

**Sinking Fork Elementary School  
Comprehensive School Improvement Plan  
2020-2021**

## 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

**Goal 1: Sinking Fork Elementary will increase the number of students scoring proficient or above in combined reading and mathematics from 38% to 58% MAP .**

Objective	Strategy	Activities to deploy strategy	Measure of Success
<p><b>Objective 1: K-6 Increase the number of students scoring grade level norm in reading &amp; math RIT (MAP of Fall 2020) by 20% ( MAP Spring of 21) as measured by MAP data ( In person students)</b></p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p> <p>KCPW 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p><b>K-6 Literacy Cohort:</b> Provide training and resources for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model</p> <p><b>Early Childhood Literacy Academy:</b> Our preschool teacher participate in the academy to build capacity around quality early childhood literacy instruction.</p> <p><b>School Literacy Plan supported by Literacy Team:</b> As required by the grant, sinking Fork has established a School Literacy Team monitors implementation of our School Literacy Plan and report to SBDM monthly.</p> <p><b>Literacy Team:</b> An active literacy team is in place at Sinking Fork. We have a literacy plan that the literacy team is responsible for implementing throughout our school. We have a diverse team of all stakeholders in order to move literacy instruction forward. The literacy plan focuses on items such as professional learning, aligned curriculum, assessment, instruction, and intervention.</p> <p><b>Supplemental Phonics Program:</b> Fountas and Pinnell Phonics and Word Study System has been purchased and is being implemented this school year. Professional learning support is occurring for implementation and administrator monitoring of phonics instruction.</p> <p><b>Literacy Design Collaborative (LDC):</b> Teacher leader as certified LDC coach. Four teachers are serving in the LDC cohort 1 and are implementing LDCs within their classroom. LDC cohort 2 consists of 4 additional teachers that are being trained on task alignment and LDC modules. The LDC coach and cohort members will work together to implement high quality tuss built on focus standards, disciplinary literacy and aligned instruction.</p> <p><b>Vertical PLC/ Planning:</b> Sinking Fork teachers will participate in vertical planning meetings (PLC's) to collaboratively create learning maps/guiding questions/formative assessments for upcoming units.</p> <p>Collaborative PLC partnership with sister school.</p>	<p>F&amp;P Levels</p> <p>MAP data</p> <p>Coaching observation</p> <p>Instructional Rounds data</p> <p>F&amp;P Levels</p> <p>MAP data</p> <p>Coaching observation</p> <p>Instructional Rounds data</p> <p>MAP data</p> <p>Lesson Planning duri PLCs</p> <p>Classroom Observati</p>

		<p><b>Instructional Rounds data</b></p> <p>F&amp;P Levels RI Growth DSA Proficiency Coaching observation Instructional Rounds data</p> <p>F&amp;P Levels RI Growth DSA Proficiency</p> <p>Observable evidence differentiation data tracker input</p> <p>Employee Engage Survey results</p> <p>School teams engage data-driven decision making to support quality instruction</p> <p>F&amp;P Levels RI Growth DSA Proficiency Coaching observation Instructional Rounds data</p>
<p><b>Professional Learning and Coaching:</b> 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.</p> <p><b>Curriculum Alignment:</b> 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.</p> <p><b>Data Trackers:</b> All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations.</p> <p><b>Stakeholder Engagement:</b> Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.</p> <p><b>Curriculum Leadership Team:</b> Monthly curriculum meetings led by the Chief Instructional Officer and instructional staff to build school leader efficacy around professional learning communities, data analysis, response protocols, and instructional practices.</p> <p><b>Professional Learning Communities (PLCs):</b> Sinking Fork's PLC schedule and routine is set to include- Plan, Do, Study, Act model. This model will include planning (pacing, learning map and guiding questions), assessment building, quality instruction, formative assessment, RTI and data analysis weeks to ensure academic proficiency 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 <i>does</i> and <i>doesn't</i> work to enhance student achievement. Sinking Fork's PLC's are differentiated for each teacher, grade and content area.</p>		

<p><b>Objective 2:</b> 3rd-6th- Increase the number of students making proficiency by 20% and reduce the number of students scoring novice by 10% Using MAP KPREP cut/prediction RIT</p> <p>MATH= Fall= to Spring READING= Fall= to Spring</p>		<p><b>Assessment Plan:</b> School assessment plan developed aligning to priority plan monitoring utilizing consistent data points</p> <p><b>Attendance Matters:</b> Participation in national campaign promoting the fact that missing school matters.</p> <p><b>Curriculum Leadership Team:</b> 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.</p> <p><b>Leader Rounding on Staff:</b> Collect vital information, reward and recognize, build relationships, validate key behaviors, build engagement for all stakeholders.</p> <p><b>PBIS:</b> Support teachers in implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.</p> <p><b>K - 6 Math Cohort:</b> 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 .</p>	<p>School Assessment P</p> <p>Attendance Records</p> <p>engage in data-drive decision making to support quality instruction</p> <p>Employee Engageme Survey results</p> <p>Students will not lose instruction due to disciplinary issues</p> <p>MAP Growth</p> <p>DSA Proficiency</p> <p>Coaching observational</p> <p>Instructional Rounds data</p>
<p><b>Objective 2:</b> 3rd-6th- Increase the number of students making proficiency by 20% and reduce the number of students scoring novice by 10% Using MAP KPREP cut/prediction RIT</p> <p>MATH= Fall= to Spring READING= Fall= to Spring</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p>	<p><b>Professional Learning and Coaching:</b> See Goal 1 - Objective 1</p> <p><b>Curriculum Planning and Unit Planning:</b> See Goal 1 - Objective 1</p> <p><b>Professional Learning Communities (PLCs):</b> See Goal 1 - Objective 1</p> <p><b>Assessment Plan:</b> See Goal 1 - Objective 1</p> <p><b>Attendance Matters:</b> See Goal 1 - Objective 1</p> <p><b>Curriculum Leadership Team:</b> See Goal 1 - Objective 1</p> <p><b>PBIS:</b> See Goal 1 - Objective 1</p> <p><b>Google Classroom</b> - support teachers in the use of Google classroom to save time, collaborate, communicate, and better meet the needs of all students</p> <p><b>Professional Learning and Coaching:</b> See Goal 1 - Objective 1</p>	

	KCWP 6: Establishing Learning Culture and Environment	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

2: Separate Academic Indicator

**Goal 2 Separate Academic Indicators:** Sinking Fork will increase the combined percentage of students scoring proficient or above in Science, Social Studies 42.83% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<u>Objective 1:</u> Increase the percentage of elementary students scoring proficient or above in science from 29.16% to 34.16% by 2021.	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	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-6 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons and TILT sessions. <b>Literacy in Science:</b> LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instructional alignment, and best practice in science 3-dimensional instructional practices. <b>Social Studies:</b> Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards, including deconstruction, mapping, assessment development, and instructional practices aligned to meet the cognitive	Teacher participation in science specific professional learning Teacher created science assessments and lessons Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for LDC participants	Monitoring of aligned ir assessment practices th Data protocol in PLCs Student writing product Students Scores Sheets Anchor Modules Teacher feedback from Cohorts LDC Core Tools reports
<u>Objective 2:</u> Increase the percentage of elementary students scoring proficient or above in social studies from 35.48% to 40.84% by 2021.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and		Completion of standards learning modules through PLCs or professional learning	Monitoring of aligned ir assessment practices th Data protocol in PLCs

<p><b>Objective 3:</b> Increase the percentage of elementary students scoring proficient or above in <b>writing</b> from 33.87% to 38.7% by 2021.</p>	<p>Apply Data          KCWP 5: Design, Align and Deliver Support          KCWP 6: Establishing Learning Culture and Environment</p>	<p>demand of the standards. 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 follow a protocol for student work analysis.</p> <p><b>Literacy in Social Studies:</b>          LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.</p> <p>Sinking Fork will revise/ create a writing plan.</p> <p>Sinking Fork will implement and monitor their writing plan.  <b>Writing:</b> Teachers K-6 engaged in foundational learning experiences to prepare for the development of a school-wide vision for writing across all content areas to meet the demand of standards (Literacy Design</p>	<p>Completion of pacing/mapping/deconstruction          Teacher created Social Studies assessments and lessons</p> <p>Student writing products          Student Scores Sheets for LDC          Completion of LDC learning modules for Learn participants</p>	<p>Student writing product          Students Scores Sheets          Anchor Modules          Teacher feedback from Cohorts          LDC Core Tools reports</p>
	<p>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</p>		<p>School Writing Plans          Systemwide implementation of School Writing Plans with attention to disciplinary writing and LDC implementation)          DSA for Reading, Writing, and Math          Attainment of writing goals on Scorecard</p> <p>School Writing Plan Systemwide implementation of School Writing Plan (with attention to</p>	<p>Student writing product          DSA Extended Response          Teacher/administrator 1 PLCs          Monitoring of writing pl          implementation and wr</p> <p>Student writing product          DSA Extended Response          Teacher/administrator 1 PLCs          Monitoring of writing pl          implementation and wr</p>

		<p>Collaborative, KAS ELA and Content Literacy Standards, TCT for Science).  Moving forward, additional professional learning opportunities will be provided through TILT to support teacher acquisition of skills needed to teach students 21st century literacy skills.</p>	<p>disciplinary writing and LDC implementation)  DSA for Reading, Writing, and Math  Attainment of writing goals on Scorecard</p>	
		<p><b>Literacy Design Collaborative:</b>  Implementation of Anchor Modules aligned to a district LDC Curriculum Map will occur with emphasis on disciplinary writing and authentic writing products.</p>	<p>Student writing products  Student Scores Sheets for LDC  Completion of LDC learning modules for  Learn participants</p>	<p>Student writing product  Students Scores Sheets  Anchor Modules  Teacher feedback from Cohorts  LDC Core Tools reports</p>



3: Growth

**Goal 3 Growth:** 90% of Sinking Fork students will meet their individual Fall to Winter Growth goal as determined by MAP. 90% of students will meet their determined by MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Objective 1: 90% of Sinking Fork students will meet their individual Fall to Winter Growth goal as determined by MAP. 90% of students will meet their Winter to Spring Growth goal as determined by MAP.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Delivery of Instruction</p>	<p>Provide feedback to students on their progression of learning  Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success</p>	<p>Lexile growth MAP KPREP</p>	<p>RTI/MTSS meetings PLC data meetings Mid-year and End of Year Analysis Common Assessment Planning</p>
	<p>KCWP 2: Design and Delivery of Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data</p>	<p>Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target  Utilize formative and summative information for increased student achievement</p>	<p>Lexile growth MAP KPREP</p>	<p>RTI/MTSS meetings PLC data meetings Mid-year and End of Year Analysis Common Assessment Planning  Observations PLCs</p>
	<p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students  Determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students</p>	<p>Common, formative, summative assessments Lexile growth MAP KPREP</p>	<p>PLCs  PLCs Observations RTI/MTSS meetings Transition meetings PLCs Observations RTI/MTSS meetings</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data</p>	<p>Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction</p>	<p>Lexile growth KPREP MAP</p>	<p>PLCs Observations RTI/MTSS meetings</p>

4: Achievement Gap

**Goal 4 Achievement Gap:** Decrease the number of SPED and African American GAP group students grades 3rd-6th scoring novice by 10% as determined

Objective	Strategy	Activities	Measure of Success	Progress Moni
Objective 1: Decrease the number of SPED student scoring novice by 10% as determined by fall to spring MAP data.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p><b>Reading Intervention:</b> System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44)</p> <p><b>Professional Learning Communities (PLCs):</b> 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 <i>does</i> and <i>doesn't</i> work to enhance student achievement.</p> <p><b>Cultural Leadership:</b> Support and engage in positive cultural traditions of the community (Back-to-School Bash; Boys &amp; Girls Club; Junior Achievement; EDC; Chamber of Commerce;</p>	<p>Improvement in Lexile scores</p>	<p>Quarterly implementation</p>
		<p>Improvement in student achievement</p>	<p>Random PLC visits provide administrative team to su follow through.</p>	<p>Collaborative Planning</p>
		<p>Increased Workplace Readiness/ College Readiness</p>		

Objective 2: Decrease the number of African American students scoring novice by 10% as determined by fall to spring MAP data.	<p>Community Back-to-School prayer services; regional and community activities)</p> <p>Provide feedback to students on their progression of learning</p> <p>Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success</p> <p>Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful</p> <p>Communicate with and support parents/families in order to address barriers to learning</p>	<p>Community Back-to-School prayer services; regional and community activities)</p> <p>Provide feedback to students on their progression of learning</p> <p>Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success</p> <p>Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful</p> <p>Communicate with and support parents/families in order to address barriers to learning</p>	<p>Lexile growth</p> <p>Quantile growth</p> <p>DSA Proficiency</p> <p>KPREP</p> <p>Lexile growth</p> <p>Quantile growth</p> <p>DSA Proficiency</p> <p>KPREP</p> <p>Culturally appropriate teaching and learning</p> <p>Addressing student needs</p> <p>Achievement Gap</p> <p>Closure</p> <p>Increased Proficiency</p> <p>Achievement Gap</p> <p>Closure</p> <p>Increased Proficiency</p> <p>Achievement Gap</p> <p>Closure</p> <p>Increased Proficiency</p>	<p>RTI/MTSS meetings</p> <p>PLC data meetings</p> <p>Mid-year and End of Year Analysis</p> <p>DSA Proficiency</p> <p>RTI/MTSS meetings</p> <p>PLC data meetings</p> <p>Mid-year and End of Year Analysis</p> <p>DSA Proficiency</p> <p>Observations</p> <p>PLCs</p> <p>FRYSC</p> <p>Nursing logs</p> <p>SRO</p> <p>Mental Health</p> <p>PLCs</p> <p>Collaborative Planning</p> <p>Collaborative Planning</p>
Objective 3: Increase the combined average percentage of Students with Disabilities in the Consolidated Gap Group scoring proficient or above in reading and math from 21.42% to 22.13% by 2020.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Delivery of Instruction</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Delivery of Instruction</p> <p>KCWP 6: Establishing Learning Culture and Environment</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).</p> <p><b>Specially Designed Instruction:</b> Ensure students with disabilities are receiving SDI as stated on their IEP's.</p> <p><b>Accommodations:</b> Ensure appropriate accommodations are being used throughout the school year for students with disabilities to</p>	<p>Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).</p> <p><b>Specially Designed Instruction:</b> Ensure students with disabilities are receiving SDI as stated on their IEP's.</p> <p><b>Accommodations:</b> Ensure appropriate accommodations are being used throughout the school year for students with disabilities to</p>

<p>Objective 4: Increase the combined average percentage of <b>English Learners including Monitored</b> in the Consolidated Gap Group scoring proficient or above in reading and math from 33.33% to 34.44by 2020.</p>	<p>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</p>	<p>provide equal access to the general curriculum.  <b>PLC Cycle 1 Planning for Instruction:</b>  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.  <b>English Learners:</b> Build language proficiency with differentiated, supplemental instructional resources that target listening, speaking, reading, and writing.  Quarterly conferences</p>	<p>Participation in PLCs  Observations</p> <p>ACCESS scores  DSA scores  Rubrics</p>	<p>Observations  District EL Teacher PLC</p> <p>Observations  PLC</p>
<p>Objective 5: Increase Kindergarten readiness scores by 10% District wide as measured by Brigance by October 2020.</p>	<p>KCWP2: Design and Deliver Instruction  KCWP4: Review, Analyze and Apply Data  KCWP5: Design, Align and Deliver Support  KCWP6: Establishing Learning culture and Environment</p>	<p><b>Striving Readers Comprehensive Literacy grant initiatives</b>  <b>Early Childhood Literacy Academy:</b>  Preschool teachers in every building participate in the academy to build capacity around quality early childhood literacy instruction.  <b>School Literacy Plans supported by Literacy Teams:</b> 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.  <b>Engage daycare/preschool partners</b> to increase quality literacy experiences for early literacy learners through professional learning and resources provided by SRCL grant.  <b>Primary Program Success:</b> Preschool students (at-risk and students with disabilities) are tracked throughout their primary program to measure their level of success.</p>	<p>Brigance kindergarten readiness scores  Documentation of online participation in Early Childhood Literacy Academy</p>	<p>Grant Reporting</p> <p>Lexile growth  Quantile Growth</p>

		Preschool Literacy Curriculum: Review and select reading program to support students and prepare them for kindergarten.	Brigance kindergarten readiness scores	Grant Reporting
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5: Partnerships

Goal 7: Encourage sustainable partnerships among all stakeholder groups and with the Christian County community

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Data
<u>Objective 1:</u> Participation in Parent Satisfaction Survey will have 25% of households responding.	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<b>Parent and family participation:</b> Sinking Fork will communicate with to stakeholders the opportunity to participate in the parent satisfaction. Stakeholder feedback will be used to create school and district action plans.	Measure of parent and family participation	Monitoring participative School action plans Review at Administrative School Scorecard
<u>Objective 2:</u> Achieve parent satisfaction baseline from 3.84 to 3.90 on "I receive positive phone calls, emails, or notes about my child from school"  This goal has been updated	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<b>Positive Communication:</b> Families will receive a visit, call, personal note home to communicate something positive about the child. <b>Positive Communication:</b> District will provide postage-paid 'Good News' postcards to all schools to communicate with parents and families.	Improvement of parent satisfaction	Monitoring teacher contacts at Academies. Monitoring teacher contacts at Academies School Scorecard
<u>Objective 3:</u> Increase parent satisfaction baseline from 3.95 to 4.0 on "I regularly receive feedback from school staff on how well my child is learning"	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<b>Communication:</b> Families will receive communication about the child's learning and behavior progress at school.	Improvement of parent satisfaction	Share their process of communication at Administrator Academic School Scorecard

	Learning Culture and Environment			
<p><u>Objective 4:</u> Increase Kindergarten Readiness by ten percent from 44% to 54% by September 2020.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p><b>Partnerships:</b> Collaborate with community partners to provide education to parents and families, early learning centers, and health care providers to better prepare young learners for Kindergarten entry.</p>	<p>Kindergarten Readiness Rates</p>	<p>Agenda Attendance Community participatic School Scorecard</p>



2020-21 Phase One: Continuous Improvement Diagnostic for  
Schools\_09082020\_13:25

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.***

Please enter your name and date below to certify.

Leslie Lancaster 9/8/2020



2020-21 Phase Two: The Needs Assessment for  
Schools\_09252020\_08:40

2020-21 Phase Two: The Needs Assessment for Schools

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

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## **2020-21 Phase Two: The Needs Assessment for Schools**

## Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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, 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school 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 sessions to share/analyze data with the faculty. 2. Gather and organize data: School leadership gathers and organizes data. Data is reviewed at monthly Curriculum Leadership Team meetings. School leadership reviews: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. 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. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. 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. Identify root and hypothesize potential causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. 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. 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. 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. Implement plan: The improvement plan is communicated to all stakeholders and implemented. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize 5X monitoring, PLCs, and RTI meetings. The implementation plan will be responsive and changed based upon progress monitoring. The school will utilize the school scorecard for short cycle planning and monitoring of the implementation of the CSIP.



## 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:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Sinking Fork's overall achievement score for 2019 was a 66.9 and we are classified as a 3 star school. Sinking Fork's 2019 KPREP Reading Data Indicates: -54% of our students scored Novice/ Apprentice - 75% of African American students scored Novice/Apprentice -60% of our economically disadvantaged students scored Novice/Apprentice Sinking Fork's 2019 KPREP Math Data Indicates: - 38% of our students scored Novice/ Apprentice - 51% of African American students scored Novice/ Apprentice - 46% of our economically disadvantaged students scored Novice/Apprentice A teacher attendance rate baseline rate is being established of 95.45% was established during the 2018-2019 school year. The school & district struggles to find substitute teachers to fill classrooms on a daily basis. During the 2018-2019 school year the Employee Engagement Survey mean score was 4.16. The school goal for the 2019-2020 school year is 4.21. The student attendance rate for the 2018-2019 school year was 95.2. The school goal for 2019-2020 is 96%.The district goal for the 2019-2020 school year is 94.48.

## Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the 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% of our AA students scored Novice/ Apprentice in Reading - 51% of our AA students scored Novice/ Apprentice in Math

## 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 sub populations 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.

## 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 RI & MI 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.

## Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Overall proficiency scores indicated that Sinking Fork qualified for a medium proficiency rating with a 74.3 . In the area of Separate Academic Indicators students scored overall a 56.9 which is a low rating but improved from the previous year that was a 54.1 . Sinking Fork Elementary received a growth indicator score of 67 which is classified as a high rating. Even though our GAP groups are not meeting the proficiency goals we are making progress and showing tremendous growth in all areas.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances\_09252020\_08:50

2020-21 Phase Two: School Assurances

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

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## **2020-21 Phase Two: School Assurances**

## **Introduction**

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

## Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

**I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.**

- Yes
- No
- N/A

**COMMENTS**



## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

### **COMMENTS**

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

### **COMMENTS**

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

### **COMMENTS**

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

**COMMENTS**

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

**COMMENTS**

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

Yes

No

N/A

**COMMENTS**

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

**COMMENTS**

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

**COMMENTS**

## Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

### **COMMENTS**

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

### **COMMENTS**

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

### **COMMENTS**

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes



No

N/A

**COMMENTS**

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

**COMMENTS**

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

**COMMENTS**

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

**COMMENTS**

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

**COMMENTS**

## Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

**COMMENTS**

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

**COMMENTS**

## All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

### **COMMENTS**

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

### **COMMENTS**

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

### **COMMENTS**

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

**COMMENTS**

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

**COMMENTS**

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

**COMMENTS**

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

**COMMENTS**

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

**COMMENTS**

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

**COMMENTS**

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

**COMMENTS**

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

**COMMENTS**

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

**COMMENTS**

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

**COMMENTS**

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

**COMMENTS**

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

**COMMENTS**

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

**COMMENTS**



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Executive Summary for  
Schools\_09282020\_12:27

2020-21 Phase Three: Executive Summary for Schools

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

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## 2020-21 Phase Three: Executive Summary for Schools

. 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 438 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 second 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 H & R Agri-Power, 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.

. 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

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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 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 (Kiwani's) Student Technology Leadership Program, STEM Team, 4-H , Dance Team, Cheer Team, and Student Council .

. 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 66.9. Our most notable achievement is closing our achievement gap by reducing the number of students scoring at the novice level in math and over seventy percent of our students scoring growth points. 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 High quality Tier 1 instruction, 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.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Sinking Fork Elementary is not a TSI or CSI school.

. 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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for  
Schools\_09282020\_12:33

2020-21 Phase Three: Professional Development Plan for Schools

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

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## 2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Our mission at Sinking fork Elementary is to provide a safe, encouraging environment in which all students are expected to reach their highest potential.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1. Instructional strategies to include guided reading, shared reading , interactive read aloud and phonics. Expanded study of Literacy Continuum. 2. Culturally responsive teaching

3. How do the identified **top two priorities** of professional development relate to school goals?

Professional learning centered around reading and culturally responsive teaching will improve proficiency which meets our goals outlined in our CSIP.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The first of objective is to strengthen and expand teachers ability and effectiveness to deliver Tier 1 reading instruction. Instructional strategies to include guided reading, shared reading , interactive read aloud and phonics will be implemented in all K-6 reading content classrooms. Expanded study of Literacy Continuum will strengthen teachers knowledge of specific skills and strategies that support proficiency in reading.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Increase in student achievement and proficiency in the area of reading for all students.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

MAP data, classroom assessments and KPREP dats will provide evidence and progress monitoring towards goals of reading proficiency.

4d. Who is the targeted audience for the professional development?

All ELA and Science/Social Studies teachers.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers and Students

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding from Title I will be used for professional development, Literacy Continuum books and guided reading grade level sets.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Vertical PLC's to continue conversations with other content level teachers. PLC collaboration with sister school. Coaching with district and outsourced consultant. Classroom observations by administration using a walkthrough instrument including feedback to teachers.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Observations using walkthrough instrument- ELEOT . Minimum 5 teachers weekly. MAP data. Student work samples , grade level assessments.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The second of objective of professional development is to strengthen and expand teachers ability and effectiveness to deliver Tier 1 instruction in a culturally responsive manner.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Increase in student achievement and proficiency for all students by teachers implementing culturally responsive practices.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

MAP data, classroom assessments and KPREP data will provide evidence and progress monitoring towards goals of reading and math proficiency.

5d. Who is the targeted audience for the professional development?

All K-6 teachers and staff at Sinking Fork Elem.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, staff and Students

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding from Title I will be used for professional development and materials.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Vertical PLC's to continue conversations with other content level teachers. PLC collaboration with sister school. Coaching with district and outsourced consultant. Classroom observations by administration using a walkthrough instrument including feedback to teachers.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Observations using walkthrough instrument- ELEOT . Minimum 5 teachers weekly. MAP data. Student work samples , grade level assessments.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement  
Plan\_09282020\_12:25

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

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## 2020-21 Phase Three: Comprehensive School Improvement Plan

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

**Goal:** Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**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](#)

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

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

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

Goal Builder Attached

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 SF Goal Builder		•

