by 06/30/2017 as measured by by KPREP.

## Strategy1:

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

Category: Integrated Methods for Learning

Research Cited: Integrated Methods for Learning

Activity - HMM Reading Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Classroom Teachers/ Reading Interventionist

Activity - Fountas and Pinnell Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Fountas and Pinnell benchmark assessments to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments	Academic Support Program	08/08/2016	05/31/2017	\$2500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - Bi-Weekly Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal

Activity - GAP Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will monitor GAP student data using MAP, district benchmark assessments, common assessments and formative/summative classroom assessments. GAP student performance and progress will be analyzed and compared to overall student performance and progress.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Teachers

## Strategy2:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help

special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers, Special Education Teachers

## Strategy3:

Reading Intervention - Sinking Fork students will be placed in Reading Intervention Programs based on their screening scores using multiple data points to close the gaps in their reading instruction.

Category: Continuous Improvement

Research Cited:

Activity - Scheduled Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	08/08/2016	05/31/2017	\$0 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - READ 180/SYSTEM 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program	08/29/2016	06/30/2017	\$0 - District Funding	READ 180 and SYSTEM 44 Teachers

Activity - Reading Recovery K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork's Reading recovery teacher will provide instruction/progress monitoring based on individual GAP students needs that are identified .	Academic Support Program	08/08/2016	05/31/2017	\$10000 - Grant Funds	RTA Teacher

## Strategy4:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers

Activity - Professional Learning- Reading Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Reading Cohort Members- Dossett, Crabtree

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers

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Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

## Strategy5:

Building Relationships - Teachers will collaborate with parents to increase GAP student performance.

Category: Stakeholder Engagement

Research Cited:

Activity - GAP Student Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Academic Support Program Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

## Measurable Objective 2:

demonstrate a proficiency with 56.7% of third, fourth, fifth and sixth grade students in the non-duplicated GAP groups mastering content standards in Math by 05/31/2017 as measured by KPREP.

## Strategy1:

Math Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Continuous Improvement

Research Cited:

Activity - Math Solutions Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0 - Grant Funds	Math Teacher Leaders-Ferrell, Sims

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's Math teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, IBC Coach, Curriculum Specialist, Math teachers, Math interventionist

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy2:

Building Relationships - Teachers will collaborate with parents to increase GAP student performance.

Category: Stakeholder Engagement

Research Cited:

Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

Activity - GAP Student Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Parent Involvement Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy3:

Math Intervention - Math intervention teachers will provide math interventions to students in tier 2 and tier 3 four-five times a week. Students will be placed in intervention programs using multiple data points.

Category: Continuous Improvement

Research Cited:

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Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMH programs will be used for instruction and targeted intervention for students in Tier 2 and Tier 3 who need additional math assistance .	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Math Interventionist

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4th teachers will use Math intervention programs to target intervention for students in Tier 2 and Tier 3. Moby Max, IXL, DO The Math and Lumio will all be used.	Academic Support Program	08/08/2016	05/31/2017	\$2000 - Title I Schoolwide	Math Interventionist

## Strategy4:

Progress Monitoring- Math - Teachers will monitor student data to make decisions about individual student instruction.

Category: Continuous Improvement

Research Cited:

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Teachers , Math Interventionist , Guidance Counselor

Activity - HMH Math Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMH math Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, IBC Coach, Math teachers, Math interventionist

Activity - GAP Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's teachers will analyze GAP student data compared to overall student data to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Math teachers, Math interventionist

## Goal 3:

2016-2017 Sinking Fork Elementary will decrease the percentage of students scoring at the novice level in Reading from 26.2% to 22.2% and Math from 19.4% to 16.3% by May 2019.

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Sinking Fork Elementary School

## Measurable Objective 1:

demonstrate a proficiency by reducing the number of students scoring at the novice level in Reading and Math by 10% by 05/31/2017 as measured by KPREP.

## Strategy1:

Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited:

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's content teachers will meet to analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Reading Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Math Solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Science Assess Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork Teachers will participate in professional learning to make connections across content areas.	Professional Learning	08/08/2016	05/31/2017	\$0 - Grant Funds	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

## Strategy2:

Communicating and Involving Parents - Weekly folders and/or newsletters will be sent home

Category: Continuous Improvement

Research Cited: National Education Association

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy night will be held to offer parents reading/writing strategies that can be used at home to help enhance literacy. Parents will be informed of grade level reading goals and expectations. Students will be offered reading/literacy activities as a book and writing journal for home use. KPREP scores will be shared to make parents aware of progress and gains.	Parent Involvement	03/01/2017	05/31/2017	\$500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - STEM Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents participate in STEM challenge activities to educate parents about connections between content areas.	Parent Involvement	11/03/2016	05/31/2017	\$250 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Weekly Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly folders and/or newsletters will be sent home informing parents of what students are learning and upcoming events. Work samples will be sent home to inform parents of how students are progressing.	Parent Involvement	08/08/2016	05/31/2017	\$500 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math night will be held in the Fall. Teachers will focus on offering math strategies and manipulatives in connection with Eureka math that can be used at home to help build math fluency. Students will participate in creating math manipulatives/games that they can take home and use.	Parent Involvement	10/03/2016	05/31/2017	\$500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

### Strategy3:

Progress Monitoring - Teachers will monitor student data to make decisions about individual student instruction.

Category: Continuous Improvement

Research Cited:

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Multiple Data Points Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's teachers will analyze student data from MAP, classroom assessments, and HMH Inventories to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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

### Goal 1:

2016-2017 Sinking Fork Elementary will increase its combined reading and math proficiency for the non-duplicated gap group from 36.8% in 2015-2016 to 67% by May 2019 as measured by state assessments.

### Measurable Objective 1:

demonstrate a proficiency with 56.7% of third, fourth, fifth and sixth grade students in the non-duplicated GAP groups mastering content standards in Math by 05/31/2017 as measured by KPREP.

### Strategy1:

Math Intervention - Math intervention teachers will provide math interventions to students in tier 2 and tier 3 four-five times a week. Students will be placed in intervention programs using multiple data points.

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Category: Continuous Improvement

Research Cited:

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMH programs will be used for instruction and targeted intervention for students in Tier 2 and Tier 3 who need additional math assistance .	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Math Interventionist

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-4th teachers will use Math intervention programs to target intervention for students in Tier 2 and Tier 3. Moby Max, IXL, DO The Math and Lumio will all be used.	Academic Support Program	08/08/2016	05/31/2017	\$2000 - Title I Schoolwide	Math Interventionist

## Strategy2:

Math Professional Learning - Weekly PLC'S and Faculty Meetings

Category: Continuous Improvement

Research Cited:

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Math Solutions Math Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
math teacher leaders will provide professional learning during after school faculty meetings to share information gained from Math Solutions coaching visits and Math Academy sessions.	Professional Learning	08/08/2016	05/31/2017	\$0 - Grant Funds	Math Teacher Leaders-Ferrell, Sims

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's Math teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, IBC Coach, Curriculum Specialist, Math teachers, Math interventionist

## Strategy3:

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Progress Monitoring- Math - Teachers will monitor student data to make decisions about individual student instruction.

Category: Continuous Improvement

Research Cited:

Activity - HMM Math Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HMM math Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, IBC Coach, Math teachers, Math interventionist

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored weekly and biweekly as defined by the students tier of intervention. The RTI committee meets monthly to review data and discuss progress of each student.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Teachers , Math Interventionist , Guidance Counselor

Activity - GAP Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's teachers will analyze GAP student data compared to overall student data to make improvements on instructional strategies.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Math teachers, Math interventionist

#### Strategy4:

Building Relationships - Teachers will collaborate with parents to increase GAP student performance.

Category: Stakeholder Engagement

Research Cited:

Activity - GAP Student Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Parent Involvement Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

## Measurable Objective 2:

demonstrate a proficiency with 56.8% of Third, Fourth, Fifth and Sixth grade GAP students mastering content standards in Reading by 06/30/2017 as measured by by KPREP.

## Strategy1:

Building Relationships - Teachers will collaborate with parents to increase GAP student performance.

Category: Stakeholder Engagement

Research Cited:

Activity - GAP Student Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a mentoring program meeting a minimum of one time weekly with identified GAP students.	Parent Involvement Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

Activity - Student/Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will meet with parents of GAP students to discuss academic performance and behavior concerns.	Parent Involvement	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

## Strategy2:

Reading Intervention - Sinking Fork students will be placed in Reading Intervention Programs based on their screening scores using multiple data points to close the gaps in their reading instruction.

Category: Continuous Improvement

Research Cited:

Activity - Scheduled Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention/enrichment time will be scheduled school-wide for one hour each day. Students will be flexibly grouped based on needs identified by their teachers.	Academic Support Program	08/08/2016	05/31/2017	\$0 - General Fund	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - READ 180/SYSTEM 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third grade are using SYSTEM 44 for additional reading instruction. Students in fourth and fifth are using READ 180. These programs are being utilized 5 days a week in addition to their core reading program.	Academic Support Program	08/29/2016	06/30/2017	\$0 - District Funding	READ 180 and SYSTEM 44 Teachers

Activity - Reading Recovery K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork's Reading recovery teacher will provide instruction/progress monitoring based on individual GAP students needs that are identified .	Academic Support Program	08/08/2016	05/31/2017	\$10000 - Grant Funds	RTA Teacher

### Strategy3:

Special Education/Collaborative Teaching Classrooms - Special Education teachers will collaborate with regular education teachers to determine strategies to help

special education students and other struggling students in collaboration classrooms.

Category: Continuous Improvement

Research Cited: Differentiated Instruction- Tomlinson

Activity - Special Education Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will complete lesson plans for collaborative classrooms with strategies and activities specific to the Common Core standards being taught.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers, Special Education Teachers

### Strategy4:

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

Category: Integrated Methods for Learning

Research Cited: Integrated Methods for Learning

Activity - Fountas and Pinnell Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Fountas and Pinnell benchmark assessments to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments	Academic Support Program	08/08/2016	05/31/2017	\$2500 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

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Activity - Bi-Weekly Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 2 and Tier 3 RTI are progress monitored every 2 weeks. The RTI committee meets monthly to look over data and discuss progress of each student.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	RTI Teachers, Guidance Counselor, Curriculum Specialist, Principal

Activity - HMM Reading Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Inventories will be utilized for benchmarking and assessing growth.	Academic Support Program	08/08/2016	05/31/2017	\$0 - District Funding	Classroom Teachers/ Reading Interventionist

Activity - GAP Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will monitor GAP student data using MAP, district benchmark assessments, common assessments and formative/summative classroom assessments. GAP student performance and progress will be analyzed and compared to overall student performance and progress.	Academic Support Program	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Teachers

## Strategy5:

Professional Learning Communities - Weekly PLC'S and Faculty Meetings

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Teaching With Poverty In Mind Bookstudy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will participate in a book study - "Engaging Students With Poverty In Mind"- Eric Jensen.	Professional Learning	08/08/2016	05/31/2017	\$650 - Title I Schoolwide	Principal, Assistant Principal, Curriculum Specialist, Reading Teachers

Activity - Professional Learning- Reading Cohort	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading cohort members will provide professional learning during after school faculty meetings to share information gained from cohort meetings and reading conference.	Professional Learning	08/08/2016	05/31/2017	\$0 - District Funding	Reading Cohort Members- Dossett, Crabtree

Activity - High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sinking Fork teachers will receive ongoing coaching on High Impact Instruction to increase teacher effectiveness and proficiency of GAP students during monthly PLC's and classroom visits.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers

**Comprehensive School Improvement Plan**

Sinking Fork Elementary School

Activity - Weekly Grade Level Meetings and Monthly Vertical Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's reading teachers will analyze data and improve on instructional strategies.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, District IBC Coach, Curriculum Specialist Reading Teachers

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

**Goal 1:**

2016 -2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

**Measurable Objective 1:**

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the districts strategic plan.

**Strategy1:**

Individual Learning Plans - Sixth grade students will be introduced to and complete the first steps in their Individual Learning Plans.

Category: Career Readiness Pathways

Research Cited: Kentucky's Career Readiness Pathways

Activity - Student ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.	Career Preparation/ Orientation	08/08/2016	06/30/2017	\$0 - No Funding Required	Students in the 6th grade will meet with a teacher leader and guidance counselor during the school year to complete their Individual Learning Plan. They will be introduced to the process, explore opportunities to research careers and draft their plan.

# Comprehensive School Improvement Plan

Sinking Fork Elementary School

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

## Goal 1:

2016 -2017 Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

## Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2017 as measured by the districts strategic plan.

## Strategy1:

World Language - For nearly everyone in today's world , English is an absolute , but in America, English alone is not enough. Our country's geographic isolation and the global importance of English have contributed to our false sense of security in regard to our need for world language competence . To compete academically, economically and politically, and function successfully in a global society. American students need to be globally competent -and that means being able to communicate and interact effectively in at least one other language and culture.

Category: Career Readiness Pathways

Research Cited:

Activity - Program Review Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In collaboration with our community partnership , 3rd-6th grade students will be exposed to a foreign language and opportunities to learn sign language. Students will show their learning at the annual Holiday program in December and the end of year music program.	Career Preparation/ Orientation	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Curriculum Specialist, Guidance Counselor Teachers

# **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 one of the largest school districts in the state of Kentucky. Sinking Fork is one of eight elementary schools in Christian County. Sinking Fork is located in a rural setting and houses preschool through sixth grade. We stress academic excellence and encourage all students to develop skills to become life-long learners. Sinking Fork's mission statement is to provide a safe encouraging environment which all students are expected to meet their highest potential. Sinking Fork's student population is 502 and is reflective of the large diverse Christian County community. 57% of the schools populations is Caucasian, 35.5% is African American, and 8 % other. Over 72% of Sinking Fork Students receive either free or reduced lunch. Sinking Fork's teachers experience range from first year teachers to over 27 years of experience, with over 30% of our teachers having at least 15 years of teaching experience.

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

## **School's Purpose**

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

The vision at Christian County Public Schools is to create an educational culture of continuous growth through shared partnerships and responsibilities. The vision in the district is transform the educational environment to meet the ongoing demands of the 21st Century learning so that all students are engaged in a high quality, equitable education and are prepared for community and global responsibilities. Our mission at Sinking Fork Elementary School is to provide a safe, encouraging, environment in which all students are expected to reach their highest potential. Our vision statement is "Investing in the future!" We believe that all students, regardless of race, gender, or socioeconomic background, can learn and succeed in school. The school works in collaboration with school leadership and in partnership with our community to establish and support rigorous learning standards for all students. Sinking Fork's teachers value every student through research-based, individualized and differentiated instruction. Our goal for all students is to reach proficient level and attain one year's growth. The school offers primary talent pool and GT cluster groups for qualifying students. Response to interventions ensures students receive targeted instruction in their areas of deficiency. MAP Assessment is administered three times a year to kindergarten students through 6th grade and is used as the basis from grouping students to ensure growth can occur at all levels. Common Assessments are given after each unit taught at each grade level. These assessments provide teachers with data on mastery of standards and lead to reteaching and enrichment activities. Intermediate students participate in district benchmarks two times a year to measure students success as compared to the other elementary schools in the district. Using multiple data points teachers are able to tailor instruction to meet the needs of their students. Extracurricular Activities include Art club, Sinking Fork Choir, K-Kids (Kiwanis's) Student Technology Leadership Program, STEM Team, 4-H , Destination Imagination Team and Drama Club.

## **Notable Achievements and Areas of Improvement**

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

Sinking Fork's overall KPREP score was 67.1 with a classification of a Needs Improvement /Progressing school . Our most notable achievement is making a 4.3 point gain from the previous school year. One area of academic achievement was in the area of Social Studies on the 2016 KPREP. The NAPD Calculation for Social Studies was 74.7. In addition our students scored above the district in both reading and social studies. The KPREP data has shown the need for improvement in the area of Math and writing in 3rd-6th grade. We see the urgency to move the students towards proficiency and to have a goal for all students to show a years growth. Target areas are working with teachers on differentiated instruction with higher level questioning and using High Impact learning strategies with students to guide instruction and learning. Engaging students in rigorous learning opportunities. Focusing on small group instruction based on data from formative and summative assessments. Closely monitoring data and identifying GAP students to track data and compare to the data of our students overall.

## **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 a great melting pot that offers many unique ideas and opportunities. Many exceptional programs and services are offered to students beyond the core academic program. Programs such as: Panther Choir, Drama Club, Gifted and Talented Program, Art Club, K-Kids, Green Team, STLP, Career Fair, Family Reading Nights, STEM Club, Destination Imagination, Duke Talent Search, Jr. Pro Basketball, District Choir, Academic Team 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.