

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Increase the percentage of students scoring proficient or better in combined reading and mathematics from 68.3% in 2019 to 80% by 2022.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: During the 2019-2020 school year, increase the percentage of students scoring proficient or better in reading from 68.3% to 70%.	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards 	<ul style="list-style-type: none"> • Curricular alignment reviews will be an ongoing action of the grade level and vertical planning process • Grade level teachers will meet with the curriculum facilitator, assistant principal and principal will meet on a bimonthly basis to curriculum map Kentucky Common Core Reading Standards, analyze student achievement through MAP data and create learning paths using EdGenuity and NWEA Descartes to meet the individual needs of students in literacy. • Vertical content teams will meet on a monthly basis to identify instructional gaps, including planning for introduction and mastery of standards. 		August 2019 Monthly Team Meetings PLC Meetings Data Action Teams in September and February	\$3,000.00 Sutton Title I Monies

		<ul style="list-style-type: none"> Teachers will provide with ongoing, job embedded collaborative professional development on a weekly, monthly and quarterly basis: <ol style="list-style-type: none"> PD days in the school calendar. PLC meetings on a monthly basis. Data Action Days in September and February. 		<p>August 2019 Monthly Team Meetings PLC Meetings Data Action Teams in September and February</p>	<p>\$3,000.00 Sutton Title I Monies</p>
	<ul style="list-style-type: none"> KCWP.5: Design, Align and Deliver Support 	<ul style="list-style-type: none"> On a weekly basis, identify academic data and non-cognitive data (attendance behavior, home problems and health issues) of all students at Sutton and engage in solutions to help decrease barriers to learning in identified students. The master schedule will be scrutinized for the most effective use of time to support literacy and math instruction for all grade levels. The guidance counselor will provide weekly instruction to all students in helping them to develop the ability to make good choices and leadership abilities through The Leader in Me using the character education program: Core Essentials. The Family Resource Center Director will provide support to students and families that carries to learning through the Back Pack Feeder Program, Dental Health Clinic, Noon 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$0.00</p> <p>\$0.00</p> <p>\$42,000.00 SBDM Allocations</p> <p>\$36,000.00 FRYSC</p>

		<p>Optimist Vision Support, Alma Randolph, Building Stronger Families, Sunrise Services, River Valley Behavioral Health and Good Fellows Club.</p> <ul style="list-style-type: none"> The curriculum facilitator will provide job embedded pd, meet bi weekly with teachers, analyze students' achievement data and assist teachers in developing instructional strategies to meet the needs of diverse learners. 		August 2019	\$65,000.00 Title II and District Funding
	<ul style="list-style-type: none"> KCWP.2: Design and Deliver Instruction 	<ul style="list-style-type: none"> Classroom teachers will implement effective student grouping methods to address differentiated reading instruction based on diagnosed student level needs from the beginning of the year, mid-year, and end of the year data. Teachers will use the following literacy resources to support literacy instruction: Kentucky Common Core Standards, EdGenuity, Guided Reading with Jan Richardson, Phonics Instruction with Michael Haggerty, Accelerated Reading Program, Wit and Wisdom, Fountas and Pinnell Phonics, Open Court Phonics, Kentucky Reading Support Coach, Scholastic Read Aloud materials, Lucy Calkins Writing Curriculum, Striving Readers Grant, Professional 		<p>August 2019</p> <p>August 2019</p>	<p>\$0.00</p> <p>\$18,000.00 District Reading Initiative Monies</p>

		<ul style="list-style-type: none"> ● 1. Teachers will work with students to take full ownership of their learning. ● 2. Sutton Elementary teachers will engage in high quality teaching practices that engage, motivate, explain and challenge students to take ownership of their learning. ● 3. Sutton Elementary will foster a culture of leadership that will enable teachers to facilitate change in Sutton. Leadership opportunities will include the following: Data Team, Leader in Me Lighthouse Team, Leadership Action Teams, Academic Committee, Student Conduct Action Teams, Academic Committee, Student Conduct Team, Scheduling Team and Facilities and Resources Team. ● 4. Sutton students will begin to learn to take ownership of their career and college readiness goals through the Leader in Me, Sutton Leadership Day, Career Day, and visiting colleges in our region. Students will also have the opportunity to have leadership roles within the school and classroom. ● Encourage teaching staff to participate in the TELL 		<p>August 2019</p>	<p>\$0.00</p>
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Christmas, Literacy Night,
and Math Nights.

- Student Agenda books and homework folders will bridge communication with school and parents.

August 2019

\$1, 600.00 Title I
and Title I Parent
Involvement Monies

<p>Objective 2: During the 2019-2020 school year, increase the percentage of students scoring proficient or better in math from 64.7% to 70%.</p>	<ul style="list-style-type: none"> KCWP 3: Design and Deliver Assessment Literacy 	<ul style="list-style-type: none"> Grade level and vertical teams will analyze curriculum, MAP data, and K-Prep data to identify learning gaps in the areas of literacy and make necessary adjustments to the curriculum. Vertical Literacy Team will analyze Sutton's writing policy and program to determine if plans should be revised or updated. Analyze student achievement by gap groups according to state, district and school assessments in the area of literacy. Analyzing and making ongoing modifications to instruction based on formative and summative data. through this analysis teachers will develop intervention strategies that are research based and will meet the needs of individual students. 	<p>August 2019 Monthly Vertical Team Planning Meetings</p>	<p>\$0.00</p>
			<p>August 2019</p>	<p>\$0.00</p>
			<p>August 2019 Monthly Vertical Team Planning</p>	<p>\$3,000.00 Title I Monies</p>
			<p>August 2019</p>	<p>\$1,000.00 Title I Monies</p>

	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards 	<ul style="list-style-type: none"> • Curricular alignment reviews will be ongoing action of the grade level and vertical planning process. • Grade level teachers will meet with the curriculum facilitator and principal on a bimonthly basis to curriculum map Kentucky Common Core Reading standards, analyze student achievement through MAP data and creating learning paths using Edgenuity and NWEA Descartes to meet the individual needs of students in literacy. • Vertical content teams will meet on a monthly basis to identify instructional gaps, including planning for introduction and mastery of standards. 		<p>August 2019 Monthly Team Meetings PLC Meetings Data Action Teams in September and February August 2019</p> <p>August 2019</p>	<p>\$3,000.00 Sutton Title I Monies</p> <p>\$0.00</p> <p>\$0.00</p>
	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support 	<ul style="list-style-type: none"> • Teachers will be provided with ongoing, job embedded collaborative professional development on a weekly, monthly, and quarterly basis: <ol style="list-style-type: none"> 1. PD days in the school calendar 2. PLC meeting days on a monthly basis 		<p>August 2019 Monthly Team Meetings PLC Meetings PLC Meetings Data Action Teams in September and February</p>	<p>\$5,000.00 Title I Monies</p>

		<p>3. Data Action Days in September and February.</p> <ul style="list-style-type: none"> ● On a weekly basis identify academic data and non-cognitive data (attendance behavior, home problems and health issues) of all students at Sutton and engage in solutions to help decrease barriers to learning in identified students. ● The master schedule will be scrutinized for the most effective use of time to support math instruction for all grade levels. ● The guidance counselor will provide weekly behavioral instruction to all students in helping students develop the ability to make good choices and leadership abilities through the Leader in Me using the character educational program: Core Essentials. ● The Family Resource Center Director will provide support to students and families through the Backpack feeding program, Dental Health Clinic, Noon Optimist Vision Support, Alma Randolph, Building Stronger Families, Sunrise Services, River Valley 		<p>August 2019</p> <p>July 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$0.00</p> <p>\$0.00</p> <p>\$42,000.00 SBDM Allocations</p> <p>\$36,000.00 FRYSC</p>
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	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	<p>Behavioral Health and Goodfellows Club.</p> <ul style="list-style-type: none"> The curriculum facilitator will provide job embedded PD, meet bi weekly with teachers, and analyze student achievement data and assist teachers in developing instructional strategies to meet the needs of diverse learners. Classroom Teachers will implement effective student grouping methods to address differentiated mathematics instruction based on diagnosed student level needs from the beginning of the year, mid-year and end of the year data. Teachers will use the following resources for mathematics instruction: Eureka Math will be used for core math instruction. Supplemental materials such as FReckle, Moby Max, Dreambox, Zearn and KCM math instructional resources will be implemented. Grade level and vertical teams will analyze curriculum, MAP data, and K-Prep data, and Advantage Math Recovery to identify 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$65,000.00 Title II</p> <p>\$0.00</p> <p>\$1,800.00 SBDM Monies</p> <p>\$0.00</p>
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		<p>learning gaps in the areas of mathematics and make necessary adjustments to the curriculum.</p> <ul style="list-style-type: none"> Analyze student achievement and gap groups according to state, district and school assessments in the area of math. Analyzing and making ongoing modifications to instruction based on formative and summative data. Through this analysis, teachers will develop intervention strategies that are research based and will meet the needs of individual students. Principal will monitor and support instructional practices with the Eureka Math curriculum to ensure that instruction is occurring at the grade levels on a daily basis. 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p>
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2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient or better in science in 2019 from 35.4% to 60%, in writing from 55.7% to 60%, in social studies from 61.4% to 70% by 2022.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: During the 2019-2020 school year, increase the percentage of students scoring proficient or better in science from 35.4% to 55%.</p>	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards 	<ul style="list-style-type: none"> • Curricular alignment reviews will be on ongoing action of the grade level and the vertical planning process. • Vertical content teams will meet on a bi monthly basis to identify instructional gaps including planning for introduction and mastery of standards. • Teachers will be provided with ongoing, job embedded collaborative professional development during the school year. • The curriculum facilitator will provide job embedded pd with teachers, analyze student achievement data and assist teachers in developing instructional strategies to meet the needs of diverse learners. 		<p>August 2019 Monthly Team meetings PLC Meetings, Data Action Teams in September and February</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$3,000.00 SBDM Monies</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p>

Objective 2: During the 2019-2020 school year, increase the percentage of students scoring proficient in writing from 55.7% to 60%.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	<ul style="list-style-type: none"> Teachers will use the following resources to support science instruction : Kentucky Common Core Standards, Owensboro Public Schools Science Continuum Mystery Science and Generation Genius. 		August 2019	\$0.00
	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards 	<ul style="list-style-type: none"> Curricular alignment reviews will be on ongoing action of the grade level and the vertical planning process. Vertical content teams will meet on a bi monthly basis to identify instructional gaps including planning for introduction and mastery of standards. Teachers will be provided with ongoing, job embedded collaborative professional development during the school year. The curriculum facilitator will provide job embedded pd with teachers, analyze student achievement data and assist teachers in developing instructional strategies to meet the needs of diverse learners. 		August 2019	\$3,000.00 SBDM Monies
				August 2019	\$0.00
				August 2019	\$0.00

	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Teachers will use the following resources to support science instruction : Kentucky Common Core Standards, Owensboro Public Schools Writing Continuum and the Sutton Elementary Writing Policy		August 2019	\$0.00
Objective 3: During the 2019-2020 school year, increase the percentage of students scoring proficient in social studies 61.4% to 65%.	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards 	<ul style="list-style-type: none"> Curricular alignment reviews will be on ongoing action of the grade level and the vertical planning process. Vertical content teams will meet on a bi monthly basis to identify instructional gaps including planning for introduction and mastery of standards Teachers will be provided with ongoing, job embedded collaborative professional development during the school year. The curriculum facilitator will provide job embedded pd with teachers, analyze student achievement data and assist teachers in developing instructional strategies to meet the needs of diverse learners. 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$3,000.00 SBDM Monies</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p>

	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Teachers will use the following resources to support science instruction : Kentucky Common Core Standards, Owensboro Public Schools Social Studies Continuum,		August 2019	\$0.00

3: Gap

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the consolidated gap group from 48.5% in 2019 to 65% by 2022.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: During the 2019-2020 school year, increase the percentage of gap students scoring proficient or better in reading from 39% to 45%.</p>	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	<ul style="list-style-type: none"> • The Sutton Intervention Team will monitor student progress in researched based interventions using grade level benchmarks according to the Dynamic Indicators of Basic Early Literacy Skills, BAS, and DRA and make decisions about student progress among the tiers of Response to Interventions. • ESS funds will be used to support students achieving below grade level standards in various reading assessments. • The reading intervention specialist provided by the Read to Achieve grant will work with students in Kindergarten through third 		<p>August 2019 Monthly RTI Team Meetings</p> <p>August 2019</p> <p>August 2019</p>	<p>\$15,000.00 SBDM Monies</p> <p>\$14,500.00 ESS Funds</p> <p>\$48,000.00 Read to Achieve Grant</p>

		<p>grade who are below grade level benchmarks within the area of literacy. The reading specialist will use researched based intervention programs, specifically Leveled Literacy Intervention and progress monitor students on a bi weekly basis.</p> <ul style="list-style-type: none"> ● Regular classroom and special education teachers will design, develop and implement instruction for students identified with disabilities based on collaborative instructional strategies and efforts. ● Analyze student achievement by gap groups according to state, district and school assessments in the area of literacy. ● Analyzing and making ongoing modifications to instruction based on formative and summative data. Through this analysis, teachers will develop intervention strategies that are research based and will meet the needs of individual students. ● Students that are performing below grade level in kindergarten and first grade will be targeted for 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$85,000.00 IDEA Monies</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$14,500.00 ESS Funds</p>
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		additional literacy instruction through the ESS Daytime Waiver Program utilizing the Barton Reading Program and students in second through fifth grade who are scoring below grade level benchmarks in literacy will be targeted for after school ESS literacy instruction.			
Objective 2: During the 2019-2020 school year, increase the percentage of gap students scoring proficient or better in math from 59.4% to 65%.	<ul style="list-style-type: none"> KCWP 4: Review, Analyze and Apply Data 	<ul style="list-style-type: none"> The Sutton Intervention Team will monitor student progress in researched based interventions using grade level benchmarks according to the Dynamic Indicators of Basic Early Mathematical Skills, and make decisions about student progress among the tiers of Response to Interventions. ESS funds will be used to support students achieving below grade level standards in various math assessments. The math intervention specialist provided by the Kentucky Center of Mathematics grant will work with students in Kindergarten through third 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$15,000.00 SBDM Monies</p> <p>\$17,000.00 ESS Funds</p> <p>\$50,000.00 Kentucky Center of Mathematics Grant</p>

		<p>grade who are below grade level benchmarks within the area of mathematics. The math specialist will work with students using researched based interventions in the areas of number and operations in base ten, operations and algebraic thinking, measurement and data, and geometry.</p> <ul style="list-style-type: none"> ● Regular classroom and special education teachers will design, develop and implement instruction for students identified with disabilities based on collaborative instructional strategies and efforts. ● Analyze student achievement by gap groups according to state, district and school assessments in the area of mathematics. ● Analyzing and making ongoing modifications to instruction based on formative and summative data. Through this analysis, teachers will develop intervention strategies that are research based and will meet the needs of individual students. 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$85,000.00 IDEA Monies</p> <p>\$0.00</p> <p>\$0.00</p>
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		<ul style="list-style-type: none"> Students that are performing below grade level benchmarks in mathematics will be targeted for after school ESS math instruction. 			\$14,500.00 ESS Funds

4: Graduation rate

Goal 4 (State your Graduation Rate goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> Classroom teacher will implement effective student grouping methods to address differentiated literacy instruction based on diagnosed student level needs from the beginning of the year, mid year and end of the year data. Teacher will use the following literacy resources to support literacy instruction: Kentucky Common Core Standards, Edgenuity, Accelerated Reading, Novel Ties, Reading Naturally, Marie Carbo Reading Fluency, Leveled Literacy Instruction, Weekly Informational Reading Magazines, Guided Reading with Jan Richardson, Fountas and Pinnell Phonics, Michael Haggerty Phonics Continuum, Open Court Phonics, Kentucky Reading Support Coach, Scholastic Read Aloud Instructional materials, Lucy Calkins Writing, On Demand Writing Strategies, Barton REading Program and Wit and Wisdom Reading Program. Personalized Learning for all students: Sutton Elementary will provide personalized 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$0.00</p> <p>\$18,000.00 District Reading Initiative Monies</p> <p>\$1,000.00 SBDM Monies</p>
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learning, through the development of learning, teaching, leadership, and community engagement:

1. Teachers will work with students to teach them to take ownership of their learning. Students will have access to a wide range of tools through The Leader in Me and these tools will be integrated as part of the learning process.
2. Sutton Elementary teachers will engage in high quality teaching practices that engage motivate, explain and challenge students to take ownership of their learning.
3. Sutton Elementary will foster a culture of leadership that will enable teachers to facilitate change at Sutton. Leadership opportunities will include the following: Data Team, The Leader in Me, Lighthouse Team, Leadership Action Teams, Academic Committee, Student

	<ul style="list-style-type: none"> KCWP 4: Review, Analyze and Apply Data 	<p>Conduct Team, Scheduling Team, and Facilities and Resources Team.</p>			
		<ul style="list-style-type: none"> Grade level and vertical teams will analyze curriculum, MAP data, and K-Prep data to identify learning gaps in the areas of literacy and make necessary adjustments to the curriculum. Vertical Literacy Team and SBDM will review, and analyze Sutton Elementary Writing Policy to determine if plans should be revised or updated. Analyze student achievement by gap groups according to state, district, and school assessments in the area of literacy. Analyzing and making ongoing modifications to instruction based on formative and summative data. Principal will monitor and support instructional practices with the literacy programs and curriculum to ensure that instruction is occurring at all grade levels on a daily basis. 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p>

<p>Objective 2: Decrease the percentage of students scoring novice in math from 7.4% to 6%.</p>	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards 	<ul style="list-style-type: none"> • Curricular alignment reviews will be an ongoing actions of the grade level and vertical planning process • Grade level teachers will meet with curriculum facilitator, assistant principal, and principal on a bi monthly basis to curriculum map Kentucky Common Core Mathematics Standards, analyze student achievement through MAP data and create learning paths using Freckle and NWEA Descartes to meet the individual needs in mathematics • Vertical content teams will meet on a monthly basis to identify instructional gaps, including planning for introduction and mastery of standards. • Grade level teachers and administrators will target math interventions for all students scoring below the 25th% using the Math Specialist, Classroom Assistants, and After School ESS instruction. • Homework Help will be offered each morning to students needing additional 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$3,000.00 Sutton Title I Monies</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$14,500.00 ESS Funds</p> <p>\$2,500.00</p>
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		supports for reinforcement in instruction.			
	<ul style="list-style-type: none"> KCWP.5: Design, Align and Deliver Support 	<ul style="list-style-type: none"> On a weekly basis, identify academic data and non-cognitive data (attendance, behavior, home problems and health issues) of targeted students at Sutton and determine solutions to help decrease barriers to learning. The master schedule will be scrutinized for the most effective use of time to support math instruction for all grade levels. 		August 2019	\$0.00
				August 2019	\$0.00
	<ul style="list-style-type: none"> KCWP.2: Design and Deliver Instruction 	<ul style="list-style-type: none"> Classroom teacher will implement effective student grouping methods to address differentiated mathematics instruction based on diagnosed student level needs from the beginning of the year, mid year and end of the year data. Teacher will use the following math resources to support math instruction: Kentucky Common Core Standards, Eureka Math Program, Kentucky Center of Mathematics instructional resources, Freckle, Zearn, Sum Dog and Dreambox. 		August 2019	\$0.00
				August 2019	\$1,800.00 SBDM Monies

	<ul style="list-style-type: none"> • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • Personalized Learning for all students: Sutton Elementary will provide personalized learning, through the development of learning, teaching, leadership, and community engagement: 		August 2019	\$1,000.00
		<ol style="list-style-type: none"> 1. Teachers will work with students to teach them to take ownership of their learning. Students will have access to a wide range of tools through The Leader in Me and these tools will be integrated as part of the learning process. 2. Sutton Elementary teachers will engage in high quality teaching practices that engage motivate, explain and challenge students to take ownership of their learning. 3. Sutton Elementary will foster a culture of leadership that will enable teachers to facilitate change at Sutton. Leadership opportunities will include the following: Data Team, The Leader in Me, Lighthouse Team, Leadership Action Teams, Academic Committee, Student Conduct Team, Scheduling Team, and Facilities and Resources Team. 4. Grade level and vertical teams will analyze 			

	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	<p>curriculum, MAP data, and K-Prep data to identify learning gaps in the areas of literacy and make necessary adjustments to the curriculum.</p> <ul style="list-style-type: none"> • Vertical Literacy Team and SBDM will review, and analyze Sutton Elementary Writing Policy to determine if plans should be revised or updated. • Analyze student achievement by gap groups according to state, district, and school assessments in the area of literacy. • Analyzing and making ongoing modifications to instruction based on formative and summative data. • Principal will monitor and support instructional practices with the Eureka Math curriculum to ensure that instruction is occurring at all grade levels on a daily basis. 		<p>August 2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p>
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6: Transition Readiness

Goal 6: Increase the percentage of students ready for kindergarten from 85% in 2019 to 90% by 2022.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: During the 2019-2020 school year, increase the percentage of readiness for kindergarten from 85% to 90%.	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support • KCWP 4: Review, Analyze and Apply Data 	<ul style="list-style-type: none"> • Principal, Assistant Principal, Curriculum Facilitator and teachers will collaborate with preschool providers and gather any transition data from area preschools to gather information which will provide effective transitions for incoming kindergarten students. • The Family Resource Center and guidance counselor will collaborate with families throughout the year to provide information and assistance to preschool students who will be attending in the future (Welcome to kindergarten readiness packets, etc). 		<p>August 2019</p> <p>July 2019</p>	<p>\$0.00</p> <p>\$300.00 FRYSC monies</p>

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					