

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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; [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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Decrease the achievement gap between African American students scoring proficient and distinguished in the area of MATH as compared to White students by 10% as determined by Spring 2026 KSA.

CURRENT Reading GAP Spring 2024 KSA		
	AA	White
N	38%	18%
A	29%	16%
P	26%	46%
D	206%	20%
P%D	32%	66%

(The current gap is 34%. SFE will reduce this percentage to 24% or lower as determined by Spring 2026 KSA data.)

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction.

Activities:

- Teacher Coaching Model
 - Committed to seeing ALL teachers each week

- o Increased visibility in classrooms
- o Intentional scheduling with Teacher Coach
- Direct Instruction - standards aligned
 - o EnVision Grades K-5: Standards based Math instruction
 - o Standards aligned Math instruction
- PLC's (PDSA)
 - o Student Achievement
 - o Standards Alignment
 - o Teacher Coaching
 - o Lesson Design
 - o Pacing/Structure
 - o Data Analysis
 - o Instructional Feedback
 - o Identifying Support Needs
- Protecting the Learning Environment
- Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data)
- 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

Progress Monitoring:

- 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
- MAP Data/Reports
- Common Assessment Data
- Mastery Connect 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

Funding:

- General Fund
- SBDM
- Title I

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State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By Spring 2028, Sinking Fork Elementary will increase the Reading and Math state current year status from 67.0 (24/25 Reading and Math status) to 72.0 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 48.5% to 60% by Spring 2028 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 51.4% to 68% by Spring 2028 as determined by Kentucky Standards Assessment.

Objective(s):

Reading - Increase the number of students scoring proficient or above in reading from 48.5% to 52% by Spring 2026 as determined by Kentucky Standards Assessment.

Math - Increase the number of students scoring proficient or above in Math from 51.4% to 55% by Spring 2026 as determined by Kentucky Standards Assessment.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

Activities:

- Teacher Coaching Model
 - Committed to seeing ALL teachers each week
 - Increased visibility in classrooms
 - Intentional scheduling with Teacher Coach
- Direct Instruction - standards aligned
 - EnVision Grades K-5: Standards based Math instruction
 - Standards aligned Math instruction
- PLC's (PDSA)
 - Student Achievement
 - Standards Alignment
 - Teacher Coaching
 - Lesson Design
 - Pacing/Structure
 - Data Analysis
 - Instructional Feedback
 - Identifying Support Needs
- **Protecting the Learning Environment**
- **Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data)**
- **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). Primary Talent Pool Teacher will provide services every other week in a pullout setting.
- **Implement Into Reading** which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.
- **Implementation of EnVision math as it is the CCPS math HQIR.**

Progress Monitoring:

- MAP Data/Reports
- Common Assessment Data
- Mastery Connect 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

Funding:

- General Fund
- Title I
- SBDM
- GT State Grant
- GT District Match

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By Spring 2028, Sinking Fork Elementary will increase the Science, Social Studies, & Combined Writing state current year status from 63.0 (24/25 sc/ss/cw status) to 72.0 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 36% to 45 % by Spring 2028 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 57% to 63% by Spring 2028 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Combined Writing from 18% to 48% by Spring 2028 as determined by Kentucky Standards Assessment.

Objective(s):

Science: Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 34% to 39% by Spring 2025 as determined by Kentucky Standards Assessment.

Social Studies: Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 52% to 55% by Spring 2025 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 36% to 40% by Spring 2025 as determined by Kentucky Standards Assessment

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

Activities:

- 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 5th 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
- Teachers in grades K-5 utilize resources aligned to NGSS.

Progress Monitoring:

- Vertical PLC Agendas and Attendance Documents
- PD Attendance Records
- Meetings with 5th grade writing team and writing coach
- Cohort Meetings for Writing
- MAP Data/Reports
- Common Assessment Data
- Mastery Connect 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

Funding:

- General Fund
- SBDM Funds
- Title I
- GT State Grant
- GT District Match

