

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

**School: Macdonald Intermediate School
REQUEST FOR RESOURCE SUPPORT**

PERSONNEL AND/OR TASK SUPPORT		
	Description of Task and Purpose (Include name of requested personnel, if appropriate)	# of PD Substitute Days requested
Goal 1A		
Goal 1B		

FINANCIAL SUPPORT FROM SUPERINTENDENT'S SIP FUND (Account #47) (Requires superintendent approval. Attach approval notice to the purchase request)		
	Amount	Purpose
Goal 1A	\$2,500	To finance a Literacy Coach/Presenter to assist in the development of the school-wide literacy plan and writing workshops.
	\$500	To purchase Literacy Development books for each classroom teacher. (Recommended by Literacy presenter/ coach.)
Goal 1B		

DRAFT SIP STRATEGIES (A description, not a title.)

(will be shared at the SIT/KCIT meeting in September)

Goal 1 A Strategies/Interventions	Goal 1 B Strategies/Interventions
1 Students will improve their reading and writing skills through the implementation of a school-wide literacy program.	1 Students identified for the Math Enhancement program will increase both math computational and problem solving skills by demonstrating math strategies that will lead to better comprehension of math.
2 Students will apply a variety of strategies to comprehend and compose printed material as a means of communicating.	2. Students enrolled in the morning (before school) Literacy Program will demonstrate improvement in their reading and writing skills by working on comprehension, developing background knowledge of text and writing reflections pertaining to their learning.
3 Students will improve their math skills through the use of the vertical and horizontal alignment of the curriculum with an emphasis on writing an explanation of math problems and activities.	3 Students enrolled in the Advanced Literacy Program will demonstrate improvement in their reading and writing skills by engaging in reading, writing, and thinking strategies that require analysis, synthesis and evaluation of text.

4 Students of different ethnic groups, identified by the Related Enhancement Team, will improve their reading, writing, math computation, and communication skills by engaging in daily reading and writing workshop exercises.

4 Students enrolled in the early morning tutorial program will demonstrate improvement in math and/or reading by identifying and practicing strategies that require restating, illustrating and examining text.

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

Macdonald Intermediate School

Principal

SIP Chairperson

Name	Yolanda Washington, PhD	Youlanda Washington, PhD
Telephone #		

School Improvement Team Members and Roles

Member Name	Role	Member Name	Role
Youlanda Washington	Principal	Tracy Garrett	Parent
Lea Keith	Teacher	LTC Wingate	Military Representative
Pam Harris	Teacher	Debra Jones	Counselor
Susan Bahl	Teacher, FKEA Rep.		

Principal

Date

Approved

Disapproved

Superintendent, Fort Knox Community Schools

Date

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 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 continuously measured using multiple internal and external performance-based assessments.

School wide Academic Focus: Literacy – Reading, Writing, and Communication

Math – Computation, Problem Solving and Communication

Related Curriculum Standard(s):

Literacy – E1.C The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work.

Math – M6a Enable all students to recognize reasoning and proof as fundamental aspects of mathematics, make and investigate mathematical conjectures, develop and evaluate mathematical arguments and proofs, select and use various types of reasoning and methods of proof.

M8a – Enable students to organize and consolidate their mathematical thinking through communication, communicate their mathematical thinking coherently and clearly to peers, teachers, and others, analyze and evaluate the mathematical thinking and strategies of others, use the language of mathematics to express mathematical ideas precisely.

Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1A
Local Measure	SRI (Reading 180)	SRI – Fall 2004 63% of all students at or above the standard. Read 180 Students – Present level of performance.	70% of all students will score at or above the standard. Read 180 Students improve their SRI scores by 100 points.
	Math Portfolio – assessments	To be determined Spring of 2006.	
	Plato Math Data by Ethnicity	To be determined Spring of 2006.	
Standardized Measure	Terra Nova	<u>Total Score</u> All Students 2002 top 2 quartiles: Grade 4: 63% Grade 5: 65% Grade 6: 73% (2005: Gr. 4: 62% Gr. 5: 78% Gr. 6: 66%)	70% of all students will have a Total Score in the top 2 quartiles that include reading, language and math.
Criterion Referenced Assessment	Communication Arts	Communication Arts 2003: 60% of students at or above the standard. (2005: 72%)	75% of all students will score at or above the standard on the Communication Arts Assessment.

Strategies

Strategies/Interventions		Assessment Tools Monitor Student Performance	Lead Responsibility
1	Students will improve their reading and writing skills through the implementation of a school-wide literacy program.	SRI Terra Nova Communication Arts	Dr. Washington
2	Students will apply a variety of strategies to comprehend and compose printed material as a means of communicating.	SRI Terra Nova Communication Arts Writing Samples	Dr. Washington
3	Students will improve their math skills through the use of the vertical and horizontal alignment of the curriculum with an emphasis on writing an explanation of math problems and activities.	Math Portfolio -assessments Terra Nova	Victor Montgomery
4	Students of different ethnic groups, identified by the Related Enhancement Team, will improve their reading, writing, math computation, and communication skills by engaging in daily reading and writing workshop exercises.	Math Portfolio -assessments Terra Nova Communication Arts SRI Writing Samples	Debra Jones

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

Strategy #1: Students will improve their reading and writing skills through the implementation of a school-wide literacy program.

Strategy Title/Description: Literacy

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	Contract a literacy presenter/ coach to assist the school with academic needs in the area of language arts.	1,3	The presenter coach will be identified and contracted to meet with the Macdonald Staff on a regular basis.	Presenter \$2,500	Aug. 05 May 06	Dr. Washington
2	Schedule specific times for the presenter/ coach to work with Macdonald staff.	1,3	A schedule of the presenter/coach's visits will be developed and disseminated to all staff members.	Presenter Macdonald Staff	Aug. 05 May 06	Dr. Washington
3	Provide input from staff members to the presenter/coach as to individual needs.	1,3	Staff members will have several opportunities during the scheduled visits to express concerns and communicate individual and school needs.	Presenter Macdonald Staff	Aug. 05 May 06	Dr. Washington
4	Schedule the presenter coach to visit and observe classrooms.	1,3	The principal will schedule class visits enabling the presenter/coach to visit Literacy classrooms based on requests by teachers.	Presenter Macdonald Staff Class Schedules	Sept. 05 Sept. 05	Dr. Washington
5	Provide feedback from presenter/coach to staff members concerning observations.	1,3	The presenter/coach will provide feedback to the staff as to what is needed to develop a school wide literacy plan.	Presenter Macdonald Staff	Sept. 05 Oct. 05	Dr. Washington
6	Develop a school wide Literacy Plan with input from presenter/coach.	1,3	With the assistance of the presenter/coach, the staff will develop a Literacy Plan for school wide implementation.	Macdonald Staff	Sept. 05 Jan. 06	Dr. Washington
7	Communicate the plan to parents using the Macdonald Web Page and Mustang Newsletter.	1,3,4	Upon completion of the plan, parents will have the information given to them.	Completed Plan Office Staff ET	Feb. 06 Feb. 06	Dr. Washington

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Goal 1 A – Highest Student Achievement: Student Performance and Assessment
Strategy #2: Students will apply a variety of strategies to comprehend and compose printed material as a means of communicating.
Strategy Title/Description: Literacy Application - Implementation of Literacy Plan

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	Begin Implementation of the Literacy Plan developed by staff members.	1	Language Arts teachers	Macdonald Staff	Jan. 06 May 06	Dr. Washington
2	Utilize the strategies developed by staff.	1	All Classroom Teachers will begin utilizing the strategies once the plan has been completed.	Macdonald Staff	Jan. 06 May 06	Dr. Washington
3	Schedule follow-up meetings to assess needs and check progress of implementation.	1,3	Dr. Washington will schedule follow-up meetings with staff members.	Macdonald Staff	Feb. 06 May 06	Dr. Washington
4	Develop a checklist to assess student progress.	1,3	Dr. Washington will oversee the development of the checklist with input from classroom teachers.	Macdonald Staff	Jan. 06 Jan. 06	Dr. Washington
5	Develop a timeline for utilizing the checklist.	1,3	Dr. Washington will oversee the utilization of the checklist and develop a timeline with input from classroom teachers.	Macdonald Staff	Jan. 06 Jan. 06	Dr. Washington
6	Compare test scores from Baseline data with 2006 CA, SRI, and Terra Nova.	1	Debra Jones will use test data to compare 2006 scores with baseline data.	Macdonald Staff	May 06 May 06	Debra Jones

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Goal 1 A – Highest Student Achievement: Student Performance and Assessment
Strategy #3: Students will improve their math skills through the use of the vertical and horizontal alignment of the curriculum with an emphasis on writing an explanation of math problems and activities.
Strategy Title/Description: Math 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	Organize a math committee to develop and oversee the development of the curriculum alignment in the area of math.	1	A group of teachers will form the committee responsible for developing the alignment.	Committee Math Teachers	Aug. 05 Sept. 05	Victor Montgomery Joe Schinker
2	Align math objectives with the Dodea standards for each grade level.	1	The committee will use the DoDEA standards to align objectives for Macdonald students to achieve.	DoDEA Standards Committee Members	Aug. 05 Sept. 05	Victor Montgomery Joe Schinker
3	Provide time to each grade level for additional PD to assist in the understanding of the new math alignment map.	1,3	Dr. Washington will schedule PD time for grade levels to understand and review the math alignment.	DoDEA Standards Committee Members	Sept. 05 Nov. 05	Victor Montgomery Joe Schinker
4	Create vertical and horizontal maps using the alignment and set timelines for addressing math objectives.	1	The committee will use the objectives, standards, and timelines to create vertical and horizontal maps that will be implemented by the math teachers.	DoDEA Standards Committee Members	Sept. 05 Sept. 05	Victor Montgomery Joe Schinker
5	Develop a process for students, to ensure their understanding of the objectives outlined in the “map”.	1	Committee members will develop a process whereas a student’s individual progress and be monitored and evaluated.	DoDEA Standards Committee Members	Sept. 05 Sept. 05	Victor Montgomery Joe Schinker
6	Maintain a math portfolio for each student to document addressed goals and understanding of the math objectives taught.	1	Part of the process will include a math portfolio where students will demonstrate understanding of the standard and communicate effectively.	Math Teachers Students Portfolio Template	Sept. 05 Feb. 06	Victor Montgomery Joe Schinker
7	Develop a rubric for scoring the written part of the math portfolio tasks.	1	The committee will develop a rubric for scoring the	Standards Objectives	Sept. 05 Sept. 05	Victor Montgomery

			communication written part of the math tasks included in the portfolio.	Rubric Format		Joe Schinker
8	Provide PD time for teachers to evaluate the student math portfolio tasks.	1,3	Time will be given to teachers enabling them to evaluate the tasks in the student math portfolio.	PD time Math Teachers	Sept. 05 May 06	Victor Montgomery Joe Schinker
9	Evaluate the math portfolio tasks as an ongoing process to ensure the students' understanding of objectives taught during the timelines.	1	Teachers will evaluate the tasks using a rubric created by the math committee.	Math Teachers Committee Members Data collected from evaluations	Sept. 05 Feb. 06	Victor Montgomery Joe Schinker
10	Evaluate the math portfolio process in March for effectiveness and setting baseline data for the following school year.	1	The committee, with input from classroom teachers, will evaluate the effectiveness of the math portfolio. They will also determine the baseline level to measure progress in the future.	Math Teachers Committee Data collected evaluations	March 05 May 06	Victor Montgomery Joe Schinker

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

Strategy #4: Students of different ethnic groups, identified by the Related Enhancement Team, will improve their reading, writing, math computation, and communication skills by engaging in daily reading and writing workshop exercises.

Strategy Title/Description: Addressing the Ethnicity Achievement Gap

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 Organize a committee to address and oversee the achievement gap as determined by ethnicity.	1	The committee will be responsible for identifying students and determine the criteria for ethnic identification.	Literacy Enhancement Committee Student – Ethnicity reports from SMS	Aug. 05 May 06	Debra Jones
2 Identify students with different ethnic backgrounds enrolled at Macdonald School.	1	The committee will identify students by homeroom who meets the criteria.	Committee Student – Ethnicity reports from SMS	Aug. 05 May 06	Debra Jones
3 Collect data on the identified students that include standardized test scores.	1	Standardized test scores will be collected on each student and charted.	Committee Student Records Test Scores	Aug. 05 May 06	Debra Jones
4 Develop a monitoring system to document what resources the student receives for remediation or enrichment.	1	The monitoring system (chart) will include the student's name, homeroom teacher, test scores, and any services the student receives.	Committee	Aug. 05 Aug. 05	Debra Jones
5 Assign each committee member two to three homeroom teachers to meet with and discuss needs of students on the list.	1	At the second committee meeting, members will be assigned a homeroom teacher to oversee progress for the identified students.	Committee Chart of Students Homeroom Teachers	Sept. 05 Sept. 05	Debra Jones
6 Meet with homeroom teachers each quarter to discuss social and academic needs of identified students.	1	Committee members will meet with each homeroom teacher each quarter to discuss progress and identify any needs.	Committee Homeroom Teachers	Sept. 05 May 06	Debra Jones
7 Meet as a committee on a monthly basis to assess needs and make recommendations for identified students.	1	The committee will meet monthly to review input from	Committee	Sept. 05 May 06	Debra Jones

			teachers and make recommendations for students.			
8	Investigate the use of ethnicity data from the Plato Math computer program and determine its value in monitoring student progress.	1	The committee will review Plato Math reports in reference to ethnicity and evaluate progress of students and helpfulness of the data provided.	Plato Math Computer Labs Ethnicity generated reports	Sept. 05 May 06	Anita Corvin
9	Collect data at the end of the school year to check progress of identified students. (Math Portfolio, writing samples, SRI scores, Terra Nova scores, and CA scores.)	1	The committee will review the test data generated by local and district assessments. Data will be used to measure progress of the identified students and determine needs for the next school year.	Test Scores Committee	May 06 May 06	Debra Jones

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: Correctives and Enrichment – Literacy and Math

Related Curriculum Standard(s):

Literacy – E1.C The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work.

Math – M6a Enable all students to recognize reasoning and proof as fundamental aspects of mathematics, make and investigate mathematical conjectures, develop and evaluate mathematical arguments and proofs, select and use various types of reasoning and methods of proof.

M8a – Enable students to organize and consolidate their mathematical thinking through communication, communicate their mathematical thinking coherently and clearly to peers, teachers, and others, analyze and evaluate the mathematical thinking and strategies of others, use the language of mathematics to express mathematical ideas precisely.

Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1B
Local Measure	SRI (Reading 180)	SRI – Fall 2004 63% of all students at or above the standard. Read 180 Students – Present level of performance.	70% of all students will score at or above the standard. Read 180 Students improve their SRI scores by 100 points.
	Math Portfolio – assessment tasks	To be determined spring of 2006.	
	Writing Samples	To be determined spring of 2006.	
Standardized Measure	Terra Nova	Total Score (All Students) 2002 top 2 quartiles: Grade 4: 63% Grade 5: 65% Grade 6: 73% (2005: Gr. 4: 62% Gr. 5: 78% Gr. 6: 66%)	70% of all students will have a Total Score in the top 2 quartiles that include reading, language and math.
Criterion-Referenced Assessment	Communication Arts	Communication Arts 2003: 60% of students at or above the standard. (2005: 72%)	75% of all students will score at or above the standard on the Communication Arts Assessment.

Strategies

Strategies/Interventions and Programs		Assessment Tools Monitor Student Performance	Lead Responsibility
1	Students identified for the Math Enhancement program will increase both math computational and problem solving skills by demonstrating math strategies that will lead to better comprehension of math.	Terra Nova Math Portfolio – Assessment Tasks	Minnie Pearsall

2	Students enrolled in the morning (before school) Literacy Program will demonstrate improvement in their reading and writing skills by working on comprehension, developing background knowledge of text and writing reflections pertaining to their learning.	SRI Terra Nova Communication Arts Writing Samples	Shirley Carr
3	Students enrolled in the Advanced Literacy Program will demonstrate improvement in their reading and writing skills by engaging in reading, writing, and thinking strategies that require analysis, synthesis and evaluation of text..	SRI Terra Nova Communication Arts Writing Samples	Ramona Muhl
4	Students enrolled in the early morning tutorial program will demonstrate improvement in math and/or reading by identifying and practicing strategies that require restating, illustrating and examining text.	Teacher Assessments SRI Terra Nova Communication Arts Math Portfolio – assessment tasks Writing Samples	Joe Schinker

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

Strategy #1: Students identified for the Math Enhancement program will increase both math computational and problem solving skills by demonstrating math strategies that will lead to better comprehension of math.

Strategy Title/Description: Math Enhancement

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	Identify math students with stanines of 3 and below and scores of 45% or below on the end of the year unit math tests.	1	Students who have a score of 3 or 4 stanine and 45% or below on the math test will be identified with names given to Mrs. Pearsall	Classroom Teachers Test Scores	Aug. 05 Aug. 05	Minnie Pearsall
2	Use Math Improvement guidelines from last year to identify students for enrollment in the program.	1	The Math committee will identify those students who are in need of instruction in a small group setting.	Guidelines Test Scores Committee	Aug. 05 May 06	Minnie Pearsall
3	Schedule the students for math enhancement in a small group setting on a daily basis.	1	Mrs. Pearsall will determine a schedule when the students will attend the Math Enhancement class.	Mrs. Pearsall Math Schedules of Homeroom Teachers	Aug. 05 Aug. 05	Minnie Pearsall
4	Invite parents to a morning orientation to explain the goals of the enhancement program and answer questions.	1,4	Parents will be invited to attend an orientation to explain the new program and the goals for math.	Mrs. Pearsall Parents Dr. Washington	Aug. 05 Aug. 05	Minnie Pearsall
5	Utilize the alignment map developed by the math teachers to address specific standards with the same timelines as students in regular math classes.	1	Mrs. Pearsall will use the vertical and horizontal map created by the Math committee. It will include timelines for completion of specific standards and objectives.	Mrs. Pearsall Math Map	Sept. 05 Feb. 06	Minnie Pearsall
6	Evaluate progress by completion of the math portfolio tasks and regular math tests of each enrolled students.	1	Mrs. Pearsall will use the rubric created by the math committee to assess the portfolio tasks completed by students. She will also maintain grades by assessing the students will chapter tests.	Mrs. Pearsall Math Portfolios Rubric	Sept. 05 Feb. 06	Minnie Pearsall
7	Compare Terra Nova scores in spring of 2006 with the baseline scores of 2002.	1	Mrs. Jones will compare the scores of enrolled students with those of the spring assessment results.	Mrs. Jones Spring Assessment Data	May 06 May 06	Minnie Pearsall

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

Strategy #2: Students enrolled in the morning (before school) Literacy Program will demonstrate improvement in their reading and writing skills by working on comprehension, developing background knowledge of text and writing reflections pertaining to their learning.

Strategy Title/Description: Morning Literacy

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	Identify students who did not qualify for Read 180 but still may be in need of literacy remediation.	1	The Read 180 committee will review SRI scores and Terra Nova scores to determine which students are in need of remediation but did not qualify for Read 180.	Mrs. Carr Committee SRI results Terra Nova scores	Aug. 05 May 06	Shirley Carr
2	Contact parents to communicate individual student needs and the availability of the morning literacy program.	1,4	Mrs. Carr will contact parents of identified students and discuss the morning literacy program.	Mrs. Carr Parents	Aug. 05 May 06	Shirley Carr
3	Meet with enrolled students on a daily basis before the school day begins.	1	Mrs. Carr will meet with students before school to assist them with identified literacy needs.	Mrs. Carr Identified students	Aug. 05 May 06	Shirley Carr
4	Address individual needs of the identified students.	1	Mrs. Carr will provide instruction as well as support to those students attending the morning program.	Mrs. Carr Identified Students	Aug. 05 May 06	Shirley Carr
5	Administer the SRI mid-year to check for progress.	1	Mrs. Carr will administer the SRI to all students mid-year and the literacy students' scores will be compared for progress.	Mrs. Carr Identified Students SRI	Dec. 05 Jan. 06	Shirley Carr
6	Administer the SRI in May to check progress and growth.	1	Mrs. Carr will again administer the SRI to all students with emphasis on the noted progress for the literacy students.	Mrs. Carr Identified Students SRI	May 06 May 06	Shirley Carr
7	Compare Terra/Nova scores from 2005 to evaluate progress on standardized tests.	1	Mrs. Jones and Mrs. Carr will compare the scores of the Terra Nova scores for the	Mrs. Carr Mrs. Jones 2006 Terra	May 06 May 06	Shirley Carr

			enrolled students. Progress will be determined and documented as well as any with declining results.	Nova Test Results.		
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Goal 1 B: Highest Student Achievement: Opportunities to Learn and Citizenship

Strategy #3: Students enrolled in the Advanced Literacy Program will demonstrate improvement in their reading and writing skills by engaging in reading, writing, and thinking strategies that require analysis, synthesis and evaluation of text.

Strategy Title/Description: Advanced Literacy

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	Identify students with stanines of 7 and 8 in any academic area on the Terra Nova or recently administered standardized test.	1	Ms. Muhl will identify those students with 7 or 8 stanines and enroll them in the Advanced Literacy Program.	Ramona Muhl Test Scores Student Records	Aug. 05 Aug. 05	Ramona Muhl
2	Schedule students for Advanced Literacy with Mrs. Muhl.	1	Students will be scheduled on a daily basis to receive literacy enrichment from Ms. Muhl.	Ramona Muhl GT Schedule	Aug. 05 Aug. 05	Ramona Muhl
3	Meet with parents to communicate purpose and goals of the new program.	1,4	Invite parents to an open house to discuss the program, goals and objectives, and purpose of the new program.	Ramona Muhl Parents	Aug. 05 Aug. 05	Ramona Muhl
4	Provide enrichment activities to enhance and expand literacy skills to the enrolled students.	1	Ms. Muhl will use a variety of materials and activities to enhance and expand literacy with the identified students.	Ramona Muhl Literacy Materials	Aug. 05 May 06	Ramona Muhl
5	Continue to identify newly enrolled students to participate in the program, if eligibility guidelines are met.	1	Newly enrolled students will be considered for the program and enrolled when space becomes available.	Ramona Muhl Student Records	Aug. 05 May 06	Ramona Muhl
6.	Evaluate progress using writing samples and portfolio pieces each quarter.	1	Ms. Muhl will use writing samples and portfolio pieces to assess progress and ensure understanding of literacy.	Ramona Muhl Student Generated Products	Aug. 05 May 06	Ramona Muhl
7	Utilize a checklist to enable students to complete a self-assessment and gauge progress in reference to their portfolios.	1	The students enrolled in the program will use a checklist to self-assess his/her progress and determine future goals.	Ramona Muhl Students Checklist	Aug. 05 May 06	Ramona Muhl
8	Compare Terra Nova Scores from 2005 with those of 2006 to evaluate progress on standardized tests.	1	Ms. Muhl and Mrs. Jones will use the spring 2006 test results to review the students' progress and effectiveness of the program.	Mrs. Jones Ramona Muhl Spring Terra Nova Results 06	May 06 May 06	Ramona Muhl

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

Strategy #4: Students enrolled in the early morning tutorial program will demonstrate improvement in math and/or reading by identifying and practicing strategies that require restating, illustrating and examining text.

Strategy Title/Description: Morning Tutorial Program

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	Identify students who are in need of assistance in language arts and math who are not enrolled in another remediation program.	1	Classroom teachers will make recommendations for enrollment in the morning tutoring program. Students should not be enrolled in any other remediation program at the time of recommendation.	Recommendation Forms Mr. Schinker	Sept. 05 May 06	Joe Schinker
2	Acquire permission from parents for students to attend the tutoring program before school.	1,4	Parents will be contacted for permission and given the calendar for meeting dates and times before school.	Mr. Schinker Parents	Sept. 05 May 06	Joe Schinker
3	Meet with homeroom teachers periodically to check for progress and assist with identified needs of the students.	1	Mr. Schinker will meet with homeroom teachers periodically to discuss individual student needs.	Mr. Schinker Homeroom Teachers	Sept. 05 May 06	Joe Schinker
4	Assess progress by comparing each student's Terra Nova scores from last year with 2006 Terra Nova results.	1	Mrs. Jones will compare the test results of enrolled students with the spring 2006 results.	Terra Nova Scores 2006	May 06 May 06	Debra Jones