

# SCHOOL IMPROVEMENT PLAN

**Sutton Elementary**  
SCHOOL

**James Lyddane**  
PRINCIPAL

**2060 Lewis Lane**  
ADDRESS

**Owensboro**  
CITY

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COUNTY

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# SUTTON SCHOOL COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

## SCHOOL ASSURANCE REVIEW

The Sutton Elementary School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework (2003)* prior to approval of our plan.

\_\_\_\_\_  
Chairperson, School Council

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Planning Committee

\_\_\_\_\_  
Date

### PLAN APPROVED BY THE SCHOOL COUNCIL:

\_\_\_\_\_  
Date

#### School Council Members:


Sutton School's SBDM Council approved the 2006-2007  
Consolidated Plan for School Improvement at its  
February meeting.

James Lyddane, Chairperson

Cathy Midkiff, Teacher Representative

Susan Bratcher, Teacher Representative

Jenny Smith, Teacher Representative

Johnsie Tucker, Teacher Representative

Greg Hampel, Parent Representative

Kim Lashbrook, Parent Representative

Mary Mundy, Parent Representative

**Sutton Elementary School**

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School

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

# EXECUTIVE SUMMARY

School: **Sutton Elementary School**

## MISSION STATEMENT

Our mission is to be a **GREAT PLACE TO GROW** with Learning for All, Whatever It Takes. Our vision is that Sutton School will be a collaborative learning community of caring individuals who work to ensure **LEARNING FOR ALL**.

## PLAN SUMMARY

Goals include:

- maintaining reading and science KCCT scores at or above their current high levels
- increasing writing goals by 1 point per biennium to reach 100 by 2014
- increasing the math performance of Sutton students by 6 points each biennium
- Decrease the percentage of students performing below grade level

Strategies to achieve goals include:

- Utilize in-school collaboration and quarterly pacing guides to improve instruction, align curriculum, and design assessments
- Utilize team teaching or classroom grouping to meet individual students needs in math and reading
- Curriculum Facilitator will provide on-going support to teacher the areas of curriculum, instruction, and assessment.
- Analyze student achievement data to design effective instructional strategies
- Increase the use of technology, specifically the Classroom Performance System
- Utilize a variety of reading materials to meet individual student needs
- Teach a spiraling set of writing skills to students at all grade levels
- Provide assessment level teachers with conferencing time to better develop student writing
- Use Title I and ESS funds, as well as other resources, to provide staff, programs, parental involvement, and materials to improve overall student achievement
- Provide students with regular instruction, practice and feedback in “writing demonstrate learning” strategies

## PROCESS OF DEVELOPING THE CONSOLIDATED PLAN

How Planning and Needs Assessment Teams Were Organized, and Needs of the school decided upon:

The SBDM Council began the process during a discussion of the process at our October meeting, with the consensus reached that a team approach would be used, with all stakeholders being involved throughout the plan's development. All faculty and parents were invited to a late fall committee meetings. During the meetings, the most recent KCCT and No Child Left Behind data were reviewed, and areas of need were identified. The ongoing Consolidated Plan was reviewed, and revisions and additions to the plan were suggested.

Members/Representative Groups Who Served on the committee:

Administration, Faculty, Support Staff, Parents, and Community/Business representatives served on the teams.

James Lyddane, Principal  
 Anna Settle, Teacher  
 Susan Bratcher, Teacher  
 Angela Rummage, Teacher  
 Donna Henninger, Media Specialist  
 Jenny Smith, Teacher  
 Lorraine Corkran, Teacher  
 Julie Burg, Teacher  
 Margaret Douglas, Teacher  
 Johnsie Tucker, Teacher  
 Susan Wellman, Teacher  
 Cyndi Wickerham, Teacher  
 Cathy Midkiff, Teacher  
 Joni Hartmann, Teacher

Gail Reynolds, Curriculum Facilitator  
 Nan Braden, Guidance Counselor  
 Jamie Self, Teacher  
 Kellie Hansen, Teacher  
 Jennifer Thurman, FRC Director  
 Vic Harrison, Teacher  
 Dita Neely, Teacher  
 Barbara Jarvis, Teacher  
 Wendi Neal, Teacher  
 Carolyn Glenn, Media Specialist  
 Kim Lashbrook, SBDM parent representative  
 Mary Mundy, SBDM parent representative  
 Greg Hampel, SBDM parent representative

How Goals and Strategies Were Decided Upon:

The faculty worked on this process during a continual work sessions and developed the goals and specific strategies that seemed most promising to continue our path towards improvement. These were presented to SBDM committees and to all stakeholders for input.

The plan was then reviewed internally by the district planning team representatives for input.

What Implementation of the Plan is expected to achieve:

We are expecting to see increased student learning in the areas of science, writing, reading, and math as well as changes in educational practice in these areas as a result of the strategies we plan to implement and monitor.

What Process was used for Internal Review of the Plan:

The faculty, staff, and school community have been involved at all steps of the process, with all stakeholders invited to provide input. The SBDM Council gave final approval of the plan prior to its final submission to the district and state. The district has received plan development information as to our school's identified strengths and weaknesses/needs as the data was collected, compiled, and notification of the priorities we selected.

How Public Comment was Secured and What Response was Made:

The school community was invited to read the plan draft and share concerns and input along the way towards final development. Any comments were taken to SBDM for consideration.

How Consolidated Planning will be ensured in the future:

Our SBDM Council has a policy in place that guides and mandates continuous improvement of teaching and learning through an annual needs assessment and monitoring process.

#### COMMUNICATION PLAN

How will the Consolidated Plan and Other Important Information Be Shared with Stakeholders?

School newsletters and SBDM Council minutes will communicate our plan and other related findings to the school community, as well as our annually published KDE School Report Card.

How will input continue to be gathered from Stakeholders?

Annual needs assessment surveys/questionnaires as per SBDM Council policy and the ongoing Implementation and Impact Checks during the biennium.

# ACTION COMPONENT Curriculum Maintenance/Renewal

District Name Owensboro Public Schools

Component Manager Principal and Curriculum Facilitator

School Name Sutton Elementary

Current Date February, 2006

## Priority Need:

According to Spring 2004 KCCT Performance Report, Sutton's writing score of 99.6 is below the 2014 goal of 100. Science scores are 117.3, and Reading scores are 105.8. Strategies to maintain and improve student achievement in these areas must be identified, implemented, and/or continued.

5<sup>th</sup> grade math scores are 79.61. Since Sutton students will now be testing in math in 3<sup>rd</sup> and 4<sup>th</sup> grades there is a need to improve foundation math instruction.

## Goal:

To maintain reading and science scores above the 100 level, and to increase writing scores by 1 point per biennium in order to reach the goal of 100 for the school's academic achievement index by 2014.

To increase Sutton students' math performance on the KCCT by 6 points each biennium in order to contribute toward the goal of 100 for the academic index by 2014.

**Cause(s)/Contributing Factors:**

**A1.** Teachers express an ongoing need to further develop their teaching strategies to help all students perform at high academic levels. Collaboration time to work with other teachers to align curriculum, research and design improved learning activities, design assessments, and analyze test scores and student work in order to plan instruction is crucial to the ongoing improvement of student achievement,

**A2.** Across district teacher collaboration has improved with curriculum facilitators in all elementary schools to share ideas regarding refinement of skills continuum, assessments, and teaching strategies.

**A3.** Reading scores have been consistently high, yet some students continue to struggle to read on grade level. (See Equity component)

**A4.** According to the KCCT report and our writing analysis, writing scores for the school have not increased as high as the scores in other core content areas.

**A6.** Math scores are not showing strong student achievement growth over time. The K-4 curriculum strongly affects these scores.

**Objective(s) with measures of Success:**

**A1.** Continue in- school weekly and quarterly collaboration sessions; increase vertical in-school collaboration; and share products/results of the sessions with the administrator, curriculum facilitator and other teachers. Teachers will develop and use curriculum maps to pace curriculum.

**A2.** Continue the use of curriculum facilitators to support staff and district collaboration, MAP coordination, and data analysis to inform instruction. A clearly articulated, teacher-endorsed aligned curriculum with an assessment process that focuses instruction and informs instruction will be a continuing need to achieve high levels of student achievement.

**A3.** Reading scores will be maintained at 100 or above on the KCCT through maintenance of the current reading instructional strategies. Flexible grouping processes, analysis of MAP scores, and informal assessments will be implemented to meet student needs for acceleration and/or remediation.

**A4.** KCCT scores in the area of writing will equal the increase in the other core content areas tested. This will be achieved through the implementation of the Sutton Literacy Plan for Writing and will be evidenced by teacher core content checklist, professional development records, and assessment data. The Curriculum Facilitator ORQ time logs will reflect their time commitment to this goal.

**A6.** Student achievement will be monitored and analyzed, and teaching adjustments made and resources sought to maximize student performance in math.

# ACTION COMPONENT - Curriculum Maintenance/Renewal

 School

 District

 Preliminary

 Revised

 District Name Owensboro Public Schools Component Manager Principal and Curriculum Facilitator

 School Name Sutton Elementary Current Date January, 2006
 Public  Private, Non-Profit

### III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact In Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
A1a.	Provide ongoing, job-embedded, collaborative professional development to all teachers on weekly and quarterly basis. <ul style="list-style-type: none"> <li>Use any PD days in OPS calendar</li> </ul>	Staff knowledge and expertise in aligning written, taught, and tested curriculum will increase, with student learning results improving as measured by formal and informal assessment results to include MAP, KCCT, STAR, and teacher scored student work samples.	Curriculum Facilitator, Principal	July 2006	June 2007	\$2,600 annually	PD Title I funds
	Teaching teams collaborate during planning times. Building schedule will be designed to maximize teacher collaborative planning.	Consistency in learning experiences across classrooms as measured by lesson plan reviews will result in more equity of learning opportunity and strengthen school's preparation for KCCT at 4 <sup>th</sup> grade.	Teachers	July 2006	June 2007	\$0	

**ACTION COMPONENT -- Curriculum Maintenance/Renewal**X  School District PreliminaryX  RevisedDistrict Name Owensboro Public SchoolsComponent Manager Principal and Curriculum FacilitatorSchool Name Sutton ElementaryCurrent Date January, 2006X  Public Private, Non-Profit**III. Strategies/Activities** [activity or sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact In Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimate of Costs	Fund Source
A2a.	<p>Curriculum Facilitator will function as a resource to teachers, providing the following support services:</p> <ul style="list-style-type: none"> <li>• provide on-going job-embedded PD</li> <li>• facilitate the use of building-wide strategies for Open Response-type assessments</li> <li>• meet weekly with grade-level teams</li> <li>• increase use of classroom assessments that align with the KCCT format</li> <li>• analyze student achievement data and assist teachers with developing instructional strategies to meet the needs of diverse learners</li> <li>• facilitate the increased use of the Classroom Performance System as an aid in gauging student understanding</li> </ul>	<p>Student learning will improve as a more well-defined and sequenced instructional program is defined. Assessments that better inform instruction will lead to teaching modifications that will result in increased student learning. Impact will be measured by changes in scores across class groups on MAP, KCCT, and classroom assessments. Lesson plan review will measure changes in teacher planning and strategies.</p>	Curriculum Facilitator	June 2006	June 2007	\$65,000	Title II

**ACTION COMPONENT****Curriculum Maintenance/Renewal**x  School District PreliminaryX  RevisedDistrict Name Owensboro Public SchoolsComponent Manager Principal and Curriculum FacilitatorSchool Name Sutton Elementary SchoolCurrent Date January, 2006X  Public  Private, Non-Profit**III. Strategies/Activities** [activity or sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact In Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimate of Costs	Fund Source
A3a.	Teachers will use Open Court reading series, Compass individualized reading software, Accelerated Reading software, weekly informational magazines, Jr. Great Books and novel studies, KCCT Coach materials, and other methods to support developing reading for information and inferences skills.	Student growth in these skills will increase, as measured by STAR, STAR early literacy, MAP, classroom open response questions, etc. on a schedule established at beginning of school year.	Teachers, Curriculum Facilitator	June 2006	June 2007	\$3,000 annually	Internal Account Title 1
	Classroom teachers will implement effective student grouping methods to address differentiated reading instruction based on diagnosed student levels/needs as per year-end and mid-year student performance data and annual SBDM staffing allocation.	Instruction will align more closely with student needs as measured by teacher observation and student reading level indicators, such as STAR scores, MAP and KCCT	Teachers, Curriculum Facilitator	June 2006	June 2007	\$1,000	SBDM Title 1
	School's daily schedule will be scrutinized for most effective use of time to support literacy instruction.	Maximum use of best instruction time will be reserved in the morning for language arts instruction to emphasize its importance school-wide.	Principal	April 2006	July 2007	\$0	NA

**ACTION COMPONENT****Curriculum Maintenance/Renewal** School District Preliminary RevisedDistrict Name Owensboro Public SchoolsComponent Manager Principal and Curriculum FacilitatorSchool Name Sutton ElementaryCurrent Date January, 2006 Public Private, Non-Profit**III. Strategies/Activities** [activity or sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact In Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimate off Costs	Fund Source
A.3-A.6	Teachers will develop assessment at the end of each unit that are modeled after the KCCT format (multiple choice and ORQ).	Student assessment scores will continue to progress as measured by KCCT data.	Teachers, Curriculum Facilitator	June 2006	June 2007	\$0	NA
A4a.	Teachers in grades P1 and P2 will provide monthly opportunities for students to practice on-demand writing. Teachers in P3-4 <sup>th</sup> grades will provide writing prompts bi-monthly to practice on-demand writing. Common prompts will be structured by each grade level to elicit student writing which narrates an event, persuades, or responds to information presented in text, graph, or chart form.	Students will become more skilled in responding to on-demand writing prompts. Evidence will be increased scores in the on-demand writing assessment as measured by KCCT data.	Teachers, Curriculum Facilitator, Principal	June 2006	June 2007	\$0	NA
	Instructional pieces for each quarter with target skills and lesson resources identified will be planned during quarterly collaborations	Teachers will have support of team and full faculty in developing further expertise in teaching of writing skills as measured by lesson plans and student work samples.	Teachers, Curriculum Facilitator, Principal	June 2006	June 2007	\$0	NA
	Teachers will assist one another with developing a better understanding of scoring of portfolio pieces (and on-demand pieces) in order to better assess student instructional	Teachers will learn through work with holistic scoring guides and KY Benchmark Papers more about the	Teachers, Principal, Curriculum Facilitator	July 2006	June 2007	\$1,200	Internal Account Title 1

	<p>needs in writing:</p> <ul style="list-style-type: none"> <li>• Each grade level will develop a bank of student models at all performance levels</li> <li>• Each grade level will develop a specific rubric for the purpose of assessing student writing and determining future instructional needs</li> </ul> <p>Maintain student conferences regarding portfolio development</p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> teachers assisted by subs for 4 school days to hold individual student writing conferences</li> </ul> <p>Teachers will provide open-response activities such as coaching, modeling, and scoring to enhance students' critical thinking skills, to ensure students' proficiency in answering open-response questions, and to develop the students' self-evaluation skills.</p> <p>Classroom Performance System and Quiz Bowl concept will be used to reinforce science content at 4<sup>th</sup> grade.</p>	<p>instructional needs of students in writing. This information will be used in subsequent planning. Lesson plans and observations of teacher practices will indicate teacher learning/use of new strategies.</p> <p>Student writing for a specific purpose will improve as measured by scores of portfolios and on-demand pieces each spring.</p> <p>Student will use higher level thinking skills to answer and evaluate open-response questions as evidenced by work samples, open-response analysis, and scrimmage test results.</p> <p>Students will continue to perform at current high levels in science on KCCT.</p>	<p>Teachers, Principal, Curriculum Facilitator</p> <p>Teachers, staff, Principal, Curriculum Facilitator</p> <p>Teachers, Principal, Curriculum Facilitator</p>	<p>July 2006</p> <p>June 2006</p> <p>June 2006</p>	<p>June 2007</p> <p>June 2007</p> <p>June 2007</p>	<p>\$4,000 annually</p> <p>\$0</p> <p>\$0</p>	<p>Internal Account PD</p> <p>NA</p>
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# ACTION COMPONENT

## Curriculum Maintenance/Renewal

 School

 District

 Preliminary

 Revised

 District Name Owensboro Public Schools

 Component Manager Principal and Curriculum Facilitator

 School Name Sutton Elementary

 Current Date January, 2006
 Public

 Private, Non-Profit

### III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact In Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimate of Costs	Fund Source
A6a.	Teachers will collaborate regarding selection of teaching texts and materials and aligning the resources to the OPS Skills Continuum	Teachers will prepare students to be successful with content mastery as demonstrated on MAP, CTBS, and classroom assessments	Teachers, Principal, Curriculum Facilitator	June 2006	June 2007	\$10,000 to \$15,000	Textbook allocation
	MAP results in math will be analyzed and Learning Continuum utilized to provide appropriate skills instruction to students <ul style="list-style-type: none"> <li>• student grouping methods will be utilized in order to effectively deliver instruction that best meets individual needs.</li> <li>• Math goal program will continue to motivate and challenge students to achieve their specific goals.</li> </ul>	Student comprehension of math concepts will improve as measured by classroom work samples, MAP, CTBS, and the 5 <sup>th</sup> grade KCCT.	Teachers, Principal, Curriculum Facilitator	June 2006	June 2007	\$500	Internal

# **ACTION COMPONENT** Equity -- Achievement Gaps

District Name Owensboro Public Schools  
 School Name Sutton Elementary

Component Manager Principal and Curriculum Facilitator  
 Current Date January, 2006

## **Priority Need:**

Approximately 20% of our students are performing below grade level in reading at primary, 3<sup>rd</sup> and 4<sup>th</sup> grade; occasionally subgroups of students show gaps in achievement in content areas assessed annually.

## **Goal:**

B. Decrease the percentage of students performing below grade level as monitored by various data sources such as MAP, and STAR tests; annually decrease any achievement gaps noted in KCCT and NCLB data.

## II.

### **Cause(s)/Contributing Factors:**

Inequities exist for some students which impede their acquisition of skills on the expected time frame. Some of these inequities include problems with speech and hearing and associated language development, minimal early language experiences, lack of formal pre-school experiences, lack of home support of learning, and multiple school transfers leading to skill gaps.

### **Objective(s) with measures of Success:**

B1. Percentage of students performing below grade level as measured by MAP and STAR tests in March will decrease annually. Research-based strategies of early intervention will be researched and used to help struggling students. These will include but not be limited to Corrective Reading, Phonemic Awareness instruction, and skill groups to address differentiated learning needs.

B2. Students in identified gap populations will receive extra support lessons using Ruby Payne strategies and resources from ESS, IDEA, FRC, the guidance program, Title I, Title II, Title III, Title V, G/T, etc.

# ACTION COMPONENT Equity

School       District  
 Preliminary       Revised

District Name Owensboro Public Schools

Component Manager Principal and Curriculum Facilitator

School Name Sutton Elementary

Current Date January, 2006

Public       Private, Non-Profit

### III. Strategies/Activities [activity or sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact In Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
B1a.	Title One Funding and ESS funds will be used to provide staff, programs, parental involvement activities, and materials to improve student achievement for all students in all content areas.	Students in greatest need will receive additional assistance and support and their achievement will increase. Pre and post data will be analyzed for effect, using MAP, STAR, NRT's and teacher observation.	Principal, Curriculum Facilitator, Teachers, trained assistants FRC Coordinator	July 2006	June 2007	\$75,000	Title I
B1b.	IDEA funding will be used to provide special education staff, programs, and materials to improved student achievement.	Students will increase student achievement as measured by goals and objectives on IEP.	Special Education teachers	July 2006	June 2007	\$85,000	IDEA
B2a.	ESS funds will be used to support students achieving below grade level in reading as first priority—objective scores of various academic data will be used as justification for ESS nominations by teachers. Program components may include the daytime ESS waiver, and after-school ESS.	Students in most need academically will receive the most additional assistance and their progress will increase. Data such as MAP scores, STAR scores, CTBS scores, phonemic awareness screenings will identify these students and post tests using same data sources will be used to note progress of efforts.	ESS staff and teachers	July 2006	June 2007	\$9,000	ESS Daytime Waiver

B2b	Implement “Just in Time” intervention process for academically non-engaged learners and socially non-engaged students with weekly conferences with Guidance and/or Family Resource Center Coordinator or principal.	Students who are given extra support as soon as problems are noted by classroom teachers will be more likely to re-enter the academic/social environments and become more productive learners. Weekly charts of conferences held will be kept to track progress.	Teachers, guidance counselor, FRC coordinator, Principal, Curriculum Facilitator	July 2006	June 2007	\$0	NA
B2c.	Guidance Counselor will continue update training with faculty regarding the “Culture of Poverty” materials developed by Ruby Payne, and will continue the mentor program for at-risk children.	Teachers and staff will be more able to support students who struggle academically and socially from culture of poverty. Perception data will be gathered from teachers.	Counselor FRC Coordinator	July 2006	June 2007	\$0	NA
B2d.	Students will receive regular instruction in reading, thinking and writing in small group settings that will provide immediate corrective feedback on their writing to demonstrate understanding of their reading passages. An athletic team concept, Sutton SuperCATS, with homerun hitters theme will be used as motivational concept with students. A written “playbook” will be provided to students to help them with reading and writing activities.	Student reading comprehension will improve, along with writing to demonstrate learning skills.	Curriculum Facilitator, classroom teachers, assistants FRC Coordinator	July 2006	May 2007	\$1,000	Title1
	Regular classroom and special education teachers will design, develop, and implement instruction to students identified with disabilities based on collaborative efforts.	Students identified with disabilities will have an increase in academic achievement as evidenced by improved performance on	Teachers, assistants	July 2006	May 2007	\$0	NA

	<p>Teachers will develop and implement differentiated and engaging instructional practices and enriching activities to motivate students (i.e. gifted students).</p>	<p>assessments (open response, STAR, and teacher made assessments.)</p> <p>Students will receive instruction to increase achievement as evidenced through differentiated activities and classroom observations and measured on GSP's.</p>	<p>Teachers District GT Resource teacher</p>	<p>July 2006</p>	<p>May 2007</p>	<p>\$3,700</p>	<p>GT Grant</p>
	<p>Students will receive regular instruction in reading and writing, in small group settings. (Language Lab)</p>	<p>Student reading abilities will improve as measured by phonemic awareness assessments, reading readiness assessments, and various other assessments.</p>	<p>Teachers, assistants</p>	<p>July 2006</p>	<p>May 2007</p>	<p>\$1,000</p>	<p>SBDM Title 1</p>