

# **Sinking Fork Elementary School Comprehensive Improvement Plan 2023-2024**

## Comprehensive School Improvement Plan (CSIP)

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- **Science Student Achievement ( 55% of students scored apprentice on KSA)**
- **Combined Writing Student Achievement ( 0% of students scored distinguished on KSA)**
- **Gap Group Student Achievement (African American students are underperforming white students by 21% in reading and 17% in math. 33% of AA students scored novice in reading whereas only 13% of white students scored novice. 30% of AA students scored novice in math whereas only 17% of white students scored novice.)**

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- We will focus resources and efforts on ensuring:**
- **curricular alignment reviews are an ongoing action of the PLC planning process**
  - **monitoring measures are in place to support high fidelity in teaching to the standards**
  - **congruency is present between standards, learning targets and assessment measures**

Indicator	Status	Change
State Assessment Results in reading and mathematics	68.8 Medium	2.2 Increase
State Assessment Results in science, social studies and writing	63.2 Medium	-3.2 Decline
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	84.4 Very High	2.2 Increase
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

### Indicator Scores

List the overall scores of status and change for each indicator.



### 1: State Assessment Results in Reading and Mathematics

**Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 48% to 60% by Spring 2026 as determined by Kentucky Standards Assessment.**

**Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 54% to 72% by Spring 2026 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Reading - Increase the number of students scoring proficient or above in reading from 48% to 52% by Spring 2024 as determined by Kentucky Standards Assessment.</p>	<p><b>KCWP 1:</b> Design and Deploy Standards <b>KCWP 2:</b> Design and Deliver Instruction</p>	<ul style="list-style-type: none"> <li>● <b>Teacher Coaching Model</b> <ul style="list-style-type: none"> <li>○ <b>Committed to seeing ALL teachers each week</b></li> <li>○ <b>Increased visibility in classrooms</b></li> </ul> </li> <li>● <b>Direct Instruction - standards aligned</b> <ul style="list-style-type: none"> <li>○ <b>Into Reading Grades K-5: Standards based ELA instruction</b></li> <li>○ <b>Reflex Math, Map Accelerator, and Eureka-Standards aligned Math instruction</b></li> </ul> </li> <li>● <b>PLC's (PDSA)</b> <ul style="list-style-type: none"> <li>○ <b>Student Achievement</b></li> <li>○ <b>Standards Alignment</b></li> <li>○ <b>Teacher Coaching</b></li> <li>○ <b>Lesson Design</b></li> <li>○ <b>Pacing/Structure</b></li> <li>○ <b>Data Analysis</b></li> <li>○ <b>Instructional Feedback</b></li> <li>○ <b>Identifying Support Needs</b></li> </ul> </li> <li>● <b>Protecting the Learning Environment</b></li> <li>● <b>Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data)</b></li> <li>● <b>Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).</b></li> <li>● <b>Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Student growth on MAP assessments.</li> <li>● Students will reach proficiency on Unit/Common Assessments.</li> <li>● Classroom observations will show high standards of teaching and learning.</li> <li>● Student Data Tracker input will indicate high levels of student success on taught skills/standards.</li> <li>● District Instructional Rounds feedback will support the implementation of high quality direct. instructional practices.</li> <li>● Teacher Coaching Model data will show high percentages of classrooms are visited weekly.</li> <li>● Student conferencing confirms students are aware of their individual growth goals and are working to achieve them.</li> <li>● Differentiation through content, process, and product occurring within the classroom and through pull out programs.</li> <li>● Cluster leaders provide assistance with identification and coaching teachers in providing individualized services.</li> <li>● Opportunities for students to participate in extracurricular activities or clubs.</li> <li>● All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.)</li> </ul>	<ul style="list-style-type: none"> <li>● MAP Data/Reports</li> <li>● Common Assessment Data</li> <li>● Mastery Connect Data</li> <li>● Student Data Tracker Data</li> <li>● Teacher Coaching Model Data</li> <li>● PLC Agendas and Minutes</li> <li>● Instructional Rounds Feedback</li> <li>● Growth Goal Percentages</li> <li>● Lesson Plans</li> <li>● Classroom Observations</li> <li>● RTI Data Reports</li> <li>● Schedules of GT enrichment specialists</li> <li>● Professional learning sign in sheets from staff trainings led by cluster leaders</li> </ul>	<p>General Fund</p> <p>Title I</p> <p>SBDM</p> <p>GT State Grant</p> <p>GT District Match</p>
<p>Math - Increase the number of students scoring proficient or above in Math from 54% to 60% by Spring 2023 as determined by Kentucky Standards Assessment.</p>					

**Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 48% to 60% by Spring 2026 as determined by Kentucky Standards Assessment.**

**Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 54% to 72% by Spring 2026 as determined by Kentucky Standards Assessment.**

Objectiv	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<ul style="list-style-type: none"> <li>Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q &amp; A sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Cluster leader trainings</li> </ul>	

**2: State Assessment Results in Science, Social Studies, and Writing**

**Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 28% to 46% by Spring 2026 as determined by Kentucky Standards Assessment.**

**Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 51% to 60% by Spring 2026 as determined by Kentucky Standards Assessment.**

**Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 33% to 49% by Spring 2026 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science: Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 28% to 38% by Spring 2024 as determined by Kentucky Standards Assessment.	<b>KCWP 1:</b> Design and Deploy Standards <b>KCWP 2:</b> Design and Deliver Instruction	<ul style="list-style-type: none"> <li>● <b>See Activities for Goal 1</b></li> <li>● <b>Increase writing opportunities across all subjects and all grade levels.</b></li> <li>● <b>Parent/Family nights that promote and emphasize the importance of writing, social studies and science.</b></li> </ul>	<ul style="list-style-type: none"> <li>● See Measure of Success for Goal 1</li> <li>● Student writing samples will show progress toward mastering writing conventions.</li> <li>● Lesson plans will include opportunities for students to write in all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>● See Progress Monitoring for Goal 1</li> <li>● Vertical PLC Agendas and Attendance Documents</li> <li>● PD Attendance Records</li> <li>● Meetings with 5th grade writing team and writing coach (Jan 24 - Mar 24)</li> <li>● Cohort Meetings for Writing</li> <li>● Students using Typesy during NTI days</li> </ul>	General Fund SBDM Funds Title I GT State Grant GT District Match
Social Studies: Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 51% to 54% by Spring 2024 as determined by Kentucky Standards Assessment.	<b>KCWP 1:</b> Design and Deploy Standards <b>KCWP 2:</b> Design and Deliver Instruction	<ul style="list-style-type: none"> <li>● <b>Professional Development and coaching for teachers- District Writing Coach.</b></li> <li>● <b>Typesy program used 3<sup>rd</sup> through 6<sup>th</sup> grade to build typing capacity and computer literacy.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reports for online science, social studies and language arts programs will indicate increased student achievement.</li> </ul>		



<p>Combined Writing: Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 33% to 38% by Spring 2024 as determined by Kentucky Standards Assessment</p>	<p><b>KCWP 1:</b> Design and Deploy Standards <b>KCWP 2:</b> Design and Deliver Instruction</p>	<ul style="list-style-type: none"> <li>● <b>Science, Social Studies and Writing learning checks used school wide.</b></li> <li>● <b>Collaborative work sessions with other schools to develop teacher capacity and create a support system of educators working towards common outcomes.</b></li> <li>● <b>Additional professional learning for Science/Social Studies/Writing across grade levels.</b></li> <li>● <b>Amplify science program will be used to implement science standards in grades K-5 and Science Scopes in 6<sup>th</sup></b></li> <li>● <b>Teachers in grades K-6 utilize resources aligned to NGSS.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Increased teacher participation in PD opportunities.</li> <li>● Evidence of implementation of school wide literacy/writing plan.</li> </ul>		
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### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding																					
<p>Decrease the achievement gap between African American students scoring proficient and distinguished in the area of READING as compared to White students by 5% as determined by Spring 2024 KSA.</p> <table border="1" data-bbox="110 805 491 1097"> <thead> <tr> <th colspan="3">CURRENT Reading GAP Spring 2023 KSA</th> </tr> <tr> <th></th> <th>AA</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>33%</td> <td>13%</td> </tr> <tr> <td>A</td> <td>32%</td> <td>31%</td> </tr> <tr> <td>P</td> <td>26%</td> <td>28%</td> </tr> <tr> <td>D</td> <td>9%</td> <td>28%</td> </tr> <tr> <td>P%D</td> <td>35%</td> <td>56%</td> </tr> </tbody> </table> <p>(The current gap is 21%. SFE will reduce this percentage to 16% or lower as determined by Spring 2024 KSA data.)</p>	CURRENT Reading GAP Spring 2023 KSA				AA	White	N	33%	13%	A	32%	31%	P	26%	28%	D	9%	28%	P%D	35%	56%	<p><b>KCWP 1:</b> Design and Deploy Standards <b>KCWP 2:</b> Design and Deliver Instruction</p>	<ul style="list-style-type: none"> <li>• <b>See Activities for Goal 1</b></li> <li>• <b>Create and monitor a watch list for students performing below proficiency.</b></li> <li>• <b>Increase level of monitoring intervention supports</b></li> <li>• <b>Mentor Program for students identified by early warning tool and teacher referrals.</b></li> <li>• <b>Interventions- ESS, MTSS</b></li> <li>• <b>Continue to implement PBIS system</b></li> <li>• <b>Continue FRYSC support to families helping to eliminate barriers.</b></li> <li>• <b>Increase communication and involvement with parents in regards to student expectations and their role as a vital partner.</b></li> <li>• <b>Trauma Informed Care/Social Emotional supports and mini lessons provided by School Counselor</b></li> </ul>	<ul style="list-style-type: none"> <li>• See Measures of Success for Goal 1</li> <li>• Progress monitoring of the achievement gap will show a decrease in the proficiency gap between African American students and White students.</li> <li>• Daily formative assessment data will show improved performance for African American students.</li> <li>• There will be an increase in parental involvement and communication between school and home.</li> <li>• PBIS walkthroughs/audits will show fidelity in all Tier 1 indicators.</li> <li>• RTI data will show increase in African</li> </ul>	<ul style="list-style-type: none"> <li>• See Measures of Success for Goal 1</li> <li>• Progress monitoring of the achievement gap will show a decrease in the proficiency gap between African American students and White students.</li> <li>• Daily formative assessment data will show improved performance for African American students.</li> <li>• There will be an increase in parental involvement and communication between school and home.</li> <li>• PBIS walkthroughs/audits will show fidelity in all Tier 1 indicators.</li> <li>• RTI data will show increase in African American achievement</li> </ul>	<p>General Fund</p> <p>SBDM Funds</p> <p>Title I</p>
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			American achievement.		

#### 4: English Learner Progress

Each Sinking Fork Elementary English Learner student will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Each EL student will progress at least 1 level on the ACCESS assessment by spring of 2024	<p><b>KCWP 1:</b> Design and Deploy Standards</p> <p><b>KCWP 2:</b> Design and Deliver Instruction</p>	<ul style="list-style-type: none"> <li>• <b>See Activities for Goal 1</b></li> <li>• <b>Add “EL Updates, Progress, and Needs” to all PLC Agendas.</b></li> <li>• <b>Initiate monthly administrators meetings with the school ESL teacher.</b></li> <li>• <b>Revisit and refine ESL teacher’s daily schedule to ensure all student needs are met daily.</b></li> <li>• <b>Host several field trips for ESL students.</b></li> <li>• <b>Revisit and refine the ACCESS testing schedule.</b></li> <li>• <b>Ensure all communication is sent home in the student’s native language.</b></li> </ul>	<ul style="list-style-type: none"> <li>• See Measures of Success for Goal 1</li> <li>• Progress monitoring of the EL students will show an increase in proficiency.</li> <li>• Daily formative assessment data will show improved performance for EL students.</li> <li>• RTI data will show increase in EL student achievement.</li> <li>• Communication between school and home will improve.</li> <li>• The ESL teacher will attend at least one PLC each month.</li> <li>• The ESL teacher and classroom teacher will utilize co-teaching when able.</li> </ul>	<ul style="list-style-type: none"> <li>• See Progress Monitoring for Goal 1</li> <li>• EL Student Data Trackers</li> <li>• Meeting Agendas/Minutes</li> <li>• Revised Daily Schedules</li> <li>• Utilization of CCPS Language Line and Translation Resources</li> <li>• EL students have attended 2 field trips</li> <li>• ACCESS testing was completed on January 23, 2024</li> <li>• Calhoun meets with teachers during PLC to discuss EL needs and ELlevation progress monitoring</li> <li>• Documents are being sent to Mary Saupe as needed for translation for EL student families</li> </ul>	<p>General Fund</p> <p>SBDM</p> <p>Title I</p>

**5: Quality of School Climate and Safety**

Sinking Fork Elementary will increase the Quality of School Climate And Safety score from 84.4 to 88.0 by spring of 2026 as determined by Kentucky Standards Assessment Survey Data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Increase the Quality of School Climate and Safety Score from 84.4 to 86% by Spring of 2024 as determined by KSA.</b></p> <p><b>Increase the Climate Index Score from 87.2 to 88.5 by Spring 2024 as determined by KSA</b></p> <p><b>Increase the Safety Index Score from 81.5 to 83 by Spring 2024 as determined by KSA.</b></p>	<p><b>KCWP 5:</b> Design, Align, and Deliver Support</p> <p><b>KCWP 6:</b> Establish Learning Culture and Environment</p>	<ul style="list-style-type: none"> <li>• <b>Regular communication with students regarding school safety policies and plans.</b></li> <li>• <b>Monthly practices of all emergency drills.</b></li> <li>• <b>Implement the use of student voice surveys to gain insight into the student perspective and development of action plan to address areas of improvement.</b></li> <li>• <b>Student Voice Committee- monthly meeting.</b></li> <li>• <b>Continue FRYSC support to students and families.</b></li> <li>• <b>Review the Code of Conduct with intermediate grades</b></li> <li>• <b>Implementation of PBIS (Tiers 1, 2, and 3)</b></li> <li>• <b>Social Skills mini lessons provided by School Counselor.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Successful execution of emergency drills.</li> <li>• Use of internal survey will show improved student perception of school climate and safety.</li> <li>• Behavior data will show a decrease in school behavior events.</li> <li>• Use of PBIS audits will indicate PBIS is being implemented with fidelity school wide.</li> <li>• Adherence to the schedule for Social Skills lessons.</li> <li>• Individual student conferencing to monitor student perception/ experience</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS Fidelity Checks and Audits</li> <li>• Student Voice Committee Agendas and Minutes</li> <li>• Survey data</li> <li>• Behavior/Discipline Data</li> <li>• Emergency Drill Follow Up Reports</li> <li>• Schedule of Social Skills Lessons provided by the School Counselor</li> </ul>	<p>General Fund</p> <p>SBDM</p> <p>Title I</p>

