

DODEA COMMUNITY STRATEGIC PLAN STRATEGIES AND ACTION PLANNERS FOR THE FORT KNOX COMMUNITY IMPROVEMENT PLAN *School Year 2005-2006*

Kentucky District: Fort Knox Community Schools

Fort Knox Community Schools

Community Superintendent

Community KCIT Chairperson

Name	Todd Curkendall	Name	Jolene Black
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Fort Knox Community Improvement Team (KCIT) Members and Roles

Member Name	Role	Member Name	Role
Todd Curkendall	Community Superintendent	David Reed	Principal
Jolene Black	Instructional Systems Specialist	Jerry Leitzell	Administrative Support Specialist
Joe Ferrell	Instructional Systems Specialist	Mike Norton	Supervisory Information Technology Specialist
Dennis Labriola	Instructional Systems Specialist	Melinda Roberts	School Liaison Officer: Military Command
Barry Conley	Supervisory Logistics Management Specialist	Glenda Simmons	Fort Knox Education Association President
Wendell Boykins	Fort Knox School Board member		

Fort Knox Community Superintendent

Date

Approved

Disapproved

Kentucky District Superintendent

Date

DISTRICT 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 A: Student Performance and Assessment

All students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards. Individual student progress will be continually measured using multiple internal and external performance-based assessments.

Student Achievement Measures

DoDEA will regularly measure student performance in all disciplines through a balanced assessment system using multiple internal (local) and external (system-wide) assessments. The comprehensive system of assessments will provide educators, parents, and students with information for improved instructional decision-making, resulting in improved student performance.

External (system-wide) assessments will include norm-referenced and criterion-referenced tests aligned to the DoDEA performance standards. External individual and summary student data will be reported using the following performance categories:

- Above the Standard
- At the Standard
- Partially Met the Standard
- Below the Standard

Note: Other data may also be reported, such as the median national percentile, the normal curve equivalent, and scale scores.

Internal (local) assessments may include performance assessments, work samples, and portfolios. System-wide and local assessment data will be disaggregated (e.g., gender, race) to identify student groups not achieving proficiency on the standards.

Internal (local) assessments will measure student performance against the DoDEA performance standards in all curricular areas.

Student Achievement Measures:

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baselines	District Annual Target for Achievement of Goal 1A																				
<p><i>External (system-wide) criterion-referenced assessments aligned to the DoDEA performance standards will be administered annually to selected grade levels. In addition, end-of-course assessments will be administered for selected high school courses.</i></p>	<p><i>By October 2003 Each site will identify interim growth targets, based on summary as well as disaggregated data, that will lead toward all students performing "At the Standard" level or higher on the DoDEA Performance Standards in reading/English/language arts, and math.</i></p> <p><i>By October 2006 All students will perform "At the Standard" level or higher on external (system-wide) criterion-referenced assessments aligned to the reading/English/language arts [(grades 4, 8 10); End-of-Course Assessments in grades 9-12 (for selected courses)], and math performance standards. Selected external assessments will be conducted using technology (e.g., computers, graphing calculators).</i></p>	<p><u>Communication Arts (grades 4, 8 and 10)</u> All Students At or Above the Standard % of Students (rounded)</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="border: none;"></th> <th style="border: none; text-align: center;"><u>Grade 4</u></th> <th style="border: none; text-align: center;"><u>Grade 8</u></th> <th style="border: none; text-align: center;"><u>Grade 10</u></th> </tr> </thead> <tbody> <tr> <td style="border: none;">2002 (baseline)</td> <td style="border: none; text-align: center;">64%</td> <td style="border: none; text-align: center;">81%</td> <td style="border: none; text-align: center;">39%</td> </tr> <tr> <td style="border: none;">2003</td> <td style="border: none; text-align: center;">65%</td> <td style="border: none; text-align: center;">70%</td> <td style="border: none; text-align: center;">64%</td> </tr> <tr> <td style="border: none;">2004</td> <td style="border: none; text-align: center;">70%</td> <td style="border: none; text-align: center;">80%</td> <td style="border: none; text-align: center;">75%</td> </tr> <tr> <td style="border: none;">2005</td> <td style="border: none; text-align: center;">80%</td> <td style="border: none; text-align: center;">84%</td> <td style="border: none; text-align: center;">78%</td> </tr> </tbody> </table>		<u>Grade 4</u>	<u>Grade 8</u>	<u>Grade 10</u>	2002 (baseline)	64%	81%	39%	2003	65%	70%	64%	2004	70%	80%	75%	2005	80%	84%	78%	<p><u>Communication Arts (grades 4, 8, 10)</u> <u>Goal for At or Above Standard</u> An annual average increase of 9% (grade 4 students), 5% (grade 8 students) and 15% (grade 10 students) who meet the DoDEA Proficiency Levels At the Standard or Above the Standard is needed from 2002 to 2006 to meet the DoDEA goal.</p> <p>SY2005-2006 goal for percent of students At or Above the Standard: 100% of grade 4 students, 100% of grade 8 students, and 100% of grade 10 students.</p>
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<p><i>External (system-wide) norm-referenced assessments (currently TerraNova) will be administered annually to DoDEA students in grades 3-11 for reading, language arts, math, science, and social studies. Spring 2002 TerraNova scores for these grade levels will be reported by subject and used as the system-wide baseline measure for student progress.</i></p>	<p><i>By October 2006 75% of all students will perform "At the Standard" level or higher (the top two quarters) on an external (system-wide) norm-referenced assessment. Fewer than 8% will perform "Below the Standard" level (the bottom quarter).</i></p>	<p>Spring 2002 baselines: Median National Percentiles (MDNP) <u>TerraNova, The Second Edition (grades 3-11)</u> Content Area codes: READ = Reading LA = Language Arts MATH = Mathematics SCI = Science SS = Social Studies</p> <p>All Students At or Above the Standard -- The top two quarters (Percent of students above 50th percentile)</p> <table border="1"> <thead> <tr> <th></th> <th>READ</th> <th>LA</th> <th>MATH</th> <th>SCI</th> <th>SS</th> </tr> </thead> <tbody> <tr> <td>2002 (baseline)</td> <td>68%</td> <td>66%</td> <td>63%</td> <td>61%</td> <td>67%</td> </tr> <tr> <td>2003</td> <td>65%</td> <td>66%</td> <td>63%</td> <td>64%</td> <td>67%</td> </tr> <tr> <td>2004</td> <td>67%</td> <td>67%</td> <td>65%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>2005</td> <td>65%</td> <td>65%</td> <td>64%</td> <td>67%</td> <td>68%</td> </tr> </tbody> </table> <p>All Students Below the Standard -- The bottom quarter (percent of students below 8th percentile)</p> <table border="1"> <thead> <tr> <th></th> <th>READ</th> <th>LA</th> <th>MATH</th> <th>SCI</th> <th>SS</th> </tr> </thead> <tbody> <tr> <td>2002 (baseline)</td> <td>9%</td> <td>10%</td> <td>12%</td> <td>12%</td> <td>8%</td> </tr> <tr> <td>2003</td> <td>10%</td> <td>12%</td> <td>12%</td> <td>11%</td> <td>9%</td> </tr> <tr> <td>2004</td> <td>9%</td> <td>9%</td> <td>11%</td> <td>9%</td> <td>9%</td> </tr> <tr> <td>2005</td> <td>11%</td> <td>11%</td> <td>12%</td> <td>9%</td> <td>8%</td> </tr> </tbody> </table>		READ	LA	MATH	SCI	SS	2002 (baseline)	68%	66%	63%	61%	67%	2003	65%	66%	63%	64%	67%	2004	67%	67%	65%	67%	67%	2005	65%	65%	64%	67%	68%		READ	LA	MATH	SCI	SS	2002 (baseline)	9%	10%	12%	12%	8%	2003	10%	12%	12%	11%	9%	2004	9%	9%	11%	9%	9%	2005	11%	11%	12%	9%	8%	<p><u>TerraNova, The Second Edition (grades 3-11)</u> <u>Goal for Top Two Quarters on TerraNova:</u> An annual average increase of 2% in Reading, 2% in Language Arts, 3% in Math, 3% in Science and 2% in Social Studies results that meet the DoDEA standard is needed from 2002 to 2006 to meet the DoDEA goal.</p> <p>SY2005-2006 goal for percent of students At or Above the Standard:</p> <table border="1"> <thead> <tr> <th>READ</th> <th>LA</th> <th>MATH</th> <th>SCI</th> <th>SS</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table> <p><u>Goal for Bottom Quarter on TerraNova:</u> An annual average decrease of less than 1% in Reading, less than 1% in Language Arts, 1% in Math, 1% in Science and less than 1% in Social Studies results that meet the DoDEA standard is needed over from 2002 to 2006 to meet the DoDEA goal.</p> <p>SY2005-2006 goal for percent of students Below the Standard:</p> <table border="1"> <thead> <tr> <th>READ</th> <th>LA</th> <th>MATH</th> <th>SCI</th> <th>SS</th> </tr> </thead> <tbody> <tr> <td>7%</td> <td>7%</td> <td>7%</td> <td>7%</td> <td>7%</td> </tr> </tbody> </table>	READ	LA	MATH	SCI	SS	75%	75%	75%	75%	75%	READ	LA	MATH	SCI	SS	7%	7%	7%	7%	7%
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<p><i>External (system-wide) criterion- and norm-referenced assessments will be used to determine reading performance at the end of grade 3. Internal (local) measures will be used from Kindergarten through grade 2 to monitor progress toward third grade reading proficiency.</i></p>	<p><i>By October 2006 All students will perform "At the Standard" level or higher in reading (at grade level) by the end of grade 3.</i></p>	<p><u>Reading Proficiency - Grade 3 -- TerraNova or Developmental Reading Assessment (DRA) scores. (Comparison percentage not available. Individual assessment data has been posted.)</u></p> <p><u>Developmental Reading Assessment (DRA) scores Criterion-referenced</u> All third grade students At or Above the Standard 2002 DRA not administered 2003 (baseline) 85% 2004 81% 2005 72%</p> <p><u>TerraNova (grade 3) Norm-referenced</u> All third grade students At or Above the Standard 2002 58% 2003 51% 2004 57% 2005 61%</p>	<p><u>Reading Proficiency -- Grade 3 -- TerraNova or Developmental Reading Assessment (DRA) scores</u></p> <p><u>Developmental Reading Assessment (DRA)</u> An annual average increase of 4% (grade 3 students) who meet the DoDEA Proficiency Levels At the Standard or Above the Standard is needed on the Developmental Reading Assessment (DRA) or the TerraNova from 2002 to 2006 to meet the DoDEA goal.</p> <p>SY2005-2006 goal for percent of students At or Above the Standard 100% of grade 3 students</p>																																																																																

Strategies/Interventions for Goal 1 Outcome A

Strategies/Interventions		Monitoring Tool	Lead Responsibility First and Last Name
1	Support, monitor and evaluate implementation of standards-based curriculum and instruction in all program areas with emphasis on math pre-implementation, science implementation and music implementation.	Attendance rosters, inventory sheets, publications, participant evaluations of training sessions, and meeting calendars	Jolene Black Joe Ferrell
2	Continue and evaluate training and support for implementation of DoDEA system-wide assessments. Plan next steps to support implementation of assessments	Training and meeting schedules, training rosters, participant evaluations of training sessions, publications, and test scores,	Jolene Black
3	Continue school-requested, community-level support for School Improvement Plan (SIP) strategies.	Targets are 100% of approved financial requests funded and 100% of requests for task and personnel support from community and district staff met.	Todd Curkendall

ACTION PLANNER

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

Strategy #: 1A.1

Strategy Title/Description: Support, monitor and evaluate implementation of standards-based curriculum and instruction in all program areas with emphasis on math pre-implementation, science implementation and music implementation.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Coordinate with DDESS POC and set up DDESS ISS science (Day 3) training.	1, 3	DDESS ISS	Sept. 2005	Joe Ferrell
2	Coordinate with DDESS POC and support pre-implementation training on math standards and newly adopted math materials.	1, 3	DDESS ISS	Sept. 2005 – May 2006	Jolene Black
3	Coordinate with DDESS POC and support DDESS implementation and follow-up training on music standards and newly adopted music materials.	1, 3	DDESS ISS	Aug. 2005 – May 2006	Joe Ferrell
4	Support distribution of new curriculum materials.	1		Aug. 2005 - May 2006	Joe Ferrell and Jolene Black
5					
6					
7					
8					

ACTION PLANNER

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

Strategy #: 1A.2

Strategy Title/Description: Continue and evaluate training and support for implementation of DoDEA system-wide assessments. Plan next steps to support implementation of assessments.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Send updates on new DoDEA system-wide assessments (from DoDEA or after researching) to schools and district administrators.	1		On-going	Jolene Black
2	Provide implementation level training to appropriate schools as needed to support implementation of new DoDEA system-wide assessments.	1, 3	DoDEA guidance	Schedule determined by DoDEA	Jolene Black
3	Develop and utilize an evaluation form for assessment training to collect data on the quality of training and additional support needed by educators to implement the new DoDEA system-wide assessments.	1		Schedule determined by DoDEA	Jolene Black
4	Compile and analyze data from training evaluation form and plan next steps to support implementation of the new DoDEA system-wide assessments.	1		Schedule determined by DoDEA	Jolene Black
5	Provide materials to appropriate schools as needed to support implementation of new DoDEA system-wide assessments.	1	DoDEA guidance	Schedule determined by DoDEA	Jolene Black
6	Provide test scores, including histories, to school and community administrators, and assist administrators with analysis as needed.	1		Schedule determined by DoDEA	Jolene Black
7	Review test scores and determine next steps in the continuous improvement cycle.	1		Schedule determined by DoDEA	Jolene Black

ACTION PLANNER

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

Strategy #: 1A.3

Strategy Title/Description: Continue school-requested, community-level support for School Improvement Plan (SIP) strategies.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Support Kingsolver School's SIP: Provide financial support to: 1. Purchase Science Magazines for students. 2. Purchase science models.	1	Superintendent's SIP fund: 1. \$3000	Sept. 2005 – May 2006	Todd Curkendall
2	Support Mudge School's SIP: Provide financial support to: 1. Purchase Reading Counts tests to supplement reading comprehension materials already available and used in the classroom 2. Purchase Software for Early Literacy (K-1) and Developing Information Reading Skills (2-3).	1	Superintendent's SIP fund: 1. 900 2. \$2100	Sept. 2005 – May 2006	Todd Curkendall
3	Support Pierce School's SIP: Provide financial support for: 1. Two workshop/in-service opportunities in November to support language enrichment action plans: <u>Teaching Comprehension: Seven Strategies Proficient Readers Use</u> for one first grade teacher and one kindergarten teacher; <u>Language, Learning and Emergent Literacy</u> for one SLP 2. Purchase of teacher resource books and materials to support language development instruction. Provide personnel and task support for: 1. Staff training on language-building strategies in the classroom.	1, 3	Superintendent's SIP fund: 1. \$800 2. \$400 Claudia Castenir	Sept. 2005 – May 2006	Todd Curkendall
4	Support Van Voorhis School's SIP: Provide financial support to: 1. Purchase small smart board to use with school-wide problem solving. Provide personnel and task support for: 1. Continuing professional development in math number sense.	1, 3	Superintendent's SIP fund: 1. \$3000 Rita French 3 Connections days	Sept. 2005 – May 2006	Todd Curkendall David Reed
5	Support Macdonald School's SIP: Provide financial support to:	1, 3	Superintendent's SIP fund:	Sept. 2005 – May 2006	Todd Curkendall

	<ol style="list-style-type: none"> 1. Finance a Literacy Coach/Presenter to assist in the development of the school-wide literacy plan and writing workshops. 2. Purchase Literacy Development books for each classroom teacher (Recommended by Literacy presenter/coach.) 		<ol style="list-style-type: none"> 1. \$2500 2. \$500 		
6	<p>Support Walker School's SIP: Provide financial support to:</p> <ol style="list-style-type: none"> 1. Purchase materials necessary to support the incorporation of an instructional method to promote reading proficiency. 2. Purchase supplementary science material. <p>Provide personnel and task support to:</p> <ol style="list-style-type: none"> 1. Research and share with committee any significant trends/programs that have shown measurable success in increasing reading achievement for intermediate level students. 2. Provide three Science Implementation training sessions 	1, 3	<p>Superintendent's SIP fund:</p> <ol style="list-style-type: none"> 1. \$500 2. \$700 <p>1. Jolene Black 2. DDESS trainers</p>	Sept. 2005 – May 2006	Todd Curkendall Jolene Black
7	<p>Support Scott School's SIP: Provide financial support to:</p> <ol style="list-style-type: none"> 1. Support implementation of math concepts using hands-on pre-algebra manipulatives. 2. Support implementation of new science text with supplies for labs (\$600 for each grade level). 	1, 3	<p>Superintendent's SIP fund:</p> <ol style="list-style-type: none"> 1. \$500 2. \$1200 	Sept. 2005 – May 2006	Todd Curkendall
8	<p>Support Fort Knox High School's SIP: Provide financial support to:</p> <ol style="list-style-type: none"> 1. Print planner (agenda books) for entire student body. 	1	<ol style="list-style-type: none"> 1. \$2000 	Sept. 2005 – May 2006	Todd Curkendall

DISTRICT 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.

Student Achievement Measures

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baseline	District Annual Target for Achievement of Goal 1B
<i>DoDEA will regularly measure student access to varied and challenging learning opportunities and productive citizenship. System-wide and local data will be disaggregated to identify student groups not achieving this goal so that appropriate interventions or modifications can be implemented.</i>	<p><i>By SY 2006 All students (100%) will demonstrate productive citizenship through: Participation in one or more co-curricular activities (high school only); Positive student attitudes reported on the DoDEA Student Survey; Student discipline reports which show a decrease in "serious" incidents.</i></p> <p><i>By SY 2006 All students (100%) will have access to and will achieve success in challenging learning opportunities based on data from school schedules, course enrollment, grade reports, and student assessment results.</i></p>	<p>High school students participate in co-curricular activities. In Fall 2005, 51% participated in a sport, 45% participated in an extracurricular activity, and 43% participated in a co-curricular, such as band or yearbook.</p> <p>Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)</p>	<p>To be determined following implementation of evaluation tool by DoDEA</p> <p>100% of students have access to challenging learning opportunities.</p>
<i>School schedules, course enrollment, grade reports, and student assessment results will be used to monitor access and success in challenging and supporting learning opportunities, including the use of technology.</i>	<i>By SY 2006 All students (100%) will have access to and will achieve success in challenging learning opportunities based on data from school schedules, course enrollment, grade reports and student assessment results.</i>	<p><i>Students have access to challenging learning opportunities</i></p> <p>Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)</p>	<p>100% of students have access to challenging learning opportunities.</p> <p>To be determined following implementation of evaluation tool by DoDEA</p>
<i>Student participation in co-curricular activities, student attitudes from the DoDEA Student Survey, and student discipline reports will be used to measure students' productive citizenship.</i>	<i>By SY 2006 All students (100%) will demonstrate productive citizenship through: Participation in one or more co-curricular activities (high school only); Positive student attitudes reported on the DoDEA Student Survey; Student discipline reports which show a decrease in "serious" incidents.</i>	<p>High school students participate in co-curricular activities. In Fall 2005, 51% participated in a sport, 45% participated in an extracurricular activity, and 43% participated in a co-curricular, such as band or yearbook.</p> <p>Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)</p>	<p>100% of students demonstrate productive citizenship.</p> <p>To be determined following implementation of evaluation tool by DoDEA</p>
<i>Student participation in the identified DoDEA external (system-wide) assessments or the alternate assessments will be measured and reported.</i>	<i>By SY 2006 All students (100%) will participate in the DoDEA system-wide assessment program either through the identified external (system-wide) assessments, or through the DoDEA alternate assessments.</i>	100% of students participate in the DoDEA system-wide assessment program.	100% of students participate in the DoDEA system-wide assessment program.

Strategies/Interventions

Strategies/Interventions and Programs		Monitoring Tool	Lead Responsibility First and Last Name
1	Continue to refine use of Alternate Assessment techniques for students exempt from required annual assessment schedule.	Training schedules and reports	Dennis Labriola
2	Restructure service delivery model for before/after school tutoring programs.	Calendar	Todd Curkendall
3	Continue school-requested, community-level support for School Improvement Plan (SIP) strategies.	1. Budget report 2. Calendar Targets are 100% of approved financial requests funded and 100% of requests for task and personnel support from community and district staff met.	Todd Curkendall

ACTION PLANNER

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

Strategy #: 1B.1

Strategy Title/Description: Continue to refine use of Alternate Assessment techniques for students exempt from required annual assessment schedule.

Tasks	to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Support DDESS training provided to appropriate special education staff.	1, 3, 4	DDESS staff and contractors	July 2005 – July 2006	Dennis Labriola
2	Serve as liaison between Special Education staff implementing alternate assessment and DDESS staff and contractors.	1, 3, 4	DDESS staff and contractors	July 2005 – July 2006	Dennis Labriola
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ACTION PLANNER

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

Strategy #: 1B.2

Strategy Title/Description: Restructure service delivery model for before/after school tutoring programs.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Conduct superintendent meeting with principals to define the best method for FKCS to deliver after school services.	1	Principals	July 2005	Todd Curkendall
2	Implement program.	1	Principals	Aug. 2005 – May 2006	Todd Curkendall
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ACTION PLANNER

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

Strategy #: 1B.3

Strategy Title/Description: (Kentucky District) Continue school-requested, district and community-level support for School Improvement Plan (SIP) strategies.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1 Support Pierce School's SIP: Provide financial support for: 1. Support of the after-school tutoring program (TAS) two days per week	1	Classroom teachers in grades 1-3	Sept. 2005 – May 2006	Todd Curkendall
2 Support Van Voorhis School's SIP: Provide financial support to: 1. Purchase small smart board to use with school-wide problem solving. Provide personnel and task support for: 1. Continuing professional development in math number sense.	1, 3	Superintendent's SIP fund: 1. Money already requested in 1A3 Rita French 3 Connections days	Sept. 2005 – May 2006	Todd Curkendall
3 Support Walker School's SIP: Provide financial support for: 1. Funding to purchase an available commercial program that aids in teaching social skills. 2. Funding to secure a guest presenter to introduce techniques to aid in social skill development. 3. Funding for buying materials to be used for math practice sessions.	1, 3	Superintendent's SIP fund: 1. \$300 2. \$500 3. \$1000	Sept. 2005 – May 2006	Todd Curkendall
4 Support Scott School's SIP: Provide financial support for: 1. Purchase of instructional materials for differentiated instruction. 2. Professional Development for Middle School Implementation of differentiated instruction and team development.	1, 3	Superintendent's SIP fund: 1. \$500 2. \$800	Sept. 2005 – May 2006	Todd Curkendall
5 Support Fort Knox High School's SIP: Provide financial support for: 1. Purchase of materials for the implementation of parent counseling sessions on TerraNova and purchasing of motivational minority-centered materials.	1	Superintendent's SIP fund: 1. \$1000	Sept. 2005 – May 2006	Todd Curkendall

DISTRICT IMPROVEMENT PLAN SUMMARY SCHOOL YEAR 2005-2006

GOAL 2: PERFORMANCE-DRIVEN, EFFICIENT MANAGEMENT SYSTEMS

DoDEA will use a performance-driven management system that operates in a timely, efficient, and equitable manner; places resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.

Outcome A: Resource Allocation/Academic and Student Support Services

An annual budget plan will be designed and implemented at all levels in direct support of the Community Strategic Plan. All appropriate operational levels will have the resources, authority, and accountability to ensure equitable student access to programs and support services necessary to provide education standards.

Achievement Measures

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baseline	District Annual Target for Achievement of Goal 2A
<i>Percentage of units at each level that use performance data for planning and that have aligned their annual improvement plans with the budget cycle and the DoDEA Community Strategic Plan.</i>	<i>By SY 2003 All units at each level will use performance data for planning and will have their annual improvement plans aligned with the budget cycle and the DoDEA Community Strategic Plan.</i>	100% of the schools and the district use performance data for planning and have their annual improvement plans aligned with the budget cycle and the DoDEA Community Strategic Plan. Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA).	100% of the schools and the district use performance data for planning and have their annual improvement plans aligned with the budget cycle and the DoDEA Community Strategic Plan.
<i>Percentage of units at each level with resources allocated based on identified student needs and used to support a standards-based instructional program.</i>	<i>By SY 2004 All units at each level will have resources allocated based on identified student needs and used to support a standards-based instructional program.</i>	100% of schools have resources allocated based on identified student needs and used to support a standards-based instructional program. Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA).	100% of schools have resources allocated based on identified student needs and used to support a standards-based instructional program.
<i>Percentage of units at each level with resources that are used efficiently, equitably, and effectively.</i>	<i>By SY 2006 All units at each level will be using resources efficiently, equitably, and effectively.</i>	Resources are used efficiently, equitably and effectively. Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA).	Resources are used efficiently, equitably and effectively.

Strategies/Interventions

Strategies/Interventions		Monitoring Tool	Lead Responsibility First and Last Name
1	Support implementation of Student Management System (SMS) database.	Training schedules and completed reports	Shanon Johnson

ACTION PLANNER

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Goal 2 A: Performance-Driven, Efficient Management Systems: Resource Allocation/Academic and Student Support Services

Strategy #: 2A.1

Strategy Title/Description: Support implementation of Student Management System (SMS) database.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
Past Actions					
1	Support DDESS training provided to appropriate staff.	2, 3	DDESS contractor	Jan. 2005 – March 2006	Todd Curkendall
2	Support Scheduler training for intermediate through high school levels.	2, 3	DDESS contractor	April 2005 – March 2006	Todd Curkendall
1	Support train-the trainer professional development of Fort Knox Community School's (FKCS) Educational Technologists (ETs), Head Nurse, and others assigned on SMS Attendance, Grade Book and/or Health Office.	2, 3	CSSG facilitator	July 25 and 26, 2005	Jerry Leitzell
2	Those individuals trained (above) will re-deliver training to the designated FKCS staff.	2, 3	Educational Technologists and Head Nurse	July 27-29, 2005 - August 2005	Jerry Leitzell
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DISTRICT IMPROVEMENT PLAN SUMMARY SCHOOL YEAR 2005-2006

GOAL 2: PERFORMANCE-DRIVEN, EFFICIENT MANAGEMENT SYSTEMS

DoDEA will use a performance-driven management system that operates in a timely, efficient, and equitable manner; places resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.

Outcome B: Facilities and Equipment

All levels will participate in the development and implementation of an equitable plan to identify and schedule maintenance, life-cycle replacement, and upgrades to facilities, equipment, technology, and materials that support an environment conducive to learning.

Achievement Measures

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baseline	District Annual Target for Achievement of Goal 2B
<i>Percentage of schools that meet the standards for facilities, equipment, furniture, materials, (e.g., textbooks, workbooks, calculators, school supplies), and technology necessary to provide an instructional program aligned with student performance standards.</i>	<i>By SY 2006 All schools will meet the standards for facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology necessary to provide an instructional program aligned with student performance standards.</i>	Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	To be determined following implementation of evaluation tool by DoDEA
<i>Percentage of all stakeholders involved in the development and implementation of plans to identify and schedule maintenance, life cycle replacement, and upgrades to facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology.</i>	<i>By SY 2003 All stakeholders will be involved in the development and implementation of plans to identify and schedule maintenance, life cycle replacement, and upgrades to facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology.</i>	Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	To be determined following implementation of evaluation tool by DoDEA

Strategies/Interventions

Strategies/Interventions		Monitoring Tool	Lead Responsibility First and Last Name
1	Continue to identify and schedule maintenance, life-cycle replacement, facility, equipment, and materials upgrades that support an environment conducive to learning.	1. 5-year Repair and Maintenance Plan 2. 5-year Life Cycle Computer Replacement Plan	Mike Norton Barry Conley Todd Curkendall
2	Implement and maintain inventory and accounting at the school level.	Fort Knox Maintenance Database	Barry Conley

ACTION PLANNER

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Goal 2 B: Performance-Driven, Efficient Management Systems: Facilities and Equipment

Strategy #: 2B.1

Strategy Title/Description: Continue to identify and schedule maintenance, life-cycle replacement, facility, equipment, and materials upgrades that support an environment conducive to learning.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
FORT KNOX					
1	Advise headquarters of FKCS needs to replace, upgrade or add (new) technology system-wide.	2	Technology Office	July 2005 - June 2006	Mike Norton Todd Curkendall
a	Rank acquisition priorities or preferred options on the DDESS survey.	2	Technology Office,	July 2005 - June 2006	Todd Curkendall
b	Execute distribution plans for system-wide technology acquisitions.	2	Technology Office, Business Office	July 2005 - June 2006	Mike Norton
c	Install the technologies.	2	Technology Office and schools' staffs	July 2005 - June 2006	Mike Norton
2	Analyze needs to replace, renovate or add facilities system wide.	2	Logistics Office	July 2005 - June 2006	Barry Conley
a	Pending resources, coordinate with principals and administrators to ensure all needs are addressed.	2	Logistics Office, DDESS ASC, Other staff	July 2005 - June 2006	Barry Conley
b	Seek funding resources to meet identified needs.	2	Logistics Office, DDESS Area Service Center (ASC)	July 2005 - June 2006	Barry Conley
c	Pending resources, needed projects are funded.	2	Logistics Office, DDESS ASC	July 2005 - June 2006	Barry Conley
d	Construct (i.e., replace, renovate or construct) new facilities.	2	Logistics Office, DDESS ASC, Corps. Of Engineers, Directorate of Contracting	July 2005 - June 2006	Barry Conley

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Goal 2 B: Performance-Driven, Efficient Management Systems: Facilities and Equipment

Strategy #: 2B.2

Strategy Title/Description: Implement and maintain inventory and accounting at the school level.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Maintain Hazardous Materials (Hazmat) Inventory in database.	2		June 2005 – May 2006	Barry Conley
2	Institute plan of putting supply clerks at school level.	2	8 supply techs	June 2005 – October 2005	Barry Conley
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DISTRICT IMPROVEMENT PLAN SUMMARY SCHOOL YEAR 2005-2006

GOAL 2: PERFORMANCE-DRIVEN, EFFICIENT MANAGEMENT SYSTEMS

DoDEA will use a performance-driven management system that operates in a timely, efficient, and equitable manner; places resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.

Outcome C: Safe Environment

All schools will have safe, well-managed, and disciplined environments conducive to learning.

Student Achievement Measures

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baseline	District Annual Target for Achievement of Goal 2C
<i>Percentage of schools meeting the DoDEA standards for providing safe, well managed, and disciplined learning and working environments that focus on student achievement.</i>	<i>By SY 2006 All schools will meet the DoDEA standards for providing safe, well-managed, and disciplined learning and working environments that focus on student achievement.</i>	<i>100% of the schools provide safe, well-managed, and disciplined learning and working environments that focus on student achievement.</i> Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	<i>100% of the schools provide safe, well-managed, and disciplined learning and working environments that focus on student achievement.</i> To be determined following implementation of evaluation tool by DoDEA

Strategies/Interventions

Strategies/Interventions		Monitoring Tool	Lead Responsibility First and Last Name
1	Continue to review and update, as needed, safety procedures and the Safe School/Crisis Management/Anti-terrorism/Force Protection Plan and provide training to FKCS staff and students.	Revised Crisis Management/Anti-Terrorism/-Force Protections Plans	Barry Conley
2	Research feasibility of implementing a community-wide character building/anti-bullying program.	Research results or program guidelines	Joe Ferrell

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Goal 2 C Performance-Driven, Efficient Management Systems: Safe Environment

Strategy #: 2C.1

Strategy Title/Description: Continue to review and update, as needed, safety procedures and the Safe School/Crisis Management/Anti-terrorism/Force Protection Plan and provide training to FKCS staff and students.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Create individual school's Force Protection Plan and send to school.	2		July 2005 – Jan. 2006	Barry Conley
2	Implement DoDEA Safe School's Program.	2		Aug. 2005 – March 2006	Joe Ferrell
3	Coordinate and participate in Fort Knox AT/FP exercises as requested by Fort Knox AT Directorate.	2	Post officials DDESS officials	July 2005 – June 2006	Barry Conley
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ACTION PLANNER

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Goal 2 C Performance-Driven, Efficient Management Systems: Safe Environment

Strategy #: 2C.2

Strategy Title/Description: Research feasibility of implementing a community-wide character building/anti-bullying program.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Research feasibility and/or implement programs or initiatives that enhance physical and emotional safety as an enhancement to learning (e.g., character building/anti-bullying program).	2		Sept. 2005 – April 2006	Joe Ferrell
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DISTRICT IMPROVEMENT PLAN SUMMARY SCHOOL YEAR 2005-2006

GOAL 3: MOTIVATED, HIGH PERFORMING, DIVERSE WORKFORCE

The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Outcome A: Personnel Management Practices

In support of student achievement, administrators at all levels will continually recruit, hire, support, evaluate, and recognize personnel in order to retain a highly motivated and committed workforce which reflects the diversity of the school community.

Achievement Measures

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baseline	District Annual Target for Achievement of Goal 3A
<i>DoDEA will continually measure the diversity gap between the DoDEA workforce and the student population with the goal of retaining a well-qualified, more diverse educator population that reflects the diversity of the U.S. military and civilian population. Equal opportunity in hiring, regardless of race, color, sex, age, religion, national origin, disability, or sexual orientation, will be practiced.</i>	<i>By SY 2004 DoDEA recruitment efforts will spend 75% of time and effort on minority recruitment events and activities.</i>	Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	To be determined following implementation of evaluation tool by DoDEA
<i>The percentage of educator vacancies filled prior to the start of school will be measured and recorded. Records of the number of positions filled prior to the start of the school year will be kept. Employee job satisfaction will be measured by item 10 on the on-line survey.</i>	<i>By 2003 The personnel management system will fill all properly reported educator vacancies in time for educators to report prior to the beginning of the school year.</i>	100% of properly reported educator vacancies were filled in time for educators to report prior to the beginning of the school year. Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	100% of properly reported educator vacancies filled in time for educators to report prior to the beginning of the school year.
<i>The impact of a highly motivated and committed workforce will be monitored and measured by individual school growth in the school performance index via:</i> <ul style="list-style-type: none"> ◆ High Quality Indicators (HQI), ◆ Parent/teacher/student surveys, ◆ TerraNova achievement, ◆ School Improvement Plan (SIP) goals, ◆ Student performance assessments. 	<i>By SY 2006 All schools will be recognized for meeting individual school's goals in more than one area of the school performance index.</i>	Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	To be determined following implementation of evaluation tool by DoDEA

Strategies/Interventions

Strategies/Interventions		Monitoring Tool	Lead Responsibility First and Last Name
1	Recognize and reward the quality effort of FKCS teachers, support staff and volunteers.	1. Recognition certificate awarded quarterly 2. Teachers recognized at school board meeting.	Todd Curkendall

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Goal 3 A: Motivated, High Performing, Diverse Workforce: Personnel Management Practices

Strategy #: 3A.1

Strategy Title/Description: Recognize and reward the quality effort of FKCS teachers, support staff and volunteers.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Each school principal, as scheduled, nominates to the superintendent the teacher of the quarter.	3	Principals	Sept. 2005 – June 2006	Todd Curkendall Scheduled principal
2	Forward the name of the nominated teacher of the quarter to the community superintendent for approval.	3	Principals	Sept. 2005 – June 2006	Todd Curkendall Scheduled principal
3	Prepare certificate and add topic to appropriate school board agenda.	3		Sept. 2005 – June 2006	Todd Curkendall
4	Invite teacher to school board meeting.	3		Sept. 2005 – June 2006	Todd Curkendall
5	Present certificate and provide recognition at school board meeting.	3		Sept. 2005 – June 2006	Todd Curkendall FKCS School Board president
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DISTRICT IMPROVEMENT PLAN SUMMARY SCHOOL YEAR 2005-2006

GOAL 3: MOTIVATED, HIGH PERFORMING, DIVERSE WORKFORCE

The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Outcome B: Continuous Professional Development and Training

Personnel at all levels will participate in ongoing professional development and training to support standards that enhance job performance.

Achievement Measures

DoDEA will continually measure the availability and effectiveness of professional development and training activities and programs. All development and training opportunities will meet the standards of high quality as defined by the National Staff Development Council's *Standards for Staff Development* and will lead directly to enhanced job performance. Measures will include:

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baseline	District Annual Target for Achievement of Goal 3B
<i>The number of professional development and training opportunities that are aligned with school, district, and system priorities.</i>	<i>By 2004 Professional development and training opportunities will be aligned with educational goals as identified on SIPs and system priorities.</i>	100% of professional development and training opportunities were aligned with educational goals as identified on SIPs and system priorities. Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	100% of professional development and training opportunities aligned with educational goals as identified on SIPs and system priorities.
<i>The percentage of employees who indicate that professional development offerings meet their needs to improve job performance.</i>	<i>By 2005 All employees will report availability of staff development for improved job performance. By SY 2006 Job performance and employee satisfaction will significantly increase in all job categories.</i>	Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	To be determined following implementation of evaluation tool by DoDEA
<i>Evidence of growth in classroom/school practice using Indicators of High Quality Instruction (also known as IC maps) in reading/English/language arts, and math standards-based instruction.</i>	<i>By end of SY 2006 All schools will demonstrate an average gain of one level per year until reaching the highest level on the Indicators of High Quality Instruction (IC maps) in reading/English/language arts, and math.</i>	Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA) Quality Indicator Map, published in August 2003, is being implemented.	To be determined following implementation of evaluation tool by DoDEA Continue implementation of Quality Indicator Map.

Strategies/Interventions

Strategies/Interventions		Monitoring Tool	Lead Responsibility First and Last Name
1	Continue to provide training for aides and teachers on data collection methods for measuring Individual Education Plans (IEP) goals and objectives.	Evaluation Form (measure quality of service provided and assess educator needs to determine next steps)	Dennis Labriola
2	Provide and evaluate training for newly hired educators on the 2001-2006 DoDEA Community Strategic Plan and the school improvement process.	1. Professional Development Evaluation Form (measure quality of training and assess educator needs to determine next steps) 2. Calendar	Jolene Black
3	Support or provide and evaluate training for full implementation of standards based curriculum, instruction and assessment in all program areas (i.e., standards based education) (as requested or required). (See Action Planner for Goal 1A1, 1A2 and 1B1.)	1. Professional Development Evaluation Form (measure quality of training and assess educator needs to determine next steps) 2. Calendar	Joe Ferrell Jolene Black
4	Continue school-requested, community-level support for School Improvement Plan (SIP) strategies.	Targets are 100% of approved financial requests funded and 100% of requests for task and personnel support from community and district staff met.	Todd Curkendall

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Goal 3 B: Motivated, High Performing, Diverse Workforce: Continuous Professional Development and Training

Strategy #: 3B.1

Strategy Title/Description: Continue to provide training for aides and teachers on data collection methods for measuring Individual Education Plans (IEP) goals and objectives.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Develop data collection methods.	3	Educational prescriptionists	On going	Dennis Labriola
2	Present training to special education teachers on a District Connections Day.	3	Selected teachers	On going	Dennis Labriola
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Goal 3 B: Motivated, High Performing, Diverse Workforce: Continuous Professional Development and Training

Strategy #: 3B.2

Strategy Title/Description: Provide and evaluate training for newly hired educators on the 2001-2006 DoDEA Community Strategic Plan and the school improvement process.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Prepare training for newly hired educators.	3		July 2005 -- August 2006	Jolene Black
2	Train newly hired educators in school improvement process.	3		August 2005 - March 2006	Jolene Black
3	Evaluate training based on written response of trainees.	3		August 2005 - March 2006	Jolene Black
4	Make improvements to training.	3		Sept. 2005 - April 2006	Jolene Black
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Goal 3 B: Motivated, High Performing, Diverse Workforce: Continuous Professional Development and Training

Strategy #: 3B.3

Strategy Title/Description: Support or provide and evaluate training for full implementation of standards based curriculum, instruction and assessment in all program areas (i.e., standards based education) (as requested or required). (See Action Planner for Goal 1A1, 1A2 and 1B1.)

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1 (See Action Planners 1.A.1, 1.A.2 and 1.B.1 for training plans)	3	ISS, ASC and Staff	August 2005 – May 2006	Joe Ferrell Jolene Black
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Goal 3 B: Motivated, High Performing, Diverse Workforce: Continuous Professional Development and Training

Strategy #: 3B.3

Strategy Title/Description: Continue school-requested, community-level support for School Improvement Plan (SIP) strategies. (See *Action Planners 1.A.3 and 1.B.3.*)

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1 (See <i>Action Planners 1.A.3 and 1.B.3. for training plans</i>)	3			
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DISTRICT IMPROVEMENT PLAN SUMMARY SCHOOL YEAR 2005-2006

GOAL 4: NETWORK OF PARTNERSHIPS PROMOTING ACHIEVEMENT

Every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement.

Outcome A: Partnerships

All levels of the organization will develop, promote, and maintain a network of meaningful partnerships and alliances to enhance social, emotional, and academic growth, and to maximize resources.

Achievement Measures

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baseline	District Annual Target for Achievement of Goal 4A
<i>Percentage of units at each level with a network of partnerships and alliances that meet or exceed the criteria of quality.</i>	<p><i>By January 2003 All schools will have a network of partnerships and alliances that supports the student achievement goals of the DoDEA Community Strategic Plan.</i></p> <p><i>By SY 2006 All units at each level will have a network of partnerships and alliances that meet or exceed the criteria of quality.</i></p>	100% of schools engage in Partnership in Education	100% of schools engage in Partnership in Education
<i>Percentage of units at each level with a network of partnerships and alliances that have a demonstrated impact on student growth and/or maximizing resources.</i>	<i>By SY 2006 All units at each level will have a network of partnerships and alliances that have a demonstrated impact on student growth and/or maximizing resources.</i>	100% of schools engage in Partnership in Education	100% of schools engage in Partnership in Education

Strategies/Interventions

Strategies/Interventions		Monitoring Tool	Lead Responsibility First and Last Name
1	Continue and evaluate the Partnerships in Education Program.	DoDEA survey website	Jerry Leitzell Jolene Black
2	Support Child and Youth Services through collaboration with before and after school tutoring programs.	1. Tutoring program flyers 2. Calendar	Todd Curkendall
3	Support the Secondary Education Transition Study (SETS) by continuing the development and implementation of practices that will assist the transitioning military-connected student.	1. MCEC survey 2. Training schedule	Joe Ferrell
4	Provide orientation on Total Quality Education (TQE) processes and school board responsibilities, procedures, regulations, etc. to elected members to the Fort Knox Community Schools' School Board.	Calendar	Todd Curkendall

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Goal 4 A: Network of Partnerships Promoting Achievement: Partnerships

Strategy #: 4A.1

Strategy Title/Description: Continue and evaluate the Partnerships in Education Program.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Maintain contact with on and off post organizations to benefit students and staff.	4	School Systems Officers	July 2005 – June 2006	Jerry Leitzell
2	Support school needs related to the Partnerships in Education Program. Provide support as needed.	4	Principals	August 2005 - July 2006	Jolene Black
3	Analyze results from DoDEA's partnership website. Plan and implement next steps.	4		August 2005 - July 2006	Todd Curkendall
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Goal 4 A: Network of Partnerships Promoting Achievement: Partnerships

Strategy #: 4A.2

Strategy Title/Description: Support Child and Youth Services through collaboration with before and after school tutoring programs.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources Time, People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Share curriculum standards with Child and Youth Services.	4		August 2005- May 2006	Todd Curkendall
2	Distribute Youth Service tutoring program flyers in all schools.	4	Principals	August 2005- May 2006	Todd Curkendall
3	Attend Army Community Services (ACS) and Child and Youth Sponsorship information meeting relative to youth services on post.	4	Principals Counselors	July 2005	Todd Curkendall
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ACTION PLANNER

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Goal 4 A: Network of Partnerships Promoting Achievement: Partnerships

Strategy #: 4A.3

Strategy Title/Description: Support the Secondary Education Transition Study (SETS) by continuing the development and implementation of practices that will assist the transitioning military-connected student.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Design and provide all schools with an MCEC survey to determine baseline levels of adherence to the Ft. Knox Area Child Education Coalition's Local Action Plan strategies.	2		July 2005 - June 2006	Joe Ferrell
2	Provide administrative training on MCEC information and provide updates at all leadership meetings as appropriate and required.	2		Aug. 2005 - June 2006	Joe Ferrell
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ACTION PLANNER

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Goal 4 A: Network of Partnerships Promoting Achievement: Partnerships

Strategy #: 4A.4

Strategy Title/Description: Provide orientation on Total Quality Education (TQE) processes and school board responsibilities, procedures, regulations, etc. to elected members to the Fort Knox Community Schools' School Board.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Plan orientation for newly elected members to the Fort Knox Community School's School Board.	4		Aug. 2005	Todd Curkendall
2	Update district office administrators' roles and responsibilities document.	4	Kyiva Norton	Aug. 2005	Todd Curkendall
3	Prepare handouts for training.	4	Kyiva Norton	Aug. 2005	Todd Curkendall
4	Send notices of training to Fort Knox Community Schools' School Board.	4	Kyiva Norton	Aug. 2005	Todd Curkendall
5	Conduct training.	4		Aug. 2005	Todd Curkendall
6	Gather feedback from school board members on need for more information.	4		Aug. 2005	Todd Curkendall
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DISTRICT IMPROVEMENT PLAN SUMMARY SCHOOL YEAR 2005-2006

Goal 4: NETWORK OF PARTNERSHIPS PROMOTING ACHIEVEMENT

Every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement.

Outcome B: Communication System

All levels of the organization will develop and implement a multimedia communication plan to enhance dialogue and promote trust among staff, parents, students, and the community.

Achievement Measures

DoDEA CSP Measures	DoDEA CSP Outcome Milestones	District Baseline	District Annual Target for Achievement or Goal 4B
<i>The percentage of units at each level with communication plans that meet or exceed established criteria for successful communication strategies, activities, and products.</i>	<i>By SY 2002 All units at each level will have a communication plan that meets or exceeds criteria for successful communication strategies, activities, and products.</i>	100% of schools and the district have a communication plan in place. Baselines to be determined following implementation of evaluation tool or criteria (schedule determined by DoDEA)	100% of schools and the district continue communication plan. To be determined following implementation of evaluation tool or criteria by DoDEA
<i>The percentage of units at each level that demonstrate effective communications.</i>	<i>By SY 2003 All units at each level will demonstrate effective communications.</i>	All schools and the CSO (district office) implement plans for effective communications Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	All schools and the CSO (district office) implement plans for effective communications Further evaluation to be determined following implementation of evaluation tool by DoDEA
<i>The percentage of units at each level that can demonstrate the positive impact of communications on student performance.</i>	<i>By SY 2004 All units at each level will demonstrate the positive impact of communications on student performance.</i>	Baselines to be determined following implementation of evaluation tool (schedule determined by DoDEA)	To be determined following implementation of evaluation tool by DoDEA

Strategies/Interventions

Strategies/Interventions		Monitoring Tool	Lead Responsibility First and Last Name
1	Continue the FKCS Communications Program to inform the community's' internal and external audiences of key events and activities occurring in the school community.	Schedule of communications exchanges held on a routine basis to be determined by organizational needs.	Jerry Leitzell

ACTION PLANNER

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Goal 4 B: Network of Partnerships Promoting Achievement: Communication System

Strategy #: 4B.1

Strategy Title/Description: Continue the FKCS Communications Program to inform the community's internal and external audiences of key events and activities occurring in the school community.

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Resources People, Materials, Cost	Dates Start/End	Lead Responsibility First and Last Name
1	Ensure community school system's representation in media and at meetings, forums, and other gatherings.	4	Communications Officers or designees	July 2005 - June 2006	Jerry Leitzell
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