**Sinking Fork Elementary School**

**Comprehensive Improvement Plan**

**2022-2023**

1: State Assessment Results in reading and mathematics

| **Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 40% to 60% by Spring 2025 as determined by Kentucky Standards Assessment.**  **Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 52% to 67% by Spring 2025 as determined by Kentucky Standards Assessment.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Reading - Increase the number of students scoring proficient or above in reading from 40% to 50% by Spring 2023 as determined by Kentucky Standards Assessment. | **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**: Establish Learning Culture and Environment | * **Teacher Coaching Model**   + **Committed to seeing 3 teachers per week**   + **Increased visibility in classrooms**   + **Regular visits to all classrooms**   + **Monitor use of instructional time** * **Direct Instruction - standards aligned**   + **Into Reading Grades K-5: Standards based ELA  instruction**   + **Reflex Math, Map Accelerator, and Eureka- Standards aligned Math instruction** * **PLC’s: weekly team meetings, monthly vertically meetings** * **Student goal setting: Progress monitoring data will be used to assist students in setting individual student growth goals.** * **Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data)** * **RTI (school wide implementation)** * **KSA Hype Team- 6th Grade Student Accountability Team** * **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).** * **Implement Into Reading which is a comprehensive evidenced based**   **reading program that includes**  **instruction in phonemic awareness,**  **phonics, fluency, vocabulary,**  **comprehension and writing.** | * Student growth on MAP assessments. * Students will reach proficiency on Unit/Common Assessments. * Classroom observations will show high standards of teaching and learning. * Student Data Tracker input will indicate high levels of student success on taught skills/standards. * District Instructional Rounds feedback will support the implementation of high quality direct. instructional practices. * Teacher Coaching Model data will show high percentages of classrooms are visited weekly. * Student conferencing confirms students are aware of their individual growth goals and are working to achieve them. * Differentiation through content, process, and product occurring within the classroom and through pull out programs. * Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. * Opportunities for students to participate in extracurricular activities or clubs. * 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.) * Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. | * MAP Data/Reports * Common Assessment Data * Student Data Tracker Data * Teacher Coaching Model Data * PLC Agendas and Minutes * Instructional Rounds Feedback * Growth Goal Percentages * Lesson Plans * Classroom Observations * RTI Data Reports * Schedules of GT enrichment specialists * Professional learning sign in sheets from staff trainings led by cluster leaders * Cluster leader trainings * Progress reports for individual students * Assessment data for students who are gifted and talented * Into Reading Screeners-3x a year * Into Reading Diagnostic Assessments-ongoing (based on screening data) * Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly * Growth Measure Assessment-3x a year * Weekly and Module Assessments | General Fund  ESSER  Title I  GT State Grant  GT District Match | |
| Math - Increase the number of students scoring proficient or above in Math from 52% to 57% by Spring 2023 as determined by Kentucky Standards Assessment. |

## 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 48% by Spring 2025 as determined by Kentucky Standards Assessment.**  **Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 42% to 62% by Spring 2025 as determined by Kentucky Standards Assessment.**  **Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 56% to 76% by Spring 2025 as determined by Kentucky Standards Assessment.** | | | | | |
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| **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 2023 as determined by Kentucky Standards Assessment. | **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**: Establish Learning Culture and Environment | * **See Activities for Goal 1** * **Increase writing opportunities across all subjects and all grade levels.** * **Parent/Family nights that promote and emphasize the importance of writing, social studies and science.** * **Professional Development and coaching for teachers- District Writing Coach.** * **Typesy program used 3rd through 6th grade to build typing capacity and computer literacy.**      * **Science, Social Studies and Writing learning checks used school wide.** * **Collaborative work sessions with other schools to develop teacher capacity and create a support system of educators working towards common outcomes.** * **Additional professional learning for Science/Social Studies/Writing across grade levels.** * **Amplify science program will be used to implement science standards in grades K-5 and Science Scopes in 6th** * **Teachers in grades K-6 utilize resources aligned to NGSS.** | * See Measure of Success for Goal 1 * Student writing samples will show progress toward mastering writing conventions. * Lesson plans will include opportunities for students to write in all subject areas. * Reports for online science, social studies and language arts programs will indicate increased student achievement. * Increased teacher participation in PD opportunities. * Evidence of implementation of school wide literacy/writing plan. | * See Progress Monitoring for Goal 1 * Vertical PLC Agendas and Attendance Documents * PD Attendance Records | General Fund  ESSER  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 42% to 52% by Spring 2023 as determined by Kentucky Standards Assessment. |
| Combined Writing: Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 56% to 66% by Spring 2023 as determined by Kentucky Standards Assessment. |

## 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** |
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| 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 2023  KSA.   | Current GAP  Spring 2022 | | | | --- | --- | --- | |  | AA | White | | N | 38% | 20% | | A | 36% | 28% | | P | 15% | 27% | | D | 11% | 25% | | P & D | 26% | 52% | | **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**: Establish Learning Culture and Environment | * **See Activities for Goal 1** * **Create and monitor a watch list for students performing below proficiency.** * **Increase level of monitoring intervention supports.** * **Mentor Program for students identified by early warning tool and teacher referrals.** * **Interventions- ESS, MTSS** * **Continue to implement PBIS system.** * **Continue FRYSC support to families helping to eliminate barriers.** * **Increase communication and involvement with parents in regards to student expectations and their role as a vital partner.** * **Trauma Informed Care/Social Emotional supports and mini lessons provided by School Counselor.** | * See Measures of Success for Goal 1 * Progress monitoring of the achievement gap will show a decrease in the proficiency gap between African American students and White students. * Daily formative assessment data will show improved performance for African American students. * There will be an increase in parental involvement and communication between school and home. * PBIS walkthroughs/audits will show fidelity in all Tier 1 indicators. * RTI data will show increase in African American achievement. | * See Progress Monitoring for Goal 1 * Family Event Attendance Data * IC Contact Logs * Documentation of Mentor Program Implementation * FRYSC Documentation of Families Served * Schedule of SEL Classroom Lessons | General Fund  ESSER  Title I |

4: English Learner Progress

| **Each Sinking Fork Elementary English Learner student will progress at least 2 levels on the ACCESS assessment by May 2025.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Each EL student will progress at least 1 level on the ACCESS assessments by spring of 2023. | **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**: Establish Learning Culture and Environment | * **See Activities for Goal 1** * **Add “EL Updates, Progress, and Needs” to all PLC Agendas.** * **Initiate monthly administrators meetings with the school ESL teacher.** * **Revisit and refine ESL teacher’s daily schedule in ensure all student needs are met daily.** * **Classroom teachers will implement research based strategies aligned with supporting EL student needs.** * **Classroom teachers and ESL teacher will co-teach as often as schedules allow.** * **Revisit and refine the ACCESS testing schedule.** * **Ensure all communication is sent home in the student’s native language.** | * See Measures of Success for Goal 1 * Progress monitoring of the EL students will show an increase in proficiency. * Daily formative assessment data will show improved performance for EL students. * RTI data will show increase in EL student achievement. * Communication between school and home will improve. * The ESL teacher will attend at least one PLC each month. * The ESL teacher and classroom teacher will utilize co-teaching when able. | * See Progress Monitoring for Goal 1 * EL Student Data Trackers * Meeting Agendas/Minutes * Revised Daily Schedules * Utilization of CCPS Language Line and Translation Resources | General Fund  ESSER  Title I | |

## 5: Quality of School Climate and Safety

| **Sinking Fork Elementary will increase the Quality of School Climate And Safety score from 82.3 to 88.0 by spring of 2025 as determined by Kentucky Standards Assessment Survey Data.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Increase the Quality of School Climate and Safety Score from 82.3 to 85% by Spring of 2023 as determined by KSA.** | **KCWP 5:** Design, Align, and Deliver Support  **KCWP 6**: Establish Learning Culture and Environment | * **Regular communication with students regarding school safety policies and plans.** * **Monthly practices of all emergency drills.** * **Implement the use of student voice surveys to gain insight into the student perspective and development of action plan to address areas of improvement.** * **Student Voice Committee- monthly meeting.** * **Continue FRYSC support to students and families.** * **Review the Code of Conduct with intermediate grades** * **Implementation of PBIS (Tiers 1, 2, and 3)** * **Social Skills mini lessons provided by School Counselor.** | * Successful execution of emergency drills. * Use of internal survey will show improved student perception of school climate and safety. * Behavior data will show a decrease in school behavior events. * Use of PBIS audits will indicate PBIS is being implemented with fidelity school wide. * Adherence to the schedule for Social Skills lessons. | * PBIS Fidelity Checks and Audits * Student Voice Committee Agendas and Minutes * Survey data * Behavior/Discipline Data * Emergency Drill Follow Up Reports * Schedule of Social Skills Lessons provided by the School Counselor | General Fund  ESSER  Title I | |
| **Increase the Climate Index Score from 85.5 to 88.5 by Spring 2023 as determined by KSA** |
| **Increase the Safety Index Score from 79.1 to 82.1 by Spring 2023 as determined by KSA.** |