

SCHOOL IMPROVEMENT PLAN

Sutton Elementary
SCHOOL

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PRINCIPAL

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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
Danna Johnson

Date 11/01/2011

Chairperson, School Planning Committee

Date 11/01/2011

PLAN APPROVED BY THE SCHOOL COUNCIL:

Date 11/01/2011

School Council Members:

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| Danna Johnson | Susan Bratcher |
| Char Rhoades | Jenny Smith |
| Curtis Fincher | Johnsie Tucker |

Sutton School's SBDM Council approved the 2011-2012 Consolidated Plan for School Improvement at its October meeting.

Danna Johnson, Chairperson

Susan Bratcher, Teacher Representative

Jenny Smith, Teacher Representative

Johnsie Tucker, Teacher Representative

Char Rhoads, Parent Representative

Curtis Fincher, Parent Representative

Sutton Elementary School

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:

- Maintain reading, math, and science K-Prep scores at or above their current high levels
- 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 student needs in math and reading
- Curriculum Facilitator will provide on-going support to teachers in the areas of curriculum, instruction, and assessment.
- Analyze student achievement data to design effective instructional strategies
- Increase the use and integration of technology, through the OPS digital initiative using i-pods, laptops, and SMART Boards
- Analyzing MAP scores and customizing lessons based on individual student needs using a variety of research-based instructional strategies.
- Utilization of Compass to create individual learning paths for students
- Utilize a variety of reading materials to meet individual student needs
- Teach a spiraling set of writing skills to students at all grade levels

- Use Title I and ESS funds, Read to Achieve Grant, Math Intervention Grant 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 to demonstrate learning” strategies

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ACTION COMPONENT Curriculum Maintenance/Renewal

District Name Owensboro Public Schools
 School Name Sutton Elementary

Component Manager Principal and Curriculum Facilitator
 Current Date: October 2011

Priority Need: According to the 2011 KCCT testing results 97.6% of the students scored proficient or distinguished in the area of reading. 95.65% of the students scored proficient or distinguished in the area of math, and 97.6% of the students scored proficient or distinguished in science. Strategies to maintain and improve student achievement in these areas must be identified, implemented, and/or continued. Sutton met all NCLB requirements in Math and Reading.

Goal: To sustain all content scores at or above the 95th% level, and to increase levels of distinguished in the content areas of reading and math.

ACTION COMPONENT - Curriculum

District Name Owensboro Public Schools

Component Manager Principal and Curriculum Facilitator

School Name Sutton Elementary

Current Date October 2011

| Strategy/Activity | Expected Impact In Terms of Progress and Success | Responsible Person(s) | Start Date | End Date | Estimated Costs | Fund Source |
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| <p>Provide ongoing, job-embedded, collaborative professional development to all teachers on weekly and quarterly basis.</p> <ul style="list-style-type: none"> • Use any PD days in OPS calendar • Use Designing Learning dates on a monthly basis • Use research-based instructional strategies to teach reading and math • Analyze MAP scores using data boards to meet the individual needs of students • Utilize Compass to create individual learning paths for students. <p>Teaching teams collaborate during planning times. Building schedule will be designed to maximize teacher collaborative planning.</p> | <p>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, K-Prep, STAR, and teacher scored student work samples.</p> <p>Consistency in learning experiences across classrooms as measured by curriculum mapping of core content will result in more equity of learning opportunity and strengthen school's preparation for MAP, and K-Prep.</p> | <p>Curriculum Facilitator, Principal</p> <p>Teachers</p> | <p>Aug. 2009</p> <p>Aug. 2009</p> | <p>June 2012</p> <p>June 2012</p> | <p>\$3,567.00 annually</p> <p>\$0</p> | <p>PD Title I funds</p> |
| <p>Curriculum Facilitator will function as a resource to teachers, providing the following support services:</p> <ul style="list-style-type: none"> • provide on-going job-embedded PD • facilitate the use of building-wide strategies for integrating technology and extended response assessments • meet weekly with grade-level teams • Increase use of classroom assessments that align with the K-Prep and the norm referenced tests. • analyze student achievement data and assist teachers with developing instructional strategies to meet the needs of diverse learners | <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, K-Prep, and classroom assessments.</p> | <p>Curriculum Facilitator</p> | <p>Aug. 2009</p> | <p>June 2012</p> | <p>\$65,000</p> | <p>Title II</p> |
| <p>Teachers will use Open Court reading series,</p> | <p>Student growth in these skills</p> | <p>Teachers,</p> | <p>Aug.</p> | <p>June</p> | <p>\$3,000</p> | <p>Internal</p> |

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| Compass Reading Lessons, individualized reading software, Accelerated Reading software, weekly informational magazines, Jr. Great Books and novel studies, KCCT Coach materials, Read Naturally, Marie Carbo Fluency, Daily Book and of Reading and Writing, Read Well by Sopris West, and other methods to support developing reading for information and inferences skills. | will increase, as measured by STAR, MAP, classroom open response questions, etc. on a schedule established at beginning of school year. | Curriculum Facilitator | 2009 | 2012 | annually | 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 K-Prep | Teachers, Curriculum Facilitator | Aug. 2009 | June 2012 | \$1,000 | SBDM Title 1 |
| The master schedule will be scrutinized for most effective use of time to support literacy and math instruction. | Maximum use of best instruction time will be reserved in the morning for language arts instruction to emphasize its importance school-wide. | Principal | Aug. 2009 | June 2012 | \$0 | NA |

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| Teachers will develop assessments at the end of each unit that are modeled after the K-Prep (multiple choice, short answer, and extended response questions). | Student assessment scores will continue to progress as measured by K-Prep data. | Teachers, Curriculum Facilitator | Aug. | June 2012 | \$0 | NA |
| Teachers will work on developing writing activities that provide regular and developmentally appropriate opportunities for students to write to learn, write to demonstrate learning and write for publication. | Teachers will begin to provide high quality meaningful instruction and utilize 21 st Century technologies in support of teaching communication and writing standards. of new strategies. | Teachers, Principal, Curriculum Facilitator | Aug. 2011 | June 2012 | \$0 | Internal Account Title 1 |

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| <p>Teachers will provide extended response and short answer activities such as coaching, modeling, and scoring to enhance students' critical thinking skills, to ensure students' proficiency in answering open-ended questions, and to develop the students' self-evaluation skills.</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>Classroom Performance System and Quiz Bowl concept will be used to reinforce science content at 4th grade.</p> | <p>Students will continue to perform at current high levels in science on K-Prep.</p> | <p>Teachers, staff, Principal, Curriculum Facilitator</p> | <p>Aug. 2009</p> | <p>June 2012</p> | <p>\$0</p> | <p>NA</p> |
| <p>Teachers will collaborate regarding selection of teaching texts and materials and aligning the resources to the NWEA MAP DesCartes Learning Continuum</p> | <p>Teachers will prepare students to be successful with content mastery as demonstrated on MAP, K-Prep, and classroom assessments</p> | <p>Teachers, Principal, Facilitator</p> | <p>Aug. 2009</p> | <p>June 2012</p> | <p>\$0</p> | |
| <p>MAP results in math will be analyzed and the Kentucky Common Core Standards utilized to provide appropriate skills instruction to students</p> <ul style="list-style-type: none"> • student grouping methods will be utilized in order to effectively deliver instruction that best meets individual needs. • Math grant will be utilized by providing a teacher and resources to support continuous math growth and proficiency. | <p>Student comprehension of math concepts will improve as measured by classroom work samples, MAP, grant data, and the K-Prep.</p> | <p>Teachers, Principal, Curriculum Facilitator, Math Intervention Teacher</p> | <p>Aug. 2009</p> | <p>June 2012</p> | <p>\$0</p> | |

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ACTION COMPONENT Achievement Gaps/Equity

District Name Owensboro Public Schools
School Name Sutton Elementary

Component Manager Principal and Curriculum Facilitator
Current Date November 2011

Priority Need:

Approximately 10% of our students are performing below grade level in reading at primary, 3rd and 4th grade; occasionally subgroups of students show gaps in achievement in content areas assessed annually.

Approximately 12% of our students are performing below grade level in math at primary, 3rd and 4th 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 K-Prep, 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 the fall, winter and spring 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

Achievement Gap/Equity

District Name Owensboro Public Schools

Component Manager Principal and Curriculum Facilitator

School Name Sutton Elementary

Current Date October 2010

| Strategy/Activity | Expected Impact In Terms of Progress and Success | Responsible Person(s) | Start Date | End Date | Estimated Costs | Fund Source |
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| 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 | Aug. 2009 | June 2012 | \$90,000 | Title I |
| 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 | Aug. 2009 | June 2012 | \$85,000 | IDEA |
| 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, ITBS 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 | Aug. 2009 | June 2012 | \$6,000 | ESS Daytime Waiver |
| Implement “Just in Time” intervention process for academically non-engaged learners and socially non-engaged students with weekly conferences with Guidance, Curriculum Facilitator, Family Resource | 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 | Teachers, guidance counselor, FRC coordinator, Principal, | Aug. 2009 | June 2012 | \$0 | NA |

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| Center Coordinator and principal. | environments and become more productive learners. Weekly charts of conferences held will be kept to track of progress. | Curriculum Facilitator | | | | |
| Guidance Counselor will continue update training with faculty regarding the “Culture of Poverty” materials developed by Ruby Payne, implement the Core Essential Program, 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 | Aug. 2009 | June 2012 | \$0 | NA |
| 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 assessments (open response, STAR, and teacher made assessments.) | Teachers, assistants | Aug. 2009 | June 2012 | \$0 | NA |
| Teachers will develop and implement differentiated and engaging instructional practices and enriching activities to motivate students (i.e. gifted students). | Students will receive instruction to increase achievement as evidenced through differentiated activities and classroom observations and measured on GSP’s. | Teachers District GT Resource teacher | Aug. 2009 | June 2012 | \$3,700 | GT Grant |
| Materials (furniture, instructional materials, etc.) will be purchased to provide safe, orderly, and engaging activities for the students to experience positive and safe opportunities. | Students will experience positive and safe opportunities that will lead to equitable academic success. | Principal | Aug. 2009 | June 2012 | \$10,000 | SBDM Title 1 |