CHRISTIAN COUNTY PUBLIC SCHOOLS

Sinking Fork Elementary
Christian County Public Schools
Comprehensive School Improvement Plan
School Year 2018 - 2019

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2018-2019 Phase Three: Executive Summary for Schools_11062018_09:49

Phase Three: Executive Summary for Schools

Sinking Fork Elementary School
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5005 Princeton Road
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United States of America

Last Modified: 11/08/2018
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Phase Three: Executive Summary for Schools

Executive Summary for Schools

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 Forks 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.

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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. Reading Inventory and Math Inventory assessments are administered three times a year to kindergarten students through 6th grade and are used as the basis for 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

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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 , Dance Team, Cheer Team, Student Council and Academic Team.

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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 KPREP score was 67.8 Our most notable achievement is closing our achievement gap by reducing the number of students scoring at the novice level in math. The KPREP data has shown the need for improvement in the area of reading ,writing and in Science, Social Studies and On Demand 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 , whole based literacy approach 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.

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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, Gifted and Talented Program, Art Club, K-Kids, STLP, Career Fair, Family Reading Nights, STEM Club,Duke Talent Search, Jr. Pro Basketball, District Choir, Student Council, Good News Club and Academic Team. The faculty and staff at Sinking Fork Elementary will maintain an attitude of continuous improvement and commitment to excellence for students of this community.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase One: Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

Sinking Fork Elementary School
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5005 Princeton Road
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United States of America

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Sinking Fork Elementary's SBDM and faculty/staff reviewed the feedback from the TELL survey. Sinking Fork received an 80% or above rating in all areas. Differentiation is an area SBDM members and faculty/staff have targeted as an area for growth. By May 2019, Sinking Fork will provide a variety of opportunities for teachers to participate in activities that contribute to academic success of students. A focus will be placed on differentiation for reading and math subjects. Teachers will participate in TILT opportunities as well as demonstrate differentiation strategies in the classroom. My success will be measured by an increase in agreement rate on TELL Survey Question Q8.1 E from the current rate of 87.1% to 96%.

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The CSIP is reviewed in SBDM and reviewed in committee meetings where teachers, leaders and stakeholders review the CSIP monthly and its progress to close the gap. Progress notes will be kept through EPROVE on what is taking place at Sinking Fork to insure the achievement gap is being closed. Parents are asked for input through SBDM meetings, PTO meetings, and through surveys throughout the year Parents are required to meet with teachers at the end of each 9 weeks to review their student's performance and be a partner in their child's learning.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase Two: The Needs Assessment for Schools_10192018_10:28

Phase Two: The Needs Assessment for Schools

Sinking Fork Elementary School
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5005 Princeton Road
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

1. Continuous Improvement Team: The Leadership Team is made up of the principal, 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. 2. Gather and organize data: Leadership team, teachers and interventionist gather data into spreadsheets. Data is organized and evaluated using a variety of media. Examples: data walls, Google suite shared data, Tyler Pulse, etc.) 3. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. 4. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. 5. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations. 6. Identify root causes: Continuous Improvement Team identifies root causes for each priority performance concern. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Tools to identify root causes include: The 5 Why's, Fishbone diagrams, Pareto charts, and scatter diagrams. 7. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. 8. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. 9. Implement plan: The improvement plan is communicated to all stakeholders and implemented. 10. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team using will utilize 5X monitoring, department meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

-32% of gap students scored proficient on KPREP Reading.

-We saw a 10% increase among gap students in Reading from 2017 to 2018.

-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Sinking Fork's overall achievement score for 2018 was a 67.8 and we are classified as a TSI school Sinking Fork's 2018 KPREP Reading Data Indicates: -53.79% of our students scored Novice/ Apprentice - 75.78 % of African American students scored Novice/Apprentice - 64.21% of our Free/reduced students scored Novice/Apprentice Sinking Fork's 2018 KPREP Math Data Indicates: -52.61 of our students scored Novice/ Apprentice -69.85% of African American students scored Novice/Apprentice - 54.73% of our Free/reduced students scored Novice/Apprentice

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

After reviewing the data it is clear that our African American population is under performing in both reading and math. - 75.78% of our AA students scored Novice/ Apprentice in Reading -69.85 % of our AA students scored Novice/ Apprentice in Math

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Sinking Fork Elementary's African American GAP group continues to under perform compared to our white students. Two subpopulations are a trend when looking at GAPS for Sinking Fork.African Americans 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 RI & MI assessments, common assessments and district benchmarks.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

1- Deployment of Standards 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. 6-Establish a Learning Culture and Environment Two sub populations are a trend when looking at GAPS for Sinking Fork. African American 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 1 to 1 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.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Overall proficiency scores indicated that Sinking Fork exceeded the cut score of 60.5 scoring a 67.8 . In the area of Separate Academic Indicators students overall exceeded the cut score of 52.6 Sinking Fork scoring a 54.1.Sinking Fork Elementary students in the Free & Reduced lunch GAP group met the cut score for proficiency .

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools_11062018_09:47

Phase Three: Comprehensive Improvement Plan for Schools

Sinking Fork Elementary School
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5005 Princeton Road
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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Goal Builder	2018-2019 Goal Builder	

Sinking Fork Elementary School

Comprehensive School Improvement Plan

2018 - 2019

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.

- There are 4 required school-level goals:
  For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Gap, Graduation rate, and Transition readiness.

1: Proficiency
State your *Proficiency* Goal

Goal 1: Sinking Fork Elementary will Increase the number of students scoring proficient or above in combined reading and mathematics from 67.8% to 72.8% by 2019.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP 2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the number of students scoring proficient or above in reading from **45% to 54%** as indicated by EOY District Standards Assessments by June 2018 (grades 2-8; English III).	KCWP 1: Design and Deploy Standards				
	KCWP 2: Design and Deliver Instruction	**K-6 Literacy Cohort:** *Provide training and resources for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels.*	F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Instructional Budget
	KCWP 3: Design and Deliver Assessment Literacy	**Teachers Intentionally Learning Together (TILT):** In order for excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at transferring and improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success. Teachers will earn 6 hours of professional development	F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. See TILT calendar.	Grant Funded
	KCWP 4: Review, Analyze and Interpret Data				
	KCWP 6: Establishing Learning Culture and Environment				

credit through peer-facilitated professional learning aligned to teacher growth plans.		
Vertical PLC/ Planning: Sinking Fork teachers will participate in vertical planning meetings (PLC's) to collaboratively create learning maps/guiding questions/formative assessments for upcoming units.	RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations Instructional Rounds data	SX plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. KDE support meetings PLC documentation	Grant Funded KDE Supported
Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions.	F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data	SX plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Title II
Curriculum Alignment: Sinking Fork will work in partnership with the District as we continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning with support from LDC partners who will conduct an audit and recommend changes.	F&P Levels RI Growth DSA Proficiency	SX plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	SRCL Grant Funded
Deep Dive -Differentiation Focus: partner school Crofton Elementary Professional learning provided to all school teams districtwide. Each school team determines a problem of practice after completing a needs assessment related to differentiation practices in their school and partners with another district school for in-depth study and training. The Team will also complete a deep analysis into multiple data points using the district data protocol to further inform action plans. District support includes hourly stipends for work beyond the contracted day, substitute costs for lesson studies/training/instruction rounds, facilitation, and materials. Partner teams and district staff conduct instructional rounds for the problem of practice. Additional district observations will be conducted as well.	Observable evidence of differentiation Instructional Rounds data	School Implementation Plans Data: October Rounds: November - March	District Funded
Professional Learning Communities (PLCs): Sinking Fork's PLC schedule and routine is set to include planning (pacing, learning map and guiding questions), assessment building, quality instruction, formative assessment, RTI and data analysis weeks to ensure academic proficiency	F&P Levels RI Growth DSA Proficiency Coaching observations	SX plans and data monitoring will be reviewed and feedback provided	No Funding Required

Activity	Measure	Monitoring	Funding
of students. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what *does* and *doesn't* work to enhance student achievement.	Instructional Rounds data	Instructional Rounds 45-90-135-180 day cycle.	No Funding Required
Instructional Rounds: Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection (Robert J. Marzano).	Instructional Rounds data School Plans based on Rounds data	Instructional Rounds problem of practice focused on improving instructional practice connected to 5X Monitoring plans 45-90-135-180 day cycle.	No Funding Required
Assessment Plan: School assessment plan developed aligning to 5X monitoring utilizing consistent data points	School Assessment Plan	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	No Funding Required
Attendance Matters: Participation in national campaign promoting the fact that missing school matters.	Attendance Records	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	No Funding Required
Curriculum Leadership Team: Sinking Fork Elementary School leadership will participate in Monthly curriculum meetings led by the chief instructional officer and instructional staff focusing professional learning community data analysis and response protocols.	engage in data-driven decision making to support quality instruction	Observations of school teams during CLT School Plans from CLT	No Funding Required
Leader Rounding on Staff: Collect vital information, reward and recognize, build relationships, validate key behaviors, build engagement for all stakeholders.	Employee Engagement Survey results	Division meetings to debrief rounds data	No Funding Required
Striving Readers Comprehensive Literacy initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach: **Kentucky Literacy Intervention Project:** Grades 6 - 12 Literacy Intervention Project in partnership with KDE through the Striving Readers Comprehensive Literacy grants. In partnership with Literacy Specialists from KDE, teams at	RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Grant Funded, KDE Supported

the middle and high schools are engaging in professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities and the administrator who is participating in the learning as well.

Literacy Design Collaborative Coach and Learn Teams: Grades 3-12 Professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams are supported by LDC Coach, and participate in creation of high-quality tasks built on focus standards, disciplinary literacy, and aligned instruction.

Early Childhood Literacy Academy: Preschool teachers in every building participate in the academy to build capacity around quality early childhood literacy instruction.

School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semesters.

Supplemental Phonics Program: Select and purchase a supplemental phonics program K-6 to create a cohesive approach to phonics instruction K-6 districtwide. Professional learning support will be offered for implementation and administrator monitoring of phonics instruction.

Strategy/Activity	Measures	Funding
(above literacy strategies)	Instructional Rounds data KDE support meetings PLC documentation Online support documentation (FlipGrid and Google Classroom) School Literacy Plans and School Literacy Team agendas (3x per semester) Monthly Online submissions through cohort Google Classroom	
PBIS: Support teachers in implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Students will not lose instruction due to disciplinary issues Discipline Reports	General Fund
K - 8 Math Cohort: Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics at elementary and middle school levels.	MI Growth DSA Proficiency Coaching observations Instructional Rounds data 5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Grant Funded
Teachers Intentionally Learning Together (TILT): See Goal 1 - Objective 1		
Professional Learning and Coaching: See Goal 1 - Objective 1		
Curriculum Planning and Unit Planning: See Goal 1 - Objective 1		
Professional Learning Communities (PLCs): See Goal 1 - Objective 1		

Objective 2: Increase the number of students scoring proficient or above in mathematics from 73.7 to 78.7 as indicated by EOY District Instruction

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

Standards Assessment by June 2019 (Grades 3-6.)	KCWP 3: Design and Deliver Assessment Literacy	Deep Dive: See Goal 1 - Objective 1			
	KCWP 4: Review, Analyze and Interpret Data	Assessment Plan: See Goal 1 - Objective 1			
		Attendance Matters: See Goal 1 - Objective 1			
		Curriculum Leadership Team: See Goal 1 - Objective 1			
	KCWP 6: Establishing Learning Culture and Environment	PBIS: See Goal 1 - Objective 1			
		Deep Dive: See Goal 1 - Objective 1			
		Google Classroom - support teachers in the use of Google classroom to save time, collaborate, communicate, and better meet the needs of all students			
		Professional Learning and Coaching: See Goal 1 - Objective 1			
		Professional Learning Communities (PLCs): See Goal 1 - Objective 1			
		Curriculum Planning and Unit Planning: See Goal 1 - Objective 1			
		Teachers Intentionally Learning Together (TILT): See Goal 1 - Objective 1			
Objective 3: TELL Survey - Improve response rate from 63.3% to 73.3% on teachers agreeing with the statement that class sizes are reasonable such that teachers have the time available to meet the needs of all students.	KCWP 1: Design and Deploy Standards				
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 6: Establishing Learning Culture and Environment				
	KCWP 4: Review, Analyze and Interpret Data				
Objective 4: Chronic absenteeism will decrease by 1% by June 2019.	KCPW 4: Review, Analyze and Apply Data	Analysis of chronic absenteeism data to include family structure, student involvement in extra-curricular/co-curricular activities, and health issues.	Leadership awareness	Monthly student list	No funding required
	KCPW 5: Design, Align and Deliver Support				

		Teacher awareness and attention	Monthly student lists	No funding required
Teacher awareness of student chronic absenteeism/access to data.				
Parent Education on College and Career Readiness Habits focusing on attendance.	Sign In sheets		Reduction in student absenteeism	FRC

2: Gap
State your Gap Goal

Goal 2: Sinking Fork Elementary School will increase the **average combined reading and math proficiency rates for all students in the Gap Group (consolidated) to 51.4% by 2021.**

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective 1: Decrease the achievement gap in reading for African-Americans and Students with Disabilities by 10% as indicated by EOY District Standards Assessments (grades 2-6;) by June 2019.	KCWP2: Design and Deliver Instruction	Collaboration- Sinking Fork Special Education resource teachers will collaborate with classroom teachers to ensure academic proficiency of students.	RTI Progress Monitoring DSA proficiency data, RI data, F&P data	5x monitoring RTI Progress Monitoring	No Funding Required
	KCWP4: Review, Analyze and Apply Data	Deep Dive Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas. Teams include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, Teacher Team members .The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction, increasing awareness of effective strategies for teaching children of poverty through the work of Eric Jensen, and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur with a partner school with the same level of differentiation focus.	Observations	Instructional Rounds problem of practice focused on improving instructional practice connected to 5X Plan.	Grant Funds
	KCWP5: Design, Align and Deliver Support	Family Literacy Night- parents and their children participate in activities and some helpful guidelines from an experienced teacher to write, read, and share their ideas for increasing reading fluency and comprehension. Its purpose is to read and write for individual enjoyment and build a stronger sense of literacy as a benefit to the family and to the school community.	Survey results & feedback		General Funds; Title I, Title III; Homeless; Migrant
	KCWP6: Establishing Learning culture and Environment	PLC Cycle 1 Planning for Instruction: EL teachers will participate in cycle 1 of professional learning communities to provide job-embedded support to general education teachers as they plan for instruction for English Learners.	Participation in PLCs Observations	Observations District EL Teacher PLC	No Funding Required
		PLC Cycle 3 RTI -Sinking Fork Teachers will monitor student's instruction and behavior throughout the school year in monthly PLCs and RTI meetings. Teachers will meet monthly with RTI team to review data and progress monitoring of students to determine placement, progress and strategies.	RTI Progress Monitoring DSA proficiency data, RI data, PBIS data, F & P data	5x monitoring RTI Progress Monitoring	No Funding Required

Reading Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44)		Improvement in Lexile scores	Quarterly implementation monitoring.	Grant Funded
Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what *does* and *doesn't* work to enhance student achievement.		Improvement in student achievement	Random PLC visits provided by administrative team to support 5X Plan follow through.	No Funding Required
Deep Dive –Differentiation : See Goal 2 - Objective 1				
PLC Cycle 1 Planning for Instruction: See Goal 2 - Objective 1				
Math/STEM Family Nights- A Family Night where hands-on science, math, and engineering activities for students and families are facilitated to complete together. The event includes a range of activities covering different STEM topics and connections to exciting STEM careers.		Survey results & feedback		Title I
Math Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (MATH 180, Do the Math)		Improvement in Quantile scores	Quarterly implementation monitoring	Grant Funded
Professional Learning Communities (PLCs): See Goal 2 - Objective 1.				
Primary Program Success: Preschool students (at-risk and students with disabilities) are tracked throughout their primary program to measure their level of success.		Data spreadsheet Reading Inventory Math Inventory Former MAP Scores	Lexile growth Quantile Growth	State/Grant Funded
Objective 2: Decrease the achievement gap in mathematics and reading for African-Americans and Students with Disabilities by **10%** as indicated EOY District Standards Assessments (grades 2-6) by June 2019.	KCWP2: Design and Deliver Instruction			
	KCWP4: Review, Analyze and Apply Data			
	KCWP5: Design, Align and Deliver Support			
	KCWP6: Establishing Learning culture and Environment			

4: Growth
State your *Growth* Goal

Goal 4: Increase the average combined reading and math growth in grades 4 – 6 from 15.6 to 19 by 2021 as measured by statewide accountability measures.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1. Design and Deploy Standards
- KCWP 2. Design and Deliver Instruction
- KCWP 3. Design and Deliver Assessment Literacy
- KCWP 4. Review, Analyze and Apply Data
- KCWP 5. Design, Align and Deliver Support
- KCWP 6. Establishing Learning Culture and Environment

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

- KCWP1. Design and Deploy Standards - Continuous Improvement Activities
- KCWP2. Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3. Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4. Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5. Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6. Establishing Learning Culture and Environment - Continuous Improvement Activities

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Baseline data will be collected to determine: the number of students achieving at least 1 year growth as measured by the Reading Inventory in Grades 1-6.	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities	See Measures of Success Goal 1 See Measures of Success Goal 2	See Progress Monitoring Goal 1 See Progress Monitoring Goal 2	See Funding Goal 1 and 2
Objective 2: Baseline data will be collected to determine: the number of students achieving at least 1 year growth as measured by the Math Inventory in Grades 1-6.	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objective 2 - Activities See Goal 2 - Measurable Objective 2 - Activities	See Measures of Success Goal 1 See Measures of Success Goal 2	See Progress Monitoring Goal 1 See Progress Monitoring Goal 2	See Funding Goal 1 and 2

5: Transition readiness
State your *Transition readiness* Goal

Goal 5: Sinking Fork Elementary students in grades 5 will meet or exceed the transition readiness benchmark on KPREP by increasing the number of students scoring proficient or above in combined reading and mathematics from 67.8% to 72.8% by 2019.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Students in grade 5 will meet or exceed the transition readiness benchmark on KPREP by 2019.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities **Social Studies:** Continue formally established protocols for completing Literacy Design Collaborative through-course tasks with social studies teachers K-6. Teachers will design, plan, and implement a LDC task, and will attend a day together to follow a protocol for student work analysis. **Writing:** Teachers K-6 engaged in foundational learning experiences to prepare for the development of a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS ELA and Content Literacy Standards, TCT for Science). Moving forward, additional professional learning opportunities will be	See Goal 1 - Measures of Success See Goal 2 - Measures of Success Composite Score on KPREP	See Goal 1 - Progress Monitoring See Goal 2 - Progress Monitoring Through Course Task Work	See Goal 1 - Funding See Goal 2 - Funding Grant Funding

provided through TILT to support teacher acquisition of skills needed to teach students 21st century literacy skills.			
Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-6. Teachers will plan and implement at least two TCTs and will attend one to two days together to follow a protocol for student work analysis.			
College and Career Days: School college and day and a school career fair where activities are planned to emphasize the importance of college and career.			
Project Based Learning: Continue to implement and develop lesson plans PBL to support instruction integrating 21st Century skills.	Teacher participation Student projects Showcases	Professional Learning Observations	Grant Funding

6: Separate Academic Indicators

State your *Separate Academic Indicators* Goal

Goal 6: By 2021, Sinking Fork Elementary will increase the Separate Academic Indicator rating from 54.1 to 65 %P/D in science, social studies and on demand writing by 2021.

Which Strategy will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	**Which Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Social Studies: See Goal 5, Objective 1 – Social Studies Activity			
		Writing: See Goal 5, Objective 1 - Writing Activity			
		Science: See Goal 5, Objective 1 - Science Activity			
		Striving Readers Comprehensive Literacy initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach:	RI Growth DSA Proficiency Lesson Planning during PLCs	5X plans and data monitoring will be reviewed and feedback provided	Grant Funded; KDE Supported

Kentucky Literacy Intervention Project: Grades 6 - 12 Literacy Intervention Project in partnership with KDE through the Striving Readers Comprehensive Literacy grants. In partnership with literacy specialists from KDE, teams at the middle and high schools will engage in professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities and the administrator who is participating in the learning as well. **Literacy Design Collaborative Coach and Learn Teams:** Grades 3-12 Professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams are supported by LDC Coach, and participate in creation of high-quality tasks built on focus standards, disciplinary literacy, and aligned instruction. **School Literacy Plans supported by Literacy Teams:** As required by the grant, Sinking Fork will establish School Literacy Teams that will monitor implementation of our School Literacy Plan and report to SBDM 3 times per semesters.	Classroom Observations Instructional Rounds data		45-90-135-180 day cycle. KDE support meetings PLC documentation Online support documentation (FlipGrid and Google Classroom) School Literacy Plan and School Literacy Team agendas (3x per semester) Monthly Online submissions through cohort Google Classroom

2018- 2019 Phase Three: Closing the Achievement Gap Diagnostic_11082018_10:33

Phase Three: Closing the Achievement Gap Diagnostic

Sinking Fork Elementary School
Leslie Lancaster
5005 Princeton Road
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 12/03/2018
Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Sinking Fork Elementary School is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles and is the 10th largest school district in the state of Kentucky. Sinking Fork is one of eight elementary schools in Christian County. Sinking Fork Elementary is a beautiful facility which houses preschool through sixth grade. We are located in a lovely rural setting. Through the shared involvement of our parents, students, school family, and community, our students achieve at high levels. We stress academic excellence and encourage all students to develop skills to become life-long learners. Sinking Fork's mission statement is to provide a safe encouraging environment which all students are expected to meet their highest potential. Sinking Forks student population is 496 and is reflective of the large diverse Christian County community. 62.9 percent of the schools population is Caucasian, 34 percent is African American, 6 percent Hispanic, 0 percent Asian, 1 percent Pacific Islander, and 7 percent are two or more. Over 68 percent of Sinking Fork students receive either free or reduced lunch.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

At Sinking Fork we took a closer look at our GAP population. With the numbers we saw, we as a staff started with intentional planning during our PLC's and faculty meeting to make sure our GAP students' needs were being met. We also revised our RTI program and policy. Each tier is carefully planned and monitored weekly or biweekly. Our RTI committee is meeting monthly to discuss the process and making sure the needs of our students are being meet. We are continuing to implement iRead (K-2nd) READ 180, System 44 , MATH 180 and Do The Math at Sinking Fork school wide. RTA Reading Recovery is used to target low performing GAP students K-2. Math interventions are taking place K-6 with programs such as Do The Math, MATH 180 , and IXL . We are continuing our Mentor program with our at risk students and our annual home visits. In addition, all Sinking Fork leadership has an assigned group of GAP students that they mentor by having GAP lunch bunch and GAP group conferencing and mentoring. GAP leadership mentoring takes place a minimum of two times monthly. Teachers are tracking GAP students data and monitoring their progress with multiple assessment measures such as Reading Inventory and Math Inventory, common assessments, district benchmarks and other classroom assessments. Student data tracking is monitoring specific GAP groups . Sinking Fork is making intentional efforts to increase parent involvement. Watch D.O.G.S. a school based father involvement program is being used to provide opportunities for father/male parent involvement. We will also plan monthly parent involvement activities/meetings to help parents and students feel connected to Sinking Fork with a goal of increasing parent involvement.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Sinking Fork Elementary School scored a 67.8 for proficiency for the 2017-2018 school year. Math was an area of strength where we exceeded the state cut score . Reading met the state cut score for students overall but not significantly. African Americans in Math exceeded the state cut score with a 64.7 but in reading our African American population scored a 43. 0 which was well below the state cut score.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Two sub populations are a trend when looking at GAPS for Sinking Fork. African Americans and students with disabilities with an IEP in the area of Reading . Currently we are providing

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intervention services to the lowest 20% of each grade level in reading and math determined by reading and math Inventory 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 continue 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.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

At Sinking Fork we took a closer look at our GAP population. With the numbers we saw, we as a staff started with intentional planning during our PLC's and faculty meeting to make sure our GAP students' needs were being met. We also revised our RTI program and policy. Each tier is carefully planned and monitored weekly or biweekly. Our RTI committee is meeting monthly to discuss the process and making sure the needs of our students are being meet. We are continuing to implement iRead (K-2nd) READ 180, System 44 , MATH 180 and Do The Math at Sinking Fork school wide. RTA Reading Recovery is used to target low performing GAP students K-2. Math interventions are taking place K-6 with programs such as Do The Math, MATH 180 , and IXL, . We are continuing our Mentor program with our at risk students and our annual home visits. In addition, all Sinking Fork leadership has an assigned group of GAP students that they mentor by having GAP lunch bunch and GAP group conferencing and mentoring. GAP leadership mentoring takes place a minimum of two times monthly. Teachers are tracking GAP students' data and monitoring their progress with multiple assessment measures such as Reading Inventory / Math Inventory, common assessments, district benchmarks and other classroom assessments. Student data tracking is designed to specifically track our identified GAP groups. Sinking Fork is making intentional efforts to increase parent involvement. Watch D.O.G.S. a school based father involvement program is being used to provide opportunities for father/male parent involvement. We will also plan monthly parent involvement activities/meetings to help parents and students feel connected to Sinking Fork with a goal of increasing parent involvement. Professional learning to increase teacher effectiveness is taking place in collaboration with district efforts. Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas. Teams include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant (TILT). The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction, increasing awareness of effective strategies for teaching children of poverty through the work of Eric Jensen, and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2017-2018 school year. Sinking Fork is working in collaboration with a sister school as part of the Striving Readers Grant to implement a whole based literacy approach that will increase the amount of science and social studies content that is taught within the ELA standards. Sinking Fork is revisiting our current writing plan to update and align to current needs.

Sinking Fork has a team of teachers participating in the LDC coaching sessions to design and implement the LDC modules within their classrooms which will support our whole literacy approach.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

There are many barriers when trying to close the achievement gap. Lack of parent support is a barrier we have identified. Several students have been assigned to work with the in school therapist, family resource and school nurse to provide extra support due to not having that support from home. This can cause a major barrier in their education and the learning environment. Teachers and staff continue to grow in closing the Achievement Gap and their knowledge of understanding students from multiple backgrounds including poverty. Professional learning using Eric Jensen's "Engaging Students With Poverty In Mind" is continuing throughout the 2018-2019 school year. Differentiation of Tier 1 classroom instruction based on the needs of individual students as determined by multiple assessment measures continues to be an area of growth and development. Sinking Fork continues to dedicate a specific hour "Power Hour" for RTI/enrichment instruction to take place for all students. Teachers are also being coached using the PGES framework utilizing district coaches in the areas of reading and math. Differentiated professional learning is being provided to teachers to ensure quality instruction (TILT) . Professional learning using High Impact Instruction is being used to increase teacher effectiveness.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The CSIP is reviewed in SBDM and reviewed in committee meetings where teachers, leaders and stakeholders review the CSIP monthly and its progress to close the gap. Progress notes will be kept on what is taking place at Sinking Fork to insure the achievement gap is being closed. Parents are asked for input through SBDM meetings, PTO meetings, and through surveys throughout the year. Parents are required to meet with teachers at the end of each 9 weeks to review their student's performance and be a partner in their child's learning.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See attached upload

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachments

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
⊞ Achievement GAP Group Breakdown	Achievement GAP Group Breakdown	III, III
⊞ Measurable Gap Goals	Measurable Gap Goals	III

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Phase Two: School Assurances_10192018_11:27

Phase Two: School Assurances

Sinking Fork Elementary School
Leslie Lancaster
5005 Princeton Road
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 11/08/2018
Status: Locked

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. 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, career, and transition ready.

- ● **Yes**
- ○ No

   ○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. 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**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. 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 and Family Engagement Policy.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ● **Yes**
- ○ No

○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ● **Yes**
- ○   No
- ○   N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)