

DELETE THIS PAGE AND ANY UNUSED ACTION PLANNER PAGES FROM THE FINAL VERSION OF YOUR SCHOOL'S SCHOOL IMPROVEMENT PLAN

SCHOOL IMPROVEMENT PROCESS CONSIDERATIONS

1. The school improvement process is a data driven process.
2. Needs assessments and analyses of school data precede the selection of strategies. Ensure evidence is collected to determine the need for interventions to improve student achievement. It is from a review of a variety of needs assessment results that individual school needs are determined.
3. Once instructional needs are determined, the school determines the type of assessments that will measure the achievement of students related to the instructional focus. The school determines not only what evidence will be accepted to show progress but will determine what proficient student work in the instructional area looks like.
4. Research on best practices is conducted and strategies/interventions for improvement are selected for the year. The strategies/interventions should be powerful enough to make a difference in student achievement.
5. Data collection and analysis occur throughout the year. (Each strategy should have a measure of effectiveness designed to provide input throughout the school year.) The data collected should assist with evaluation of the effectiveness of the intervention. (Suggestion: two to four times a year should provide enough information to determine if a modification to a strategy is needed during the school year.)
6. Analysis and interpretation of data is an important part of the end-of-the-year reporting process and preparation for the next school year's plans.
7. The entire staff should be involved in planning, implementing and monitoring the effectiveness of the strategies.
8. Communication, technology, professional development, assessment, and school/home partnership activities should support the instructional focus and should be woven into the action planners.
9. Quality professional development with opportunities for follow-up support during implementation should be provided. There should be evidence of focused, on-going professional development to change classroom practice.
10. Programs -- such as READ 180, ESS, and ELA and Math Lab classes -- are interventions. If the strategy is a program, monitor and measure its effectiveness, gathering data to support instructional decisions.

SCHOOL IMPROVEMENT PLAN FILE INFORMATION

The file is not a template.

- Spell check will work.
- The tables are Word tables and can be resized (i.e., lines moved, etc.) as needed.
- Table rows may be added or deleted as needed.
- Page spacing may be adjusted as needed.
- The action planner forms may be copied and pasted to create additional forms, as needed.

CHECKLIST - Use before submitting School Improvement Plan

- ___ Proofreading of content for completeness and accuracy has been completed.
- ___ Acronyms or abbreviations have a first full reference in the document.
- ___ Spelling, punctuation, capitalization, spacing, and grammar have been checked.
- ___ Extra action planner forms have been deleted. Pagination has been checked.
- ___ Persons with lead responsibility are members of the school staff.
- ___ The principal has signed the summary sheet prior to submission.
- ___ The SIP plan (includes summary sheet, strategies and action planners) has been "saved as" SIP___.doc" with the two blank spaces filled in with the two digit school code (e.g., Scott School = SIPSC.doc)
- ___ One hard copy and an electronic copy (disk or via Outlook) are ready to send to ISS: SIP

**Submit one copy of this form to Jolene Black at the SIT/DIT meeting in September.
Final copy of Request for Resource Support form due in October with SIP.**

School: _____

REQUEST FOR RESOURCE SUPPORT

PERSONNEL AND/OR TASK SUPPORT		
	Description (Include name of requested personnel, if appropriate)	Purpose
Goal 1 A		
Goal 1 B		

FINANCIAL SUPPORT FROM SUPERINTENDENT'S SIP FUND (Account #47) (Requires superintendent approval. Attach approval notice to the purchase request)		
	Amount	Purpose
Goal 1 A		
Goal 1 B		

DRAFT SIP STRATEGIES – DESCRIPTION (not title)

Goal 1 A Strategies/Interventions		Goal 1 B Strategies/Interventions	
1		1	
2		2	
3		3	
4		4	

DODEA COMMUNITY STRATEGIC PLAN

STRATEGIES AND ACTION PLANNERS FOR THE SCHOOL IMPROVEMENT PLAN

**Kentucky School District
Fort Knox Community Schools**

School Year 2005-2006

School Name

Fort Knox High School

Principal

SIP Chairperson

Name	Sarah Turner	Sarah Turner
Telephone #	502-624-3697	502-624-3697

School Improvement Team Members and Roles

Member Name	Role	Member Name	Role
Sarah Turner	Principal	Steve Thomas	Teacher
Laura Gibson	Asst. Principal	Harold Fass	Teacher, FEA Rep.
Paul Colonna	Teacher	Donna Thompson	Teacher
Debbie Hibberd	Teacher	Felice Wahlberg	Teacher
Martha Wisner-Partin	Teacher	Donna Cloy	Parent

Principal

Date

Approved

Disapproved

Superintendent, Fort Knox Community Schools

Date

Standardized Measure	1A1-3 Terra Nova 1A4-5 Terra Nova 1A6-7 Terra Nova 1A8 Terra Nova	1A1-3 Scores that reflect weakness in areas of analyzing text and usage 1A4-5 04-05 Mathematics Computation Scores – Grades 9-12 1A6-7 03/04 Terra Nova percentiles in science 1A8 2005 Terra Nova data about summarizing and analysis in social studies for grades 9—12	1A1-3 75% of all students will perform “At the Standard” level or above on the Terra Nova. 1A4, 5 Increase 05-06 Mathematics Computation Scores on the Terra Nova Grades 9-12 by 5%. 1A6 In 05/06 increase Terra Nova science scores grades 9-11 to 75%. 1A7 75% of students will score “At or above the standard” and less than 8% will score “Below the standard”.
Criterion Referenced Assessment	1A4-5 Algebra I EOC 1A-8 US History EOC	1A4-5 2005 Algebra I EOC Assessment 1A-8 2005 EOC scores on the U.S. History test	1A4, 5 Increase to 100% the number of students who are ‘At the Standard’ on the Algebra I EOC assessment. 1A7 100% of the students will score at or above the standard on the US History EOC assessment.

Strategies

Strategies/Interventions		Assessment Tools Monitor Student Performance	Lead Responsibility
1	Students will apply grade-level grammar skills in their writings in language arts classes through their journals, essays and short responses.	Pre/post test	Hibberd
2	Students will clearly support their thesis/opinions/conclusions using evidence from the text.	Analysis of Terra Nova scores	Hibberd
3	Students will increase their vocabulary through the completion of regular, focused exercises in language arts classes.	Analysis of Terra Nova scores	Hibberd
4	Students will improve their math computation skills through the weekly word problems in all math classes.	All math teachers will administer pre and post test.	Colonna
5	Students will construct, analyze and interpret graphs, charts and tables in their science classes.	Lab reports and tests	Cox
6	All students will improve their summarization skills and ability to draw conclusions through the use of the Cornell note system in science classes.	Informal note check on a regular basis	Martin
7	Students in all social studies classes will follow AVID strategies/requirements to improve their organization and summarizing skills.	AVID strategies which include Cornell note-taking, binders, and planners	Wahlberg
8	All students will participate in Writing Wednesdays in Encore to improve their writing skills in the various content areas.	Student journal notebooks, Terra Nova, US History EOC, Communication in the Arts assessment	Wahlberg, Colonna, Thomas, Hibberd

ACTION PLANNER

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Goal 1 A – Highest Student Achievement: Student Performance and Assessment

Strategy #: 1A.1

Strategy Title/Description: **Students will apply grade-level grammar skills in their writings in language arts classes through their journals, essays and short responses.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/ End	Lead Responsibility
1	Develop: 1) pre-test that exhibits usage skills within context rather than isolation, and 2) pre-test that measures student analysis skills	1	All English teachers by grade level	Scholastic Reading Series, Standardized-Test Practices and Error Correction Tests from literature series	By Sept 15, 2005	D. Hibberd
2	Administer 1) usage and 2) analysis pre-tests	1	All English classes by grade level		1) By Sept 30, 2005 2) once a month - Nov, Dec, Jan, Feb, Mar	D. Hibberd A. Nieves B. Kirby L. Walker H. Burns M. Beck
3	On-demand classroom writing activities that reflect mastery of language arts skills will be used in the language arts classes	1	All English classes by grade level		Throug hout the year	D. Hibberd A. Nieves B. Kirby L. Walker H. Burns M. Beck
4	Administer post-tests and analyze scores	1	All language arts classes by grade level		Oct 2005 to May 2006	D. Hibberd A. Nieves B. Kirby L. Walker H. Burns M. Beck
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Goal 1 A – Highest Student Achievement: Student Performance and Assessment

Strategy #: 1A.2

Strategy Title/Description: **Students will clearly support their thesis/opinions/conclusions using evidence from the text.**

Tasks		Goals	Monitor	Resources	Dates	Lead
to include related professional development, assessment, technology, partnership, and communication activities/tasks		1,2,3,4	Implementation Who, What, When, How	Time, People, Materials, Cost	Start/End	Responsibility
1	Teachers will incorporate the section of activities from the textbook entitled "From Personal Response to Critical Analysis" into their literature lessons	1	Student work samples will be produced		October 2005 to May 2006	D. Hibberd
2	Students will produce written responses to the "From Personal Responses to Critical Analysis" activities	1	Student work samples will be produced		October 2005 to May 2006	D. Hibberd
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Goal 1 A: Highest Student Achievement: Student Performance and Assessment

Strategy #: 1A.3

Strategy Title/Description: **Students will increase their vocabulary through the completion of regular, focused exercises in language arts classes.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility
1	Order vocabulary books	1	Purchase order is completed and sent	\$500 Sadlier-Oxford vocabulary workshop books for teachers	Sept 2005	Turner
2	Incorporate standardized grade-level vocabulary into classroom work	1	All English classes by grade level		Sept 2005 to May 2006	All English teachers
3	Regular topic of discussion at department meetings	1, 3	Departmental meeting notes		Sept 2005 to May 2006	Hibberd
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Goal 1 A – Highest Student Achievement: Student Performance and Assessment

Strategy #: 1A.4

Strategy Title/Description: **Students will improve their math computation skills through the weekly word problems in all math classes**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources Time, People, Materials, Cost	Dates Start/End	Lead Responsibility
1 Identify Strategy/Intervention	1A	Math teachers	Math teachers	9/02/05	P. Colonna
2 Develop Pre/PostTest	1A	Math teachers	Math teachers Computer	9/02/05	P. Colonna
3 Administer Pre-Test	1A	Math teachers	Math teachers Test Copies	Between 9/12/05 and 9/23/05	P. Colonna
4 Assign weekly word computation problems	1A	Math teachers	Math teachers PH Math Std. Test Prep.	Between 9/26/05 and 4/30/06	P. Colonna
5 Fully implement new Algebra I curriculum with joint planning sessions and services of Algebra Coach	1A, 3	Algebra I teachers, Algebra Coach, Department Head	Math Teachers	SY 05/05	P. Colonna M. Long
6 Administer Post-Test	1A	Math teachers	Math teachers Test Copies	04/06	P. Colonna
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ACTION PLANNER

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Goal 1 A – Highest Student Achievement: Student Performance and Assessment

Strategy #: 1A.5

Strategy Title/Description: **Students will construct, analyze and interpret graphs, charts and tables in their science classes.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources Time, People, Materials, Cost	Dates Start/End	Lead Responsibility
1	Analyze areas of weakness on the Terra Nova science subtest (05/06)	1	Science dept meeting	Science dept.	09/2/05	S. Thomas
2	Incorporate use of graphs, tables, and charts on tests and lab reports	1	All science teachers	Science dept.	09/16/05 through 05/26/06	M. Cox
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ACTION PLANNER

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Goal 1 A – Highest Student Achievement: Student Performance and Assessment

Strategy #: 1A.6

Strategy Title/Description: **All students will improve their summarization skills and ability to draw conclusions through the use of the Cornell note system in science classes**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources Time, People, Materials, Cost	Dates Start/End	Lead Responsibility
1 Science teachers will be trained in the Cornell note taking system	1	Training session will be held in August/Sept 2005		Oct 2005 to May 2006	S. Thomas
2 Teachers will instruct all science students on the Cornell note taking system	1	Lessons will be held in all science classes by the start of the second quarter		Oct 2005 to May 2006	S. Thomas W. Beeler M. Cox T. Martin J. Davis
3 Science teachers will check student notes on a regular basis to ensure they are accomplishing the task appropriately	1	Note checks will be completed monthly by each science teacher		Oct 2005 to May 2006	S. Thomas W. Beeler M. Cox T. Martin J. Davis
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Goal 1 A – Highest Student Achievement: Student Performance and Assessment

Strategy #: 1A.7

Strategy Title/Description: **Students in all Social Studies classes will follow AVID strategies/requirements to improve their organization and summarizing skills.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/ End	Lead Responsibility
1	Teach AVID strategies to all social studies teachers	1, 3	This will occur during common planning time (7 th period)	Wahlberg will instruct on AVID strategies	9/22	F. Wahlberg
2	Collect grades prior to using AVID strategies	1	Social studies teachers will print out grades of classes	Kempf will collect grades	End of 1 st quarter	B. Kempf
3	Develop rubric for grading Cornell sheets, binders, and planners	1	Wahlberg will develop the rubric that will be used by the social studies department	Social Studies department	Start of 2 nd quarter	F. Wahlberg
4	Use rubric for grading of Cornell notes, binders and planners	1	Social Studies teachers will utilize in grading in classes	Social Studies department	Start of 2 nd quarter	F. Wahlberg
5	Use Cornell note taking system	1	Social Studies teachers will use the Cornell notes in class	Social Studies department	Start of 2 nd quarter	F. Wahlberg
6	Use binders for organization	1	Social Studies teachers will require students to use binders to organize	Social Studies department	Start of 2 nd quarter	F. Wahlberg
7	Use planners for organization and time management	1	Social Studies teacher will use a planner for students to organize	Social Studies department	Start of 2 nd quarter	F. Wahlberg
8	Investigate the possibility of purchasing planners for all students for SY 2006—2007	1	Budget requests for new school year	Approximately \$4,000	Next budget cycle	S. Turner

ACTION PLANNER

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Goal 1 A: Highest Student Achievement: Student Performance and Assessment

Strategy #: 1A.8

Strategy Title/Description: **All students will participate in Writing Wednesdays in Encore to improve their writing skills in the various content areas.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility
1	Meet with faculty to discuss school-wide journal writing during Encore on Wednesdays	1	Faculty meeting August 2005		Aug 2005	D. Hibberd
2	Develop list of journal topics	1	Dissemination of list to all teachers		Sept 2005	D. Hibberd
3	Notebooks will be purchased for students	1	Dissemination of notebooks to all students		July 2005	S. Turner
4	Implement the school-wide journal writing during Encore on Wednesdays	1	All faculty will be participating Student journals will be produced		Sept 2005 to May 2006	D. Hibberd
5	Once a month organize a math, science or social studies prompt for the Wednesday Encore sessions	1	Schedule of prompts from the content areas other than language arts		October 2005 to May 2006	F. Wahlberg P. Colonna S. Thomas
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SCHOOL IMPROVEMENT PLAN SUMMARY

SCHOOL YEAR 2005-2006

GOAL 1: HIGHEST STUDENT ACHIEVEMENT

All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.

Outcome B: Opportunities to Learn and Citizenship

All students will have access to varied and challenging learning opportunities and appropriate interventions and/or modifications to ensure continuous learning and productive citizenship.

School wide Academic Focus:

- 1B1-3 Closing the achievement gap on local and standard measures
- 1B4 Closing the achievement gap
- 1B5 Closing the Achievement Gap in Science
- 1B6 Improve Terra Nova scores in government processes and structure

Related Curriculum Standard(s):

- 1B1-3 All students will demonstrate productive citizenship through participation in one or more extra-curricular or co-curricular activities.
- 1B4 E4 The student selects the features of language appropriate to the purpose and audience of the work
- 1B5 Summarizing and Analysis
- 1B6 SS1a – Identify and explain the reasons for having fair and equitable laws and rules.
 SS1b – Demonstrate respect and tolerance for all groups.
 SS1d - Evaluate and analyze the concepts of liberty and “justice for all.”
 SS5d - Explain how socialization transmits cultural beliefs and values.

Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1B
Local Measure	1B1-3 Report card grades 1B4 Vocabulary quizzes 1B5 Terra Nova 1B6 Current events pre and post test	1B1-3 SY 04-05 grade distribution 1B4 Set 05-06 1B5 03/04 Terra Nova percentiles in science 1B6 Pre test scores given at the start of the 2 nd quarter	1B1-3 Continue to reduce the number of minority students receiving D's and F's. 1B4 Continued growth in appropriate vocabulary usage 1B5 In 05/06 increase Terra Nova science scores grades 9-11 to 75% 1B6 Students should show a 10% improvement in scores on the post test at end of quarter

Standardized Measure	1B1-3 Terra Nova 1B4 Terra Nova 1B6 Terra Nova	1B1-3 SY 04-05 data analysis indicates a gap between total scores for white and black students in grades 9-12. 1B4 Terra Nova scores reading 79.5% at or above standard (white) reading 70.0 % at or above standard (black) reading 3.1% below the standard (white) reading 9.9% below the standard (black) LA 71.5% at or above standard (white) LA 54.6% at or above standard (black) LA 6.3% below the standard (white) LA 11.6% below the standard (black) 1B6 2005 Terra Nova data about government processes and structure for grades 9—12	1B1-3 Continue to close the achievement gap between black and white students by an additional 2 % in total scores for all grades. 1B4 75% of at students will perform “At the Standard” level or higher Fewer than 8% will perform “Below the Standard” level 1B6 75% of students will score at or above the standard and 8% will score below standard
Criterion-Referenced Assessment			

Strategies

Strategies/Interventions and Programs		Assessment Tools Monitor Student Performance	Lead Responsibility
1	Student and parent awareness of the importance of their standardized test scores will increase.	Compare fall semester 2004 local grades to fall 2005. Compare spring 2005 local measures to spring 2006. Spring 2006 Terra Nova results.	S. Turner
2	100% of student body will be involved in one or more extra/co-curricular activities.	Student participation surveys DoDEA student survey results	D. Thompson
3	The number of students achieving At or Above the Standard will increase in all content areas due to the implementation of the DoDEA curriculum standards.	Teachers provide student assessment results based on established criteria for a performance assessment	S. Turner
4	Students will increase their achievement of the DODEA government (social studies) standards.	Pre and post tests of government basics and current events	F. Wahlberg
5	Students who are identified as in need will attend before or after school tutoring.	Logs of those students attending the sessions	S. Turner

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Goal 1 B: Highest Student Achievement: Opportunities to Learn and Citizenship

Strategy #: 1B.1

Strategy Title/Description: **Student and parent awareness of the importance of their standardized test scores will increase.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility
1	Inform and train parents on Terra Nova score interpretation.	1,2	Hold parental meetings to inform and train parents on Terra Nova score during February parent/ teacher conference day. Target low performing group	Provide parents and students score results in mail in the fall 2005 with invitation to attend parental session.	Feb 16, 2006	M/ Wisner-Partin J. Black
2	Provide selected content area teachers with student Terra Nova scores (Math, Science, S.S. and L.A.)	1,2	Counseling office provides scores at beginning of SY05-06 to applicable teachers	Guidance Department	August/ September 2005	P. Lewis
3	Continue to train teachers to counsel students on Terra Nova Scores.	1,2	Counseling office provides scores to Seminar teachers prior to score interpretation training in February.	Jolene Black, Guidance Department	January, 2006	P. Lewis Jolene Black
4	Seminar Teachers counsel students on SY04-05 Terra Nova scores.	1,4	Seminar Teachers counsel students on SY04-05 Terra Nova scores and set goals for spring 2006 assessment.	Seminar Teachers	February 6-15, 2005	S. Turner
5	Pre-Terra Nova Blitz/Rally with motivational speaker from diverse background	1,2,3	Hold pre-Terra Nova Blitz/Rally to motivate students to perform well on exams. Include performances from the student body (i.e. the Step Team)		Early February 2006	S. Turner D. Thompson
6	Provide nutritious snacks during Terra Nova testing (PTO involvement in the provision of snacks)	1,4	Seminar teachers provided with juices, waters and		Terra Nova	School/PTO contact is Betts

			nutritious snacks to distribute to students morning of testing.		test days	Price
7	Professional development reflecting AVID philosophies with emphasis on underrepresented student populations	1,3	Professional development for faculty on varied learning styles, evaluating own teaching styles and how to vary instructional practices.	Utilize current DoDEA AVID trained personnel	PD days	S. Turner
8	Accentuate achievement of diverse achievers	1,3	Each department provides a school display of diverse achievers.		September 2005 – April 2006	M. Wiser-Partin
9	Ease student/parent transition to FKHS	1,4	Open house for all new incoming students prior to the start of school		July 2005	S. Turner L. Gibson
10	Find Unit on Post to adopt the high school	4	Utilize the various organizations on post to assist with current and new endeavors.		SY 05-06	D. Thompson
11	Develop a plan for mentoring at-risk students with community and staff involvement.	1	Involvement of staff/faculty and community in a mentoring program similar to Big Brothers and Sisters.		SY05-06	P. Lewis S. Curley S. Turner

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Goal 1 B: Highest Student Achievement: Opportunities to Learn and Citizenship

Strategy #: 1B.2

Strategy Title/Description: **100% of student body will be involved in one or more extra/co-curricular activities.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility
1 Develop a plan for 100% percent of students involved in at least one or more extra/co-curricular activities for SY 2006-2007.	1		Add rule to handbook, recruit faculty club sponsors....	Develop plan SY 05-06. Trial run in early April 2006.	D. Thompson P. Brame
2 Conduct student and faculty interest survey	1				D. Thompson
3 Conduct a monthly club day using the Wednesday schedule.	1				D. Thompson
4 Recruit faculty members to sponsor new clubs	1				D. Thompson S. Turner
5 Analyze effectiveness of 2005-2006 results	1				D. Thompson P. Brame

ACTION PLANNER

Goal 1 B: Highest Student Achievement: Opportunities to Learn and Citizenship

Strategy #: 1B.3

Strategy Title/Description: **The number of students achieving At or Above the Standard will increase in all content areas due to the implementation of the DoDEA curriculum standards.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility
1	Faculty provides instruction to students reflective of DoDEA Content and Performance Standards	1,2	Faculty maintains high expectations for all students by providing instruction to students reflective of DoDEA Content and Performance Standards. Each teacher/content area provides samples of work that meets standards.	Provide teachers with time to incorporate varied assessments and new practices that progress toward student success	SY 05-06	S. Turner
2	Faculty receives continued professional development In Standards Training	1,2	Provide professional development on varied assessment practices and learning styles.		SY 05-06	S. Turner
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Goal 1 B: Highest Student Achievement: Opportunities to Learn and Citizenship

Strategy #: 1B.4

Strategy Title/Description: **Incorporate government standards from DoDEA curriculum guides into lessons weekly**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility
1 Watch news at least once a week and basic government information will be incorporated	1	Lesson plans will show that news will be discussed and government information will be incorporated	News from various sources	Start of 2 nd quarter	F. Wahlberg L. Bishop B. Kempf T. Pierce J. Kane
2 Writing assessment or quiz will follow	1	Grades will be given at least once a week	Social Studies teachers	Start of 2 nd quarter	F. Wahlberg L. Bishop B. Kempf T. Pierce J. Kane
3 Investigate various news sources and assessments	1	Teachers will use a variety of sources: CNN Headline news, Newsweek, etc.	Various channels and Newsweek	Start of 2 nd quarter	F. Wahlberg L. Bishop B. Kempf T. Pierce J. Kane
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Goal 1 B: Highest Student Achievement: Opportunities to Learn and Citizenship

Strategy #: 1B.5

Strategy Title/Description: **All science teachers will require students to use the Cornell note system to improve their ability to summarize and draw conclusions.**

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility
1	Instruct students in Cornell note taking	1	Informal note check on regular basis in all science classrooms	Cornell note paper to be made available in all science classes.	Begin 2 nd qtr continue through 4th qtr.	T. Martin
2	Student notes check on a regular basis	1	Each teacher's log of note check		Begin 2 nd qtr continue through 4th qtr	S. Thomas
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