



Comprehensive School Improvement Plan

Right Fork School Center
Bell County

Renee Howard, Principal
5296 Hwy. 221
Stoney Fork, KY 40988

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Equity Diagnostic RF 2016-17

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

83.1 % of our students receive Free/Reduced Lunch. 21.3% of our student population is identified as having a disability. Only 1% of our students are in a minority group, and we have no English Language Learners. Another note-worthy point is 100% of our teachers have 4 or more years of experience.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers identified: a large percentage of our students are from a low socioeconomic family and implementing PGES with fidelity; understanding the language of "developing."

Root causes: Decline in the Southeastern Kentucky coal industry (lack of jobs in our area) and Understanding the language of the PGES performance levels and indicators.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equity Goals RF 2016-17

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Maintain or increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years for tenured teachers))

Measurable Objective 1:

collaborate to increase/maintain the percentage of effective teachers and other professionals by 05/31/2017 as measured by Summary of Evidence.

Strategy1:

PGES - Professional Growth and Effectiveness System – The PGES system will be implemented throughout the school and district in order to improve teacher and other professionals' effectiveness.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities – Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Peer Observation Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Teacher leaders Curriculum Specialists Principal

Activity - Teachscape/Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	District Leadership Team Principal Assistant Principal

Measurable Objective 2:

collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 05/30/2016 as measured by Summary of Evidence.

Strategy1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System – The PGES system will be implemented throughout the school and district in order to improve principal effectiveness.

Category: Principal PGES

Research Cited: Policy and Procedures

Activity - District Principal Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district principal coach will support the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/09/2016	06/30/2017	\$0 - No Funding Required	Greg Wilson Renee Howard Ann Stepp

Activity - Develop a Student Growth Goal, Professional Growth Plan and Working Conditions Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2016-2017.	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Superintendent/Designee; Principal

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Activity - Site Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Superintendent/Designee; Principal

Activity - Principal Cadre Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Principal Cadre Meetings – District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Principals; District PGES Coordinator, Jennifer Yankey

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

- Ann Stepp, Assistant Principal
- Susan Brown, Librarian/SFA Facilitator
- Joann Smith, Guidance Counselor and parent
- Clifton Caldwell, Teacher/SBDM Member
- Jonathan Defevers, Teacher/SBDM Member
- Rosetta Haley, FRYSC Coordinator
- Marlene Knuckles, Parent Liaison
- Julie Goodin, Teacher and parent
- Karen Sinkhorn, Instructional Aide and parent
- Jennifer Fuson, Parent
- Gail Brock, Bell County Extension Agent

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 1.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.17

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

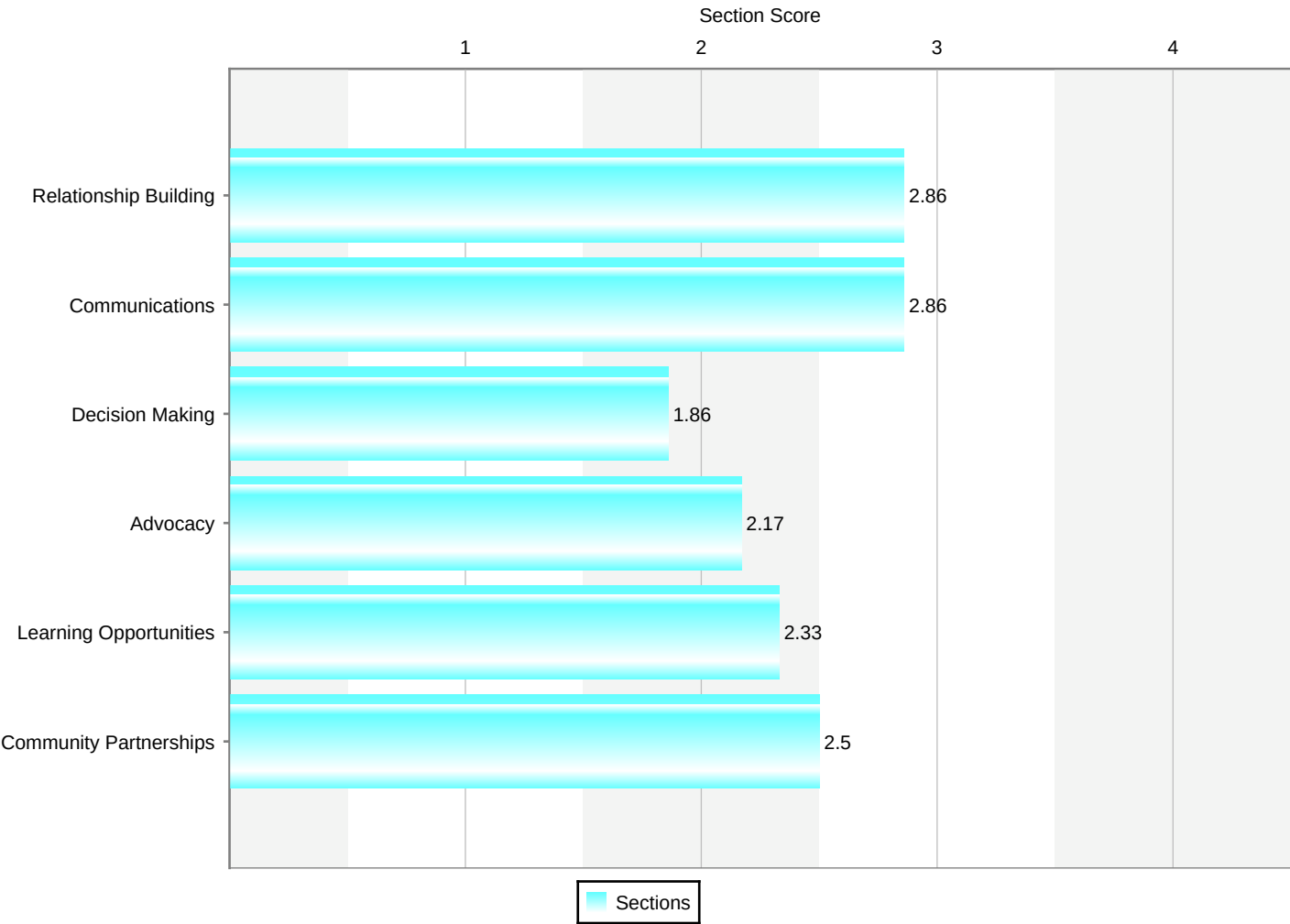
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Right Fork School Center offers a welcoming environment for all students, staff, parents, and stakeholders. We pride ourselves on maintaining a positive school environment, and we welcome parent involvement. Strengths that have been identified are relationship building, communication with our parents and stakeholders, as well as partnering with community based agencies. School staff communicates regularly with parents in a variety of ways such as school letters, progress monitoring, social media, email, telephone calls, parent/teacher conferences, open house, and quarterly academic recognition. We also have parent workshops through our FRYSC which encourage parents to become involved at our school and an advocate for their child's education. We strive to relate our school's expectations and promote school activities in multiple ways and on regular basis through the use of social media, school letters, district newsletters, district newspapers, and local newspapers. Right Fork also collaborates with businesses and community leaders to provide college and career readiness through our GEAR UP initiative. Decision making, advocacy, and learning opportunities are the areas that need improvement. Parental input is valued and encouraged, however outside of the SBDM Council, parent leadership roles and participation is limited.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A CSIP committee represented by teachers and administration, parents, and school council participated in the improvement planning process.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The committee comprised of regular education teachers, administration, SBDM Council members, and parents discussed needed improvements based on school data. All members were responsible for representing their groups and providing input so that all stakeholders would be heard.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final School Improvement Plan will be presented to the SBDM Council for discussion and approval. The CSIP will be communicated to staff and referenced throughout the year. Additionally, our plan will be posted on our school website for public viewing.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The questions we are trying to answer through our data analysis are: What are our areas of strength? What areas do we need to improve? What changes can we make to see the greatest impact on student achievement?

The data allows us to analyze trends across grade levels and subject areas. We can compare our growth with previous years, and follow grades to see how they are progressing from year to year. Data analysis provides us with important information to see how our students are performing when compared to students in our district and state. We use the data to set goals, target individual students, reflect on strategies that were implemented, and to make future projections.

The data does give us valuable overall information regarding achievement, gap, and growth, but it does not provide specific information that allows us to plan for specific instructional strategies. The data does not give us information to determine whether our students struggled more in overall knowledge of content or applying this knowledge in written form through constructed responses. KPREP testing data does not provide us with any information about how many questions were missed, nor do we know how they scored on written responses and on-demand writing in regards to a written analysis of student work or annotation of their findings.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of strength:

According to the results of KPREP, our Elementary grades (3-5) is classified by the state as a Distinguished/High Performing school. Our middle grades (6-8) is classified by the state as a Proficient/Progressing school. This is a huge improvement when compared to last year's data. Both the elementary and middle grades were considered needs improvement schools in 2014-15. Our overall academic index increased this year by 20.4 points in the elementary and 4.3 points in the middle grades. We increased our non-duplicated gap score (the number of students scoring Proficient or Distinguished in all content areas) by 42 points in elementary and 5.7 points in the middle grades. We also made notable growth in both reading and math, and receiving points for novice reduction.

The TELL Survey reveals that some of the strengths at Right Fork (96% of teachers agree) are the curriculum taught is aligned with KCAS, teachers use assessment data to inform their instruction, and teachers are held to high professional standards for delivering instruction. We continue to monitor academic progress throughout the school year using MAP. Teachers are providing more rigorous instruction and challenging assessments. Teachers create work plans that are tracked by administration throughout the school year. Additionally, individual students who continue to lack growth are identified and targeted and provided with additional instruction through tutoring, one-on-one instruction, etc.

There are many reasons that we feel that our students are exhibiting growth in most areas. The commitment and dedication of our staff to meet all student needs is a cause to celebrate. Teachers work very closely with students, parents and their colleagues to provide the best opportunities for students. Teachers collaborate effectively among their grade levels as well as with special education teachers, and other grade levels in the school, and teachers across our school district through vertical team meetings.. They are continually working together to implement new ideas and strategies to ensure continual growth while focusing on decreasing the achievement gap for our non-duplicated gap group students.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

After the analysis of KPREP data, our school needs to move more students from Apprentice to Proficient in Middle Grades Math, increase elementary writing scores, maintain our improvements made in Social Studies and 3rd grade Math. The TELL Survey suggests the following two areas for improvement (only 66.7% teachers agree): 1. Teachers have sufficient instructional time to meet the needs of all students. 2. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

Our 5th grade class was split into two classes. All classes (K-8) are implementing Singapore Math and SFA Math in Focus. All students receive two consecutive class periods of math and reading daily. Elementary and Middle Grades writing teachers received training from Abell and Atherton and will also receive training and resources from Angela Hilterbrand to help increase writing scores.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Our first step is to continue the effective strategies that we have in place. We will continue to monitor and adjust instruction, so that all students are achieving at the highest levels possible. Data analysis will be an important process that we will make systematic, as we monitor, review, and reflect. During PLCs, we will work collaboratively to examine student work and data trends, diagnose misconceptions, and plan instruction. We will continue to build positive relationships with families and community resources to ensure that we have all resources available for our students.

2016-17 Right Fork CSIP Goals and Plans

Overview

Plan Name

2016-17 Right Fork CSIP Goals and Plans

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-PREP scores for elementary school students from 57.5% in 2016 to 71.3% in 2019 and for middle school from 44.6% in 2016 to 74% in 2019.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$10300
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 71.1% in 2019 for elementary and from 43.2% in 2016 to 73% in 2019 for middle grades as measured by school reports.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$0
3	Maintain or increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years for tenured teachers))	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$0
4	KBE Goal - Next Generation Professionals - Teachers	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$349
5	Increase the percentage of students who are college-and-career ready (Benchmarked on MAP) from 47.6% to 65% in Reading, from 66.7% to 75% in Language, from 38.1% to 50% in Math, and from 42.9% to 60% in Science by May 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$500
6	Demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Program as evidenced by Program Review results.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$0
7	Decrease the percentage of students scoring at the Novice level 50% by the 2020 school year.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

Goal 1: Increase the average combined reading and math K-PREP scores for elementary school students from 57.5% in 2016 to 71.3% in 2019 and for middle school from 44.6% in 2016 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 59.8% and middle grades to 63.5% proficient by 09/01/2016 as measured by the School Report Card.

Strategy 1:

CIITS - Teachers will utilize CIITS as a resource for instructional planning, creating assessments, and finding appropriate classroom resources. In addition, CIITS will be used for the implementation of the PGES system and to view and analyze student data.

Category: Continuous Improvement

Activity - CIITS Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and school leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement during PLC's and in informal team meetings.	Professional Learning	08/09/2016	06/30/2017	\$0	Other	School Leadership Regular and Special Education Teachers
Activity - CIITS Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Principal, Classroom Teachers
Activity - CIITS Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders and staff will use CIITS for analyzing student level data from teacher and school wide instructional improvements.	Other	08/09/2016	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Principal SBDM

Strategy 2:

Curriculum Assessment and Alignment - Curriculum, instruction, and assessment will continue to be reviewed and revised to ensure alignment to the Kentucky Core Academic Standards and the KPREP testing.

Category: Professional Learning & Support

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Activity - Continuous Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to revise curriculum maps, instructional units, lesson plans, and learning checks to ensure alignment with the KCAS in all core subject areas.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	All Teachers, District Curriculum Specialists, Principal
Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/09/2016	06/30/2017	\$300	Other	Content-Area Teachers, Principal, Assistant Principal
Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services will be offered to students who are targeted for remediation of skills not mastered or those who are on the cusp of moving from Novice to Apprentice or Apprentice to Proficient.	Tutoring	08/09/2016	06/30/2017	\$7000	Title I Schoolwide	Extended School Tutors
Activity - K-3 Proficiency-Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	08/09/2016	06/30/2017	\$3000	Other	Library Media Specialist/Reading Facilitator, Counselor, Primary teachers
Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze cut scores for novice, apprentice, proficient, and distinguished. Teachers will use this information to target students who are on the cusp of moving to the next level. Students, with the help and feedback from teaching staff or administration, will set goals.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor, Teachers
Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use a variety of formative assessments aligned to their daily learning targets in order to measure the learning of students.	Direct Instruction	08/09/2016	06/30/2017	\$0	No Funding Required	Classroom Teachers Renee Howard, Principal Ann Stepp, Assistant Principal
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Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intermediate and Middle school teachers for ELA, Math, Science, Social Studies, and Arts/Humanities will meet three times per school year in order to share instructional strategies/activities.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	Curriculum specialists, teachers

Activity - Constructed Responses Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	08/09/2016	06/30/2017	\$0	No Funding Required	Teachers Principal

Strategy 3:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/09/2016	06/30/2017	\$0	Other	Kindergarten Teacher, Library Media Specialist/Reading Facilitator

Activity - K Screener Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/09/2016	06/30/2017	\$0	No Funding Required	Kindergarten Teacher, Reading Facilitator, Principal

Strategy 4:

RTI - School leadership will establish a School Intervention Team that looks at academic and behavioral data for the school and targets individual students to track.

Category: Continuous Improvement

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Research Cited: Response to intervention is a requirement based on Kentucky state law. RTI is beneficial in academic and behavior areas.

Activity - Behavioral Benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will consider large areas of student needs and meet with grade levels and content areas to develop plans to address gaps in instructional planning or learner needs based on standards and data.	Behavioral Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	School Intervention Team

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Intervention Team will review school intervention resources that are available and determine school needs.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	School Intervention Team

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 71.1% in 2019 for elementary and from 43.2% in 2016 to 73% in 2019 for middle grades as measured by school reports.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 55.8 % to 59.5 % at the elementary level and from 43.2% to 62.1% at the Middle School level by 09/01/2016 as measured by the School Report Card.

Strategy 1:

Progress Monitoring - The use of progress monitoring is vital to helping all students including those considered to be in a gap group.

Category: Continuous Improvement

Activity - Monitor Progress Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze KPREP data and individual student performance to identify sub populations and review student performance data from multiple school years. Content areas and grade levels will be analyzed in order to identify trends in achievement, gap, growth, and novice reduction.	Academic Support Program	08/08/2016	06/30/2017	\$0	Other	School leadership, Classroom teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Our leadership team will work with classroom teachers to identify students who are at the 25th percentile and below using MAP data and other resources.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Special Ed teachers, Instructional aides, Counselor, Principal
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Strategy 2:

Best Practice - Teachers will use best practices in order to provide rigorous instruction and relevant teaching.

Category: Professional Learning & Support

Research Cited: Best practices are documented, time honored, successful practices that will greatly enhance teaching.

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership, SBDM, and classroom teachers analyze student data by GAP groups based on KPREP and identify individual student concerns.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	School leadership, Classroom teachers, Counselor, SBDM Council

Activity - Career Pathways Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students access to programs that align with the career pathways identified in ILPs.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	School Counselor, GEAR UP Staff, School leadership

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop KPREP type questions as formative assessment items using additional resource materials and collaboration.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Classroom teachers

Activity - Teaching Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff to best serve students (based on certification and areas of expertise).	Policy and Process	08/09/2016	06/30/2017	\$0	No Funding Required	School Leadership SBDM

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School leaders and staff will work to increase parental involvement by incorporating technology such as Class Dojo, Remind, Social Media, and our All-Call system to keep parents informed and involved in their child's educational activities. Parents will also be invited to attend Open House at least twice yearly.	Parent Involvement	08/09/2016	06/30/2017	\$0	No Funding Required	School leadership, classroom teachers
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Strategy 3:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category: Stakeholder Engagement

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements and analyze the results at the leadership level and at the staff level.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Principal, Classroom Teachers

Goal 3: Maintain or increase the percentage of effective principals and teachers based on local data collected through summary of evidence at the end of the summative cycle (Annually for principals, every 3 years for tenured teachers))

Measurable Objective 1:

collaborate to increase the effectiveness of principals based on the annual local summary of evidence data. by 05/30/2016 as measured by Summary of Evidence.

Strategy 1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System – The PGES system will be implemented throughout the school and district in order to improve principal effectiveness.

Category: Principal PGES

Research Cited: Policy and Procedures

Activity - District Principal Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district principal coach will support the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/09/2016	06/30/2017	\$0	No Funding Required	Greg Wilson Renee Howard Ann Stepp

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Activity - Principal Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Principal Cadre Meetings – District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	Principals; District PGES Coordinator, Jennifer Yankey

Activity - Develop a Student Growth Goal, Professional Growth Plan and Working Conditions Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2016-2017.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	Superintendent/Designee; Principal

Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	Superintendent/Designee; Principal

Measurable Objective 2:

collaborate to increase/maintain the percentage of effective teachers and other professionals by 05/31/2017 as measured by Summary of Evidence.

Strategy 1:

PGES - Professional Growth and Effectiveness System – The PGES system will be implemented throughout the school and district in order to improve teacher and other professionals' effectiveness.

Category: Professional Learning & Support

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities – Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Activity - Peer Observation Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	Teacher leaders Curriculum Specialists Principal

Activity - Teachscape/Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Right Fork School Center

Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachescape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	District Leadership Team Principal Assistant Principal
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Goal 4: KBE Goal - Next Generation Professionals - Teachers

Measurable Objective 1:

collaborate to increase the percentage of teacher effectiveness; however, data is currently unavailable. Goal and objective data will be determined after baseline data has been received by 05/30/2015 as measured by the School Report Card.

Strategy 1:

Professional Growth and Effectiveness System - District Leadership Teams will work together to develop and implement a plan for the TPGES for 2013-2014. They will develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Teachers will serve as peer observers. Principals and teachers will complete trainings.

Category:

Research Cited: Policy and Procedures

Activity - District Leadership Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will develop an implementation plan for the TPGES for 2013-2014 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	\$0	No Funding Required	District PGES Team

Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a PLP that incorporates the TPGES components through PLCs. Components include: Framework, observations, self-reflection, student growth goals, professional growth goals and student voice.	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	Superintendent; District PGES Coordinator; Principal and teachers

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	11/13/2013	06/30/2015	\$0	No Funding Required	Superintendent; District PGES; Principals

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Activity - Principal Observation Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	07/01/2013	06/30/2015	\$349	District Funding	Superintendent; Principals
Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite	Professional Learning	09/01/2013	06/30/2015	\$0	District Funding	CIITS Coordinators; Principals and Teachers
Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation in ISLN	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	District Curriculum Specialists; Principals
Activity - PGES Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2015	\$0	No Funding Required	District PGES Coordinator

Goal 5: Increase the percentage of students who are college-and-career ready (Benchmarked on MAP) from 47.6% to 65% in Reading, from 66.7% to 75% in Language, from 38.1% to 50% in Math, and from 42.9% to 60% in Science by May 2017.

Measurable Objective 1:

collaborate to increase the percentage of students benchmarking on MAP by 05/31/2017 as measured by MAP assessment data..

Strategy 1:

GEAR UP - The teacher representatives from content classes, counselors, and Gear Up specialist will develop and a plan to increase college and career readiness beginning with middle school students and continuing through high school.

Category: Career Readiness Pathways

Activity - High School Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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8th grade students meet at the high school for orientation, registration, and transition discussion into high school.	Career Preparation/Orientation	08/09/2016	06/30/2017	\$0	Grant Funds	GEAR UP Coordinator
Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a College Day where students and staff wear a college t-shirt of their choice	Career Preparation/Orientation	08/09/2016	06/30/2017	\$0	District Funding	GEAR UP Coordinator, school staff
Activity - Targeted College and Career focused field trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Middle Grade students will participate in College/Career related field trips.	Field Trip	08/09/2016	06/30/2017	\$0	District Funding	GEAR UP Coordinator, classroom teachers
Activity - KPREP Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with practice opportunities for KPREP in content area subjects using GEAR UP sponsored materials and programs.	Academic Support Program	08/09/2016	06/30/2017	\$500	Other	Gear-up coordinator, School Leadership

Goal 6: Demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Program as evidenced by Program Review results.

Measurable Objective 1:

collaborate to demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Language, and Writing Programs by 06/30/2017 as measured by Program Review results.

Strategy 1:

Program Review - Teachers will participate in the Program Review process to evaluate each program's effectiveness and areas of need for continuous improvement.

Category: Continuous Improvement

Activity - Program Review Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members will meet periodically to identify evidence and and calibrate evidence for ratings.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Program Review teams and leads

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Activity - Internal Self Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will determine the internal process for conducting a program review and ensure teachers from across the disciplines contribute.	Policy and Process	08/09/2016	06/30/2017	\$0	No Funding Required	School Leadership Program Review teams and leads
Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM Council will review and implement a school wide policy on physical activity and nutrition.	Academic Support Program, Policy and Process	08/09/2016	06/30/2017	\$0	No Funding Required	SBDM Council Program Review Point of Contact
Activity - Program Review Community and Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All stakeholders including parents and community partners determine if there are other contributions or evidence to support specific program review areas.	Parent Involvement	08/09/2016	06/30/2017	\$0	No Funding Required	School Leadership Program Review teams and leads Parents and Community stakeholders
Activity - Program Review Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership will inform staff of the expectations and procedures as defined by the district for the district external review process.	Policy and Process	08/09/2016	06/30/2017	\$0	No Funding Required	School Leadership
Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Program Review Leads
Activity - Submitting Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Program Review Leads

Goal 7: Decrease the percentage of students scoring at the Novice level 50% by the 2020 school year.

Measurable Objective 1:

collaborate to decrease the number of students scoring at the Novice level by 3% by 06/30/2017 as measured by the School Report Card..

Strategy 1:

Design and Deliver Instruction - Curriculum, instructional strategies, and assessments will continue to be aligned to the Kentucky Core State Standards and to the Unbridled Learning Assessments.

Category: Continuous Improvement

Activity - Curriculum Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze core curriculum to identify gaps and make necessary adjustments to their instructional planning, specifically in the areas of Reading (SFA) and Math (Math in Focus and Singapore Math).	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Content area teachers, School leadership, Reading facilitator

Activity - Block schedules for Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grades K-8 will receive two consecutive class periods of math and reading daily.	Direct Instruction	08/09/2016	06/30/2017	\$0	No Funding Required	School leadership

Strategy 2:

Review, analyze, and apply data results - Data will continue to be reviewed/analyzed annually (KPREP) and throughout the course of the year (MAP). The results will be used to inform school improvement and meet the individual needs of students.

Category: Continuous Improvement

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative assessments aligned to daily KCAS learning targets in order to measure the learning of students	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Content area teachers, School leadership

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and students will set benchmark goals in MAP areas. Benchmark goals will be used to set goals during testing windows, but teachers will also use knowledge of students to set personal goals for each student. Teachers and students will also use previous KPREP results along with KPREP Cut Scores for students to develop goals for the 2016-2017 test. Teachers will then mentor those students outside the regular instructional times in order to help them reach goals.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Content area teachers, School leadership, Guidance Counselor
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
High School Orientation	8th grade students meet at the high school for orientation, registration, and transition discussion into high school.	Career Preparation/Orientation	08/09/2016	06/30/2017	\$0	GEAR UP Coordinator
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KPREP Preparation	Provide students with practice opportunities for KPREP in content area subjects using GEAR UP sponsored materials and programs.	Academic Support Program	08/09/2016	06/30/2017	\$500	Gear-up coordinator, School Leadership
Content Vocabulary	Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/09/2016	06/30/2017	\$300	Content-Area Teachers, Principal, Assistant Principal
CIITS Collaboration	Teachers and school leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement during PLC's and in informal team meetings.	Professional Learning	08/09/2016	06/30/2017	\$0	School Leadership Regular and Special Education Teachers
Monitor Progress Data	Analyze KPREP data and individual student performance to identify sub populations and review student performance data from multiple school years. Content areas and grade levels will be analyzed in order to identify trends in achievement, gap, growth, and novice reduction.	Academic Support Program	08/08/2016	06/30/2017	\$0	School leadership, Classroom teachers
Kindergarten Screener	Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/09/2016	06/30/2017	\$0	Kindergarten Teacher, Library Media Specialist/Reading Facilitator

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K-3 Proficiency-Interventions	K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	08/09/2016	06/30/2017	\$3000	Library Media Specialist/Reading Facilitator, Counselor, Primary teachers
Total					\$3800	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Principals and Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite	Professional Learning	09/01/2013	06/30/2015	\$0	CIITS Coordinators; Principals and Teachers
College Day	Establish a College Day where students and staff wear a college t-shirt of their choice	Career Preparation/Orientation	08/09/2016	06/30/2017	\$0	GEAR UP Coordinator, school staff
Principal Observation Certification	Pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	07/01/2013	06/30/2015	\$349	Superintendent; Principals
Targeted College and Career focused field trips	All Middle Grade students will participate in College/Career related field trips.	Field Trip	08/09/2016	06/30/2017	\$0	GEAR UP Coordinator, classroom teachers
Total					\$349	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Extended School Services will be offered to students who are targeted for remediation of skills not mastered or those who are on the cusp of moving from Novice to Apprentice or Apprentice to Proficient.	Tutoring	08/09/2016	06/30/2017	\$7000	Extended School Tutors
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Right Fork School Center

K Screener Results	Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/09/2016	06/30/2017	\$0	Kindergarten Teacher, Reading Facilitator, Principal
Program Review Expectations	Leadership will inform staff of the expectations and procedures as defined by the district for the district external review process.	Policy and Process	08/09/2016	06/30/2017	\$0	School Leadership
Program Review Community and Parent Involvement	All stakeholders including parents and community partners determine if there are other contributions or evidence to support specific program review areas.	Parent Involvement	08/09/2016	06/30/2017	\$0	School Leadership Program Review teams and leads Parents and Community stakeholders
District Leadership Teams	District Leadership Team will develop an implementation plan for the TPGES for 2013-2014 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2015	\$0	District PGES Team
Peer Observation Module	Teachers serving as peer observers will complete the required PBS Peer Observation module AND the district provided training.	Professional Learning	08/09/2016	06/30/2017	\$0	Teacher leaders Curriculum Specialists Principal
TELL Survey	All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements and analyze the results at the leadership level and at the staff level.	Academic Support Program	08/09/2016	06/30/2017	\$0	Principal, Classroom Teachers
Program Review Team Meetings	Program review team members will meet periodically to identify evidence and and calibrate evidence for ratings.	Academic Support Program	08/09/2016	06/30/2017	\$0	Program Review teams and leads
Wellness Policy	SBDM Council will review and implement a school wide policy on physical activity and nutrition.	Academic Support Program, Policy and Process	08/09/2016	06/30/2017	\$0	SBDM Council Program Review Point of Contact
PGES Webcasts	District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2015	\$0	District PGES Coordinator
Constructed Responses Analysis	Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	08/09/2016	06/30/2017	\$0	Teachers Principal
Develop a Student Growth Goal, Professional Growth Plan and Working Conditions Goal	All principals will develop a State and Local Student Growth Goal, Professional Growth Plan, and Working Conditions goal based on appropriate data, surveys, and CSIP information for 2016-2017.	Professional Learning	08/09/2016	06/30/2017	\$0	Superintendent/Designee; Principal

Comprehensive School Improvement Plan

Right Fork School Center

Principal Cadre Meetings	District Principal Cadre Meetings – District PGES POC and Principal Coach collaborate to conduct cadre meetings that focus on fidelity of implementation and training.	Professional Learning	08/09/2016	06/30/2017	\$0	Principals; District PGES Coordinator, Jennifer Yankey
Response to Intervention	Our leadership team will work with classroom teachers to identify students who are at the 25th percentile and below using MAP data and other resources.	Academic Support Program	08/09/2016	06/30/2017	\$0	Special Ed teachers, Instructional aides, Counselor, Principal
Site Visits	Completion of a minimum of two site visits (one per semester) completed by the superintendent/designee for each administrator.	Professional Learning	08/09/2016	06/30/2017	\$0	Superintendent/Designee; Principal
Professional Learning Plan	Develop and implement a PLP that incorporates the TPGES components through PLCs. Components include: Framework, observations, self-reflection, student growth goals, professional growth goals and student voice.	Professional Learning	08/01/2013	06/30/2015	\$0	Superintendent; District PGES Coordinator; Principal and teachers
District Principal Coach	The district principal coach will support the implementation of PPGES through principal coaching including on site visits, cadre meetings, etc.	Policy and Process	08/09/2016	06/30/2017	\$0	Greg Wilson Renee Howard Ann Stepp
Internal Self Review	School leadership will determine the internal process for conducting a program review and ensure teachers from across the disciplines contribute.	Policy and Process	08/09/2016	06/30/2017	\$0	School Leadership Program Review teams and leads
Curriculum Gaps	Teachers will analyze core curriculum to identify gaps and make necessary adjustments to their instructional planning, specifically in the areas of Reading (SFA) and Math (Math in Focus and Singapore Math).	Academic Support Program	08/09/2016	06/30/2017	\$0	Content area teachers, School leadership, Reading facilitator
Block schedules for Reading and Math	All grades K-8 will receive two consecutive class periods of math and reading daily.	Direct Instruction	08/09/2016	06/30/2017	\$0	School leadership
Submitting Scores	Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	08/09/2016	06/30/2017	\$0	Program Review Leads
ISLN	District Participation in ISLN	Professional Learning	08/01/2013	06/30/2015	\$0	District Curriculum Specialists; Principals

Comprehensive School Improvement Plan

Right Fork School Center

Parental Involvement	School leaders and staff will work to increase parental involvement by incorporating technology such as Class Dojo, Remind, Social Media, and our All-Call system to keep parents informed and involved in their child's educational activities. Parents will also be invited to attend Open House at least twice yearly.	Parent Involvement	08/09/2016	06/30/2017	\$0	School leadership, classroom teachers
Vertical Team Meetings	Intermediate and Middle school teachers for ELA, Math, Science, Social Studies, and Arts/Humanities will meet three times per school year in order to share instructional strategies/activities.	Professional Learning	08/09/2016	06/30/2017	\$0	Curriculum specialists, teachers
Formative Assessments	Teachers will develop KPREP type questions as formative assessment items using additional resource materials and collaboration.	Academic Support Program	08/09/2016	06/30/2017	\$0	Classroom teachers
Behavioral Benchmarks	The team will consider large areas of student needs and meet with grade levels and content areas to develop plans to address gaps in instructional planning or learner needs based on standards and data.	Behavioral Support Program	08/09/2016	06/30/2017	\$0	School Intervention Team
Goal Setting	Teachers will analyze cut scores for novice, apprentice, proficient, and distinguished. Teachers will use this information to target students who are on the cusp of moving to the next level. Students, with the help and feedback from teaching staff or administration, will set goals.	Academic Support Program	08/09/2016	06/30/2017	\$0	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor, Teachers
CIITS Data Analysis	School leaders and staff will use CIITS for analyzing student level data from teacher and school wide instructional improvements.	Other	08/09/2016	06/30/2017	\$0	Principal Assistant Principal SBDM
Rubrics	Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	08/09/2016	06/30/2017	\$0	Program Review Leads
Continuous Alignment	Teachers will continue to revise curriculum maps, instructional units, lesson plans, and learning checks to ensure alignment with the KCAS in all core subject areas.	Professional Learning	08/09/2016	06/30/2017	\$0	All Teachers, District Curriculum Specialists, Principal
Teaching Assignments	Determine the assignment of staff to best serve students (based on certification and areas of expertise).	Policy and Process	08/09/2016	06/30/2017	\$0	School Leadership SBDM
PLCs	Professional Learning Communities – Teachers and other professionals will participate in PLCs that focus on the various components of the PGES system: Framework, Self-Reflection, PGP, SGG, Student Voice, Peer Observations, etc.	Professional Learning	08/09/2016	06/30/2017	\$0	Principal, Assistant Principal, Teachers

Comprehensive School Improvement Plan

Right Fork School Center

Formative Assessments	Teachers will use a variety of formative assessments aligned to daily KCAS learning targets in order to measure the learning of students	Academic Support Program	08/09/2016	06/30/2017	\$0	Content area teachers, School leadership
CIITS Instructional Resources	Teachers will use CIITS for instructional planning and sharing of instructional resources.	Academic Support Program	08/09/2016	06/30/2017	\$0	Principal, Classroom Teachers
Teachscape/Calibration	Principals and assistant principals are required to pass the Initial Certified Evaluation training and the proficiency test for Teachscape in order to complete observations and the PGES system with teachers and other professionals. All principals and assistants who have passed the initial requirements, must calibrate each year as designated in the district CEP to ensure observation scoring accuracy.	Professional Learning	08/09/2016	06/30/2017	\$0	District Leadership Team Principal Assistant Principal
Peer Observations	Teachers serving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	11/13/2013	06/30/2015	\$0	Superintendent; District PGES; Principals
Goal Setting	Teachers and students will set benchmark goals in MAP areas. Benchmark goals will be used to set goals during testing windows, but teachers will also use knowledge of students to set personal goals for each student. Teachers and students will also use previous KPREP results along with KPREP Cut Scores for students to develop goals for the 2016-2017 test. Teachers will then mentor those students outside the regular instructional times in order to help them reach goals.	Academic Support Program	08/09/2016	06/30/2017	\$0	Content area teachers, School leadership, Guidance Counselor
Formative Assessments	Teachers will use a variety of formative assessments aligned to their daily learning targets in order to measure the learning of students.	Direct Instruction	08/09/2016	06/30/2017	\$0	Classroom Teachers Renee Howard, Principal Ann Stepp, Assistant Principal
Career Pathways Programs	Provide students access to programs that align with the career pathways identified in ILPs.	Academic Support Program	08/09/2016	06/30/2017	\$0	School Counselor, GEAR UP Staff, School leadership
Gap Analysis	School leadership, SBDM, and classroom teachers analyze student data by GAP groups based on KPREP and identify individual student concerns.	Academic Support Program	08/09/2016	06/30/2017	\$0	School leadership, Classroom teachers, Counselor, SBDM Council

Comprehensive School Improvement Plan

Right Fork School Center

Intervention Resources	School Intervention Team will review school intervention resources that are available and determine school needs.	Academic Support Program	08/09/2016	06/30/2017	\$0	School Intervention Team
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Right Fork School Center

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Right Fork School Center

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Right Fork School Center

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Right Fork School Center

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	We are a school-wide Title I school. We had to use our Title I funds to meet the needs of our students.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	We are a school-wide Title 1 school.	

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 71.1% in 2019 for elementary and from 43.2% in 2016 to 73% in 2019 for middle grades as measured by school reports.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 55.8 % to 59.5 % at the elementary level and from 43.2% to 62.1% at the Middle School level by 09/01/2016 as measured by the School Report Card.

Strategy1:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category: Stakeholder Engagement

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements and analyze the results at the leadership level and at the staff level.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal, Classroom Teachers

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 71.1% in 2019 for elementary and from 43.2% in 2016 to 73% in 2019 for middle grades as measured by school reports.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 55.8 % to 59.5 % at the elementary level and from 43.2% to 62.1% at the Middle School level by 09/01/2016 as measured by the School Report Card.

Comprehensive School Improvement Plan

Right Fork School Center

Strategy1:

Progress Monitoring - The use of progress monitoring is vital to helping all students including those considered to be in a gap group.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our leadership team will work with classroom teachers to identify students who are at the 25th percentile and below using MAP data and other resources.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Special Ed teachers, Instructional aides, Counselor, Principal

Activity - Monitor Progress Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze KPREP data and individual student performance to identify sub populations and review student performance data from multiple school years. Content areas and grade levels will be analyzed in order to identify trends in achievement, gap, growth, and novice reduction.	Academic Support Program	08/08/2016	06/30/2017	\$0 - Other	School leadership, Classroom teachers

Strategy2:

Best Practice - Teachers will use best practices in order to provide rigorous instruction and relevant teaching.

Category: Professional Learning & Support

Research Cited: Best practices are documented, time honored, successful practices that will greatly enhance teaching.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders and staff will work to increase parental involvement by incorporating technology such as Class Dojo, Remind, Social Media, and our All-Call system to keep parents informed and involved in their child's educational activities. Parents will also be invited to attend Open House at least twice yearly.	Parent Involvement	08/09/2016	06/30/2017	\$0 - No Funding Required	School leadership, classroom teachers

Activity - Teaching Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve students (based on certification and areas of expertise).	Policy and Process	08/09/2016	06/30/2017	\$0 - No Funding Required	School Leadership SBDM

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop KPREP type questions as formative assessment items using additional resource materials and collaboration.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Classroom teachers

Comprehensive School Improvement Plan

Right Fork School Center

Activity - Career Pathways Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students access to programs that align with the career pathways identified in ILPs.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	School Counselor, GEAR UP Staff, School leadership

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership, SBDM, and classroom teachers analyze student data by GAP groups based on KPREP and identify individual student concerns.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	School leadership, Classroom teachers, Counselor, SBDM Council

Strategy3:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category: Stakeholder Engagement

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements and analyze the results at the leadership level and at the staff level.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal, Classroom Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary school students from 57.5% in 2016 to 71.3% in 2019 and for middle school from 44.6% in 2016 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 59.8% and middle grades to 63.5% proficient by 09/01/2016 as measured by the School Report Card.

Strategy1:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Right Fork School Center

Activity - K Screener Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/09/2016	06/30/2017	\$0 - No Funding Required	Kindergarten Teacher, Reading Facilitator, Principal

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/09/2016	06/30/2017	\$0 - Other	Kindergarten Teacher, Library Media Specialist/Reading Facilitator

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary school students from 57.5% in 2016 to 71.3% in 2019 and for middle school from 44.6% in 2016 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 59.8% and middle grades to 63.5% proficient by 09/01/2016 as measured by the School Report Card.

Strategy1:

School Readiness - School Readiness will be determined by administering a Kindergarten Screener.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/09/2016	06/30/2017	\$0 - Other	Kindergarten Teacher, Library Media Specialist/Reading Facilitator

Activity - K Screener Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/09/2016	06/30/2017	\$0 - No Funding Required	Kindergarten Teacher, Reading Facilitator, Principal

Comprehensive School Improvement Plan

Right Fork School Center

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary school students from 57.5% in 2016 to 71.3% in 2019 and for middle school from 44.6% in 2016 to 74% in 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 59.8% and middle grades to 63.5% proficient by 09/01/2016 as measured by the School Report Card.

Strategy1:

Curriculum Assessment and Alignment - Curriculum, instruction, and assessment will continue to be reviewed and revised to ensure alignment to the Kentucky Core Academic Standards and the KPREP testing.

Category: Professional Learning & Support

Research Cited:

Activity - Constructed Responses Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	08/09/2016	06/30/2017	\$0 - No Funding Required	Teachers Principal

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze cut scores for novice, apprentice, proficient, and distinguished. Teachers will use this information to target students who are on the cusp of moving to the next level. Students, with the help and feedback from teaching staff or administration, will set goals.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Library Media Specialist/Reading Facilitator, Assistant Principal, Counselor, Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative assessments aligned to their daily learning targets in order to measure the learning of students.	Direct Instruction	08/09/2016	06/30/2017	\$0 - No Funding Required	Classroom Teachers Renee Howard, Principal Ann Stepp, Assistant Principal

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/09/2016	06/30/2017	\$300 - Other	Content-Area Teachers, Principal, Assistant Principal

Comprehensive School Improvement Plan

Right Fork School Center

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services will be offered to students who are targeted for remediation of skills not mastered or those who are on the cusp of moving from Novice to Apprentice or Apprentice to Proficient.	Tutoring	08/09/2016	06/30/2017	\$7000 - Title I Schoolwide	Extended School Tutors

Activity - Continuous Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to revise curriculum maps, instructional units, lesson plans, and learning checks to ensure alignment with the KCAS in all core subject areas.	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	All Teachers, District Curriculum Specialists, Principal

Activity - K-3 Proficiency-Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	08/09/2016	06/30/2017	\$3000 - Other	Library Media Specialist/Reading Facilitator, Counselor, Primary teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.8% in 2016 to 71.1% in 2019 for elementary and from 43.2% in 2016 to 73% in 2019 for middle grades as measured by school reports.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the nonduplicated gap group from 55.8 % to 59.5 % at the elementary level and from 43.2% to 62.1% at the Middle School level by 09/01/2016 as measured by the School Report Card.

Strategy1:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Right Fork School Center

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey to help assist in the school improvements and analyze the results at the leadership level and at the staff level.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal, Classroom Teachers

Strategy2:

Progress Monitoring - The use of progress monitoring is vital to helping all students including those considered to be in a gap group.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Progress Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze KPREP data and individual student performance to identify sub populations and review student performance data from multiple school years. Content areas and grade levels will be analyzed in order to identify trends in achievement, gap, growth, and novice reduction.	Academic Support Program	08/08/2016	06/30/2017	\$0 - Other	School leadership, Classroom teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our leadership team will work with classroom teachers to identify students who are at the 25th percentile and below using MAP data and other resources.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Special Ed teachers, Instructional aides, Counselor, Principal

Strategy3:

Best Practice - Teachers will use best practices in order to provide rigorous instruction and relevant teaching.

Category: Professional Learning & Support

Research Cited: Best practices are documented, time honored, successful practices that will greatly enhance teaching.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders and staff will work to increase parental involvement by incorporating technology such as Class Dojo, Remind, Social Media, and our All-Call system to keep parents informed and involved in their child's educational activities. Parents will also be invited to attend Open House at least twice yearly.	Parent Involvement	08/09/2016	06/30/2017	\$0 - No Funding Required	School leadership, classroom teachers

Activity - Gap Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership, SBDM, and classroom teachers analyze student data by GAP groups based on KPREP and identify individual student concerns.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	School leadership, Classroom teachers, Counselor, SBDM Council

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Activity - Teaching Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve students (based on certification and areas of expertise).	Policy and Process	08/09/2016	06/30/2017	\$0 - No Funding Required	School Leadership SBDM

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop KPREP type questions as formative assessment items using additional resource materials and collaboration.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Classroom teachers

Activity - Career Pathways Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students access to programs that align with the career pathways identified in ILPs.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	School Counselor, GEAR UP Staff, School leadership

Goal 2:

Decrease the percentage of students scoring at the Novice level 50% by the 2020 school year.

Measurable Objective 1:

collaborate to decrease the number of students scoring at the Novice level by 3% by 06/30/2017 as measured by the School Report Card..

Strategy1:

Review, analyze, and apply data results - Data will continue to be reviewed/analyzed annually (KPREP) and throughout the course of the year (MAP). The results will be used to inform school improvement and meet the individual needs of students.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will set benchmark goals in MAP areas. Benchmark goals will be used to set goals during testing windows, but teachers will also use knowledge of students to set personal goals for each student. Teachers and students will also use previous KPREP results along with KPREP Cut Scores for students to develop goals for the 2016-2017 test. Teachers will then mentor those students outside the regular instructional times in order to help them reach goals.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Content area teachers, School leadership, Guidance Counselor

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Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative assessments aligned to daily KCAS learning targets in order to measure the learning of students	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Content area teachers, School leadership

Strategy2:

Design and Deliver Instruction - Curriculum, instructional strategies, and assessments will continue to be aligned to the Kentucky Core State Standards and to the Unbridled Learning Assessments.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze core curriculum to identify gaps and make necessary adjustments to their instructional planning, specifically in the areas of Reading (SFA) and Math (Math in Focus and Singapore Math).	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Content area teachers, School leadership, Reading facilitator

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college-and-career ready (Benchmarked on MAP) from 47.6% to 65% in Reading, from 66.7% to 75% in Language, from 38.1% to 50% in Math, and from 42.9% to 60% in Science by May 2017.

Measurable Objective 1:

collaborate to increase the percentage of students benchmarking on MAP by 05/31/2017 as measured by MAP assessment data..

Strategy1:

GEAR UP - The teacher representatives from content classes, counselors, and Gear Up specialist will develop and a plan to increase college and career readiness beginning with middle school students and continuing through high school.

Category: Career Readiness Pathways

Research Cited:

Comprehensive School Improvement Plan

Right Fork School Center

Activity - High School Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students meet at the high school for orientation, registration, and transition discussion into high school.	Career Preparation/ Orientation	08/09/2016	06/30/2017	\$0 - Grant Funds	GEAR UP Coordinator

Activity - KPREP Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with practice opportunities for KPREP in content area subjects using GEAR UP sponsored materials and programs.	Academic Support Program	08/09/2016	06/30/2017	\$500 - Other	Gear-up coordinator, School Leadership

Activity - College Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a College Day where students and staff wear a college t-shirt of their choice	Career Preparation/ Orientation	08/09/2016	06/30/2017	\$0 - District Funding	GEAR UP Coordinator, school staff

Activity - Targeted College and Career focused field trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Middle Grade students will participate in College/Career related field trips.	Field Trip	08/09/2016	06/30/2017	\$0 - District Funding	GEAR UP Coordinator, classroom teachers

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Languages, and Writing Program as evidenced by Program Review results.

Measurable Objective 1:

collaborate to demonstrate proficiency in Arts & Humanities, Practical Living Career Studies, Primary, World Language, and Writing Programs by 06/30/2017 as measured by Program Review results.

Strategy1:

Program Review - Teachers will participate in the Program Review process to evaluate each program's effectiveness and areas of need for continuous improvement.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Right Fork School Center

Activity - Submitting Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Leads will submit Program Review Ratings and information into ASSIST for district and state review.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Program Review Leads

Activity - Program Review Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership will inform staff of the expectations and procedures as defined by the district for the district external review process.	Policy and Process	08/09/2016	06/30/2017	\$0 - No Funding Required	School Leadership

Activity - Internal Self Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will determine the internal process for conducting a program review and ensure teachers from across the disciplines contribute.	Policy and Process	08/09/2016	06/30/2017	\$0 - No Funding Required	School Leadership Program Review teams and leads

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Teams will examine the rubrics used in the program review (Arts and Humanities, Practical Living, Writing and Primary). Each team will review existing evidence to make an overall program assessment.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Program Review Leads

Activity - Program Review Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members will meet periodically to identify evidence and and calibrate evidence for ratings.	Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	Program Review teams and leads

Activity - Program Review Community and Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All stakeholders including parents and community partners determine if there are other contributions or evidence to support specific program review areas.	Parent Involvement	08/09/2016	06/30/2017	\$0 - No Funding Required	School Leadership Program Review teams and leads Parents and Community stakeholders

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Council will review and implement a school wide policy on physical activity and nutrition.	Policy and Process Academic Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	SBDM Council Program Review Point of Contact

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Right Fork School Center is located on Highway 221 in the small community of Kettle Island. Our school is nestled between two mountains along Straight Creek that runs southwest to the Cumberland River. We believe our location is the most beautiful part of Bell County. Right Fork opened its doors for the first time in 1965 with the consolidation of several 2 room schools. Major renovations to the school were completed in 2001 including the addition of several new classrooms, a music lab, a computer lab, and a gymnasium.

Right Fork educates students in grades Pre-K through eighth. The total enrollment is approximately 220 students. Our faculty and staff include 1 principal, 1 assistant principal, 13 teachers, 3 rotating teachers (Technology, Art/Music, PE) 1 library media specialist, 1 counselor (travels between 2 schools), 1 parent liaison, 1 speech pathologist (travels between 2 schools) 1 nurse, 2 custodians, 3 cooks, and 1 FRYSC coordinator. The vast majority of our students are socioeconomically disadvantaged (83.1% free and reduced lunch). Therefore, our students have needs that range from the classroom to the lunchroom.

Our Family Resource Center collaborates with Feeding God's Children and local businesses in order to provide a backpack program for families who need additional support feeding their children over weekends and extended breaks. Mission of Hope also provides back to school items, clothing, and brings Christmas gifts and food baskets to help our children in need.

Coal mining is the driving force in our community's economy. As this industry declines, the community's population and income base also decline. This, in turn, adversely affects the school, resulting in fewer students, less teachers, resources, and opportunities.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Right Fork School Center is to educate EVERY CHILD, EVERY DAY; NO EXCUSES! A top priority at Right Fork is to provide our students with a safe learning environment filled with challenging educational opportunities. The faculty and staff at Right Fork School Center is dedicated to the belief that ALL students can and will learn. Through the implementation of new, research based instructional programs (e.g. SFA Reading K-8, Math in Focus, Power Math, Reading Mastery, Singapore Math, Reading Novel Studies, Laying the Foundation), the development, implementation, and refinement of standards based units of study, and the commitment of the faculty to administer a variety of instructional strategies, the academic performance of our students will improve. We believe that through a joint effort of teachers, administrators, parents, and community members, all students will succeed.

Right Fork School Center has embraced the challenge of preparing our students to meet the College and Career Readiness standards. GEAR UP is the vehicle by which we will meet this challenge. Opportunities are being provided to students ranging from college field trips, cultural encounters, and leadership experiences.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Right Fork School Center has made some notable improvements/growth on our state's accountability test (KPREP). Our elementary is recognized as a Distinguished/High Progressing school with an overall index of 74.4. Our academic index increased by 20.3 points when compared to last year's data (2014-15). Our middle grades is recognized as a Proficient/Progressing school with an overall index of 69. Our academic index increased by 4 points when compared to last year's data (2014-15). Additionally, our elementary school is recognized as a Top 10 Improvement School and a Top 6 Elementary with biggest KPREP gains in the state.

In addition, Right Fork has maintained the highest attendance in the district for the past 15 years. We, at Right Fork, are aware that attendance is directly related to student success. We strive to make attendance a top priority because regular school attendance is crucial to the progress and education of our students.

Our goal is to move students who are apprentice to proficient and to significantly reduce novice scores. We are also striving to meet our delivery targets.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our school currently uses Success For All (SFA) as our core Reading Program for grade PK-8 and Singapore Math as our primary math program of K-8 grades. We provide other programs that offer additional support or academic enhancement, such as; Reading Mastery, Tutoring, Accelerated Reader, and our school is also serviced through GEAR UP, which helps to increase academic performance and college readiness, as well as build a college-going culture in our schools. GEAR UP offers in-school tutoring, summer programs, career exploration, test preparation, college visits, and career site visits.

Parents play a vital role in our school and community. They are always available to help meet the needs of the school and ensure support for teachers and staff. We promote parental involvement through many aspects of the school community, which include athletic events, academic events, parent meetings sponsored by the parent liaison and FRYSC, open house, and other school sponsored activities (e.g. Fall Festival, Christmas Musical, Book Fair, Awards Programs).