

Katherine B. Sutton Elementary School



Continuous Improvement Plan

July 1, 2017-June 30, 2018

Strategic Goal I - Attaining High Student Achievement and Success

Performance Objective A - A system is present for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.

Initiative i - The curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Georgia Standards of Excellence (GSE).

Action Step a - Ensure the successful implementation of the Georgia Standards of Excellence in English Language Arts, Math, Science, and Social Studies. (Instructional Coach, Teachers)

Action Step b - Provide vertical alignment meetings/collaborative planning time across grade levels to focus on data and strategies for improvement. (Administrators, Instructional Coach)

Initiative ii - Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s).

Action Step a - Increase alignment of assessment, instruction and curriculum through monthly grade level curriculum meetings to ensure consistent implementation of Acquisition Lesson Plan components and standards, as well as review student work and student assessment data. (Administrators, Instructional Coach, Teachers)

Action Step b - Ensure students with disabilities receive appropriate instruction in the general educational setting with necessary supports and accommodations. (Administrators, Special Education Teachers)

Action Step c - Co-teach teams will meet with administration during pre-planning and throughout the school year as needed to discuss guidelines for co-teach and to assist with academic planning and support for co-teach services. (Administration, Teachers, SPED Teachers, Instructional Coach)

Action Step d - During curriculum meetings or other designated meetings (data team), teachers will examine common assessments and student work samples to include exemplars(AdvancED). (Administrators, Instructional Coach, Teachers)

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Initiative iii - Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.

Action Step a - Teachers will collaborate during grade level meetings to determine appropriate and acceptable responses for constructed response items on unit pre and post tests and benchmark assessments. (Administrators, Instructional Coach, K-5 Teachers)

Action Step b - The RTI committee will meet with grade level teachers monthly to review students' progress and ensure safety nets are in place to support growth. (EIP teachers, Classroom Teachers, Administrators)

Performance Objective B - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Initiative i - A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

Action Step a - Monitor the RTI process through the analysis of student data in order to identify students needing interventions. Probe the effectiveness of stated interventions on SST/IEP/IAP documents. Interventions should change according to student data and need. (Administrators, Instructional Coach, Counselors, Teachers)

Action Step b - Continue the implementation of the Knight OWLS (Online Web Learners) computer lab intervention program for Tier III K-5th grade students in ELA and Math prior to the start of the school day. (EIP Teachers)

Action Step c - Use Pre-K Work Sampling Online & CLASS assessment data to refine focus on specific student's needs and to support teachers' instructional strategies in HOTS, Language Development, and Concept Understanding. (Administrators, Instructional Coach, Pre-K Teachers, Pre-K Paraprofessionals)

Action Step d- Provide data driven interventions for gifted/advanced learners to support their growth and learning needs (Be sure to incorporate DI into lesson plans for gifted/advanced learners). (GSAPS) (Administrators, Teachers)

Initiative ii - A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.

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Action Step a - Provide students with descriptive feedback on their work through a variety of methods such as posting of exemplars with comments, commentary posted online via Google classroom, peer reviews of teacher and student commentary, and providing opportunities for re-work. (Teachers)

Action Step b - Assessment for Learning, GLISI, Teacher Leader, and other Endorsements participants will share strategies (i.e. faculty meetings, peer observations, and focus walks) in order to help promote a common understanding of best practices. (GSAPS)(Teachers)

Action Step c - Monitor accommodations and progress monitoring data for Special Education students. (Administrators, Instructional Coach, Special Education Teachers)

Action Step d - Incorporate peer observations/focus walks to ensure fidelity of identified best practices (i.e. Acquisition Lesson Plans, Differentiated Instruction, flexible grouping, commentary, Higher-Order Thinking Skills (HOTS), writing across the curriculum, Guided Reading, Student Engagement, and openings/closings of lessons). (GSAPS) (Administrators, Instructional Coach, Teachers)

Initiative iii - Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.

Action Step a - Ensure all teachers continuously monitor student performance of all subgroups and adjust instruction accordingly through class data tracking sheets, Illuminate, guided reading and math flexible grouping and common assessment tracking sheets. (Administrators, Instructional Coach, Teachers)

Action Step b - Implement Knight Time Blitz (GA Milestones) to help ensure high achievement of all subgroups prior to state testing windows. (Administrators, Instructional Coach, Teachers)

Action Step c - Incorporate opportunities for the acceleration of gifted/advanced students at least one time per week during ELA, math, science, & social studies. (Teachers, Instructional Coach, Administrators)

Action Step d-Use the GA DOE Achievement Level Descriptors document to see expectations by standard for Levels 1, 2, 3, & 4 to help move students from Levels 1 to 2, 2 to 3, and 3 to 4 on the Georgia Milestones Assessment. (Teachers, Instructional Coach, Administrators)

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Initiative iv - Expand the use of data team protocols to grades 3 and 5 (Administrators, Instructional Coach, & Teachers).

Action Step a-Analyze student data from common unit assessments to monitor student subgroup performances. Use the adapted tracking sheet. (Instructional Coach, Teachers, Administration)

Action Step b-Implement ELA performance tasks from the Georgia DOE Teacher Guidance document for the standards that have been deconstructed. (Administration, Instructional Coach, Teachers)

Performance Objective C - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Standards of Excellence (GSE).

Initiative i - Instructional design and implementation are clearly and consistently aligned with the GSE and district expectations for learning.

Action Step a - Revise and edit units in Reading/ELA, Math, Science and Social Studies.(Administrators, Instructional Coach, Teachers)

Action Step b - Use the MCBLI/MCMI Frameworks to teach writing, literacy, and math. (Teachers)

Action Step c - Incorporate activities to include writing brief and extended constructed response items across the curriculum, as well as using text-based evidence in the writing process. (GSAPS)(Teachers)

Action Step d - Use state writing rubrics to assess student writing. Post writing exemplars specific to the writing process to support student learning. (Teachers)

Action Step e - Use web-based resources and computer programs to support curriculum, assessment, and instruction.(Teachers, Instructional Coach, EIP Teachers, SPED Teachers, Specials Teachers, Administrators)

Action Step f - Increase student and teacher utilization of technology and media support as effective instructional tools to reinforce higher order thinking skills and increase opportunities for differentiation. (GSAPS) (Administrators, Instructional Coach, Counselor, Teachers, Media Specialist)

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Action Step g - Ensure SLDS resources are utilized and teachers view a total of at least 500 pages (75 per month) in SLDS throughout the year. Monthly data reports will be run to ensure implementation. (Administration, Instructional Coach, Media Specialist, Counselor, Teachers)

Action Step h - Grade levels are encouraged to use the Science Lab and its resources to conduct teacher and student-led science experiments/investigations in order to enhance the scientific method/inquiry process for students. (Teachers)

Action Step i - Incorporate STEM projects in classrooms to increase critical thinking and reasoning skills. (All Classroom Teachers)

Action Step j - Action Step j-Implement a computer science coding program for K-2 that focuses on Number Sense AND for 3-5 that focuses on coding. (District STEM Coach, Teachers, Computer Lab Para)

Initiative ii - Research-based instruction is standard practice

Action Step a - Ensure implementation of station teaching and alternative models during co-teaching instruction. (Co-teach Teams, Instructional Coach, Administrators)

Action Step b - Integrate student use of technology into all subject areas and in Specials. (Teachers, Specials Teachers, EIP Teachers, SPED Teachers)

Action Step c - Special Education teachers will implement Sonday to reinforce phonics instruction and Do the Math to reinforce numeracy instruction in both co-teaching and separate class environments. (SPED Teachers, SPED Instructional Paraprofessionals, Administrators, Instructional Coach)

Initiative iii - High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.

Action Step a - Increase student involvement in their academic progress through a variety of activities such as goal setting and self-assessments using checklists, rubrics, and/or data folders. (Administrators, Instructional Coach, Counselor, Teachers)

Action Step b - Continue the use of Math Whiz Kid Program to increase math fact fluency among students and Accelerated Reader 360 Program to increase reading

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fluency. Use AR 360 to promote nonfiction reading (Teachers, EIP Teachers, SPED Teachers).

Strategic Goal II - Developing Organizational Effectiveness

Performance Objective A - The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Initiative i - A current school vision and mission are the basis for all aspects of continuous improvement. All stakeholders within the learning community have achieved consensus regarding their shared sense of vision and mission, which serves as the basis for all facets of the continuous improvement process.

Action Step a - The Media Program will perform and provide the following: promote and assist teachers and students with the GA Media Festival to ensure at least one project per grade level is submitted, participate in the Georgia Book Awards nominations, coordinate, monitor, and implement Accelerated Reading Program and incentives, assist with reading instruction to students on appropriate Lexile/Rigby/AR levels, maintain a Technology/AR Committee, provide lessons to engage students in standards-based learning, and implement online book study groups, coordinate student Knight TV news program. (Media Specialist, Administrators)

Action Step b - The Counseling Program will provide the following: Provide classroom guidance sessions, provide individual and group counseling, conduct classroom guidance on state mandated career clusters, use the Pyramid of Intervention/Monroe County Framework for Student Success/RTI with all teachers to support documentation of strategies used before SST process, coordinate the Tier 2 PBIS committee, implement career awareness among students through use of Career Fairs/Career Caravan/Cafes, ensure implementation of 5th grade Career Portfolios and coordinator student mentoring program. (Counselor, Administrators)

Action Step c - Cascade the Plan-Do-Check-Act cycle and the Pyramid for Success through the school Leadership Team. (Leadership Team)

Action Step d - Ensure transition activities are provided to all students (Level Up Transition Night, Transition Day events, and 5th to 6th Orientation visit) to help acclimate them to the next grade. (Counselor, Instructional Coach, Parent Involvement Specialist, Administrators, Teachers)

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Action Step e - Implement school-wide mentoring program to ensure every child has one adult mentor. (AdvancED)(Staff)

Initiative ii - A comprehensive planning process results in a current school improvement plan to guide the continuous improvement process for the school.

Action Step a - Conduct mid-year and end-of-year reviews of CIP through Leadership Teamwork sessions. (Leadership Team)

Initiative iii - Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.

Action Step a - Grade level teams will create budgets to support students' learning needs.(Administrators, Bookkeeper, Teachers)

Action Step b - Maintain accurate data and maximize FTE funding in PowerSchool. (Administrators, Registrar)

Initiative iv - All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.

Action Step a - Meet periodically with custodial staff to maintain a clean and comfortable learning environment. (Administrators, Head Custodian)

Action Step b - Implement Positive Behavior Interventions and Supports for students and staff. Ensure action steps are completed as specified on the PBIS action plan.(All Staff)

Action Step c - Provide Tier 3 behavioral support services through the ILC program. (ILC Instructor, Counselor, Teachers, Administrators)

Action Step d - Provide all students with bus safety training and continue the Knight Riders program in order to reduce the number of bus referrals and increase student awareness of safe bus riding behaviors. (PBIS Team, Bus Drivers, Administrators)

Action Step e - Encourage perfect attendance for students and staff through drawings for special rewards and certificates. (Administrators)

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Action Step f - Revise school-wide initiative (Wellness Zone) and activities to support increased physical fitness and healthy eating habits.(Wellness Team, All Staff)

Strategic Goal III - Ensuring Student/Stakeholder Engagement and Loyalty

Performance Objective A - The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short-and long-range goals.

Initiative i - The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

Action Step a - Produce a school musical (Grades 3-5), musical performances (Grades K-2), and band performances (Grades 4-5).(Music Teacher, Band Teacher)

Action Step b - Provide competitive opportunities for all K-5th grade students such as the Spelling Bee, Visual Art shows and contests, Accelerated Reader Goals, Math 24 Competitions, Math Whiz Kids, Science Fair, Media Festival, Special Olympics, Science Olympiad, Poetry Writing Contest, and Georgia Young Authors Writing Competition. (Administrators, Instructional Coach, Media Specialist, Teachers, Specials Teachers)

Action Step c - Increase Community Service opportunities through Jr. Beta Club. (Gifted Teacher)

Action Step d - Increase parental involvement during instructional time (creating manipulatives, read alouds, hands-on activities, writing process, Curriculum Nights, math facts and sight word fluency. (Teachers, Parent Involvement Specialist, Instructional Coach, Administrators)

Action Step e - Provide opportunities for students to join school clubs based on students' interests (i.e. Reader Leaders, Math 24, Wellness Walkers, Knightly News Crew, PBIS Cart Helpers, Flag Patrol, Book Club, Safety Team, Morning Greeters, AR Buddies, Knight OWLS Technology Club).(Counselors, Teachers, Administrators)

Action Step f - Recognize the work of service staff and support personnel through the CLASS ACT Award.(Administrators, Certified Staff)

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Action Step g - Students have the opportunity to recognize teachers for the STAR teacher award to be selected each month. (Students, Administration)

Action Step h - Action Step h-Implement AllProDads monthly (Parent Engagement Specialist, Administrators, Parents).

Initiative ii - The school has organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision-making, and problem-solving.

Action Step a - Enforce attendance policy and procedures. (Administrators, Teachers)

Action Step b - Organize volunteers, mentors and business partnerships to increase participation with school and students. (Administrators, Counselor, Parent Coordinator)

Action Step c - Maintain up-to-date school activities and meetings for parents and staff through monthly calendars, updated website, weekly emails, school Facebook and Twitter accounts, School Messenger Calls and Remind 101. (Administrators, Instructional Coach, Counselor, Parent Involvement Coordinator, Media Specialist, Secretary)

Action Step d - Annually survey personnel, parents and students concerning satisfaction with KBS programs. (Administrators, Central Office)

Action Step e - Implement parent and administration discussion sessions (i.e. Title I Meetings, School Council).(Administrators, Parent Involvement Specialist)

Initiative iii - The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

Action Step a - Maintain a high-quality After School Child Care program as funding permits. (Administrators, After School Program Coordinator)

Action Step b - Provide Parent Workshops (through Parent Power Hour and/or Leading Learners Summit) to support instructional involvement in the classroom and at home. (Parent Engagement Specialist)

Action Step c - Recognize students who participate in local community competitions/events. (Administrators, Parent Engagement Specialist)

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Action Step d - Continue utilizing MPHS foreign language students to teach Spanish to K students and place work-based learning students in various roles to support and prepare them for the workplace. (Administrators, Faculty and Staff, MPHS Administrators)

Strategic Goal IV - Ensuring High Quality Professional Learning

Performance Objective A - Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.

Initiative i - The context of professional learning--the who, when, why and where--contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

Action Step a - Encourage and increase the number of teachers with Endorsements in reading, math, science, ESOL, teacher leader & SST (Administrators).

Action Step b - Encourage staff to present at local professional staff sessions, as well as at state and national conferences. (Administrators)

Action Step c - Provide new teachers with a support mentor in his/her instructional area and encourage participation in Leading Learners Summit. (Administrators, Instructional Coach)

Action Step d - Implement the use of Gifted Endorsed teachers to assist with co-teaching opportunities in the classroom. (AdvancED) (Teachers, Gifted Teachers)

Initiative ii - The process - the how - of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.

Action Step a - Identify and participate in research-based professional opportunities to include the following: Best Practices, Mindset Communication, Job-specific Technology training (MobyMax, Newsela, AR 360, Reflex Math, Mystery Science, & Illuminate Education) Paraprofessional Training, Use of Math Manipulatives and Strategies, Clerical and Administrative training, Pre-K Program/DECAL training, TSS Mentor Program, MCBLI, MCMI, Appropriate content-related conferences and training, Assessment for Learning, Assistive Technology, Functional Behavior Assessments and Behavior

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Intervention Plan, Identifying Gifted & Talented students, Poverty, Exemplars, 6+1 Writing, Writing Initiative, Thinking Maps, Co-Teaching, Building Teacher Leaders. (All Staff)

Action Step b - Continue to use McGraw-Hill's Reading Wonders Training to support use of the Reading/ELA textbook . (Administrators, Instructional Coach, Teachers)

Action Step c - Conduct annual review of College and Career Ready Performance Index reports and subgroup target performance. (Administration)

Initiative iii - The content - the what - of professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.

Action Step a - Certified staff will implement professional learning action steps and activities according to school-wide, grade level and individual goals. Professional Growth Plan data will be monitored throughout the year.(Certified Staff)

Action Step b - The implementation of the Teacher Keys Evaluation System (TKES) will be monitored monthly during faculty/grade level team meetings. (Administrators, Teachers)