

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

**SCHOOL IMPROVEMENT PLAN FILE INFORMATION**

The file is not a template.

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

**CHECKLIST - Use before submitting School Improvement Plan**

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

**SCHOOL IMPROVEMENT PROCESS CONSIDERATIONS**

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

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

School:           MUDGE PRIMARY SCHOOL          

## REQUEST FOR RESOURCE SUPPORT

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

FINANCIAL SUPPORT FROM SUPERINTENDENT’S SIP FUND (Account #47) (Requires superintendent approval. Attach approval notice to the purchase request)		
	Amount	Purpose
Goal 1 A	\$900  \$2100	Reading Counts Tests to supplement reading comprehension materials already available and used in the classroom. Software for Early Literacy (K-1) and Developing informational reading skills (2-3)
Goal 1 B		

## DRAFT SIP STRATEGIES – DESCRIPTION (not title)

Goal 1 A Strategies/Interventions	Goal 1 B Strategies/Interventions
1 Implement vocabulary development strategies in grades K-3 to expand student vocabulary to increase fluency and comprehension.	1 Reading Improvement Program (Grades 1-2) 2 Early Literacy (K)
2 Utilize a school-wide Writing Process correlated with Literacy Place to increase writing proficiency.	2 Reading Recovery (Grade 1)
3 Plan and integrate standards based activities that teach and practice grade appropriate grammar, usage, and mechanic skills.	3 Read 180 (Grade 3)
	4 Implement Teachers Assisting Students (TAS) in grade 3.

# 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

MUDGE PRIMARY SCHOOL

Principal

SIP Chairpersons

<b>Name</b>	Anne C. Campbell	<b>Mrs. Susan Berving/Ms. Judie Thomas</b>
<b>Telephone #</b>	502/624-8345	502/624-8345

### School Improvement Team Members and Roles

Member Name	Role	Member Name	Role
Anne C. Campbell	Principal	Mrs. Jennifer Hauschildt	Parent
Susan Berving	Teacher	Ssg Edward Weig	Military Representative
Judie Thomas	Teacher	Peggy Antle	Counselor
Berna Hester	Teacher/Union 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, Language Arts, Writing)

**Related Curriculum Standard(s):**

- E1c4 The students will learn new words every day from their reading
- E2a Students will routinely rework, revise, edit and proofread their work
- E2b Writing Purposes and Resulting Genres
- E2c4 Punctuation, Capitalization and Other Conventions

### Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1A
<b>Local Measure</b>	KDG-Language portion of KDG Assessment packet (K.A.P.) Writing Event of K.A.P	80% of KDG students scored at least 80% or higher on the Oral Story Dictation portion of the Kindergarten assessment packet.	80% of KDG students will score 100% on the Oral Dictation portion of the Kindergarten Assessment packet.
	Literacy Place end of the year test (Spring) (Grades 1-3)	85% of KDG students scored 5 pts on the Writing event  80% of the students in Grades 1-3 scored 80% or higher on the end of the year Literacy Place	80% of KDG students will score 4 Pts or higher on the Writing event portion of K.A.P.  85% of the students in Grades 1-3 will score 80% or higher on the end of the year Literacy Place test.
	Scholastic Reading Inventory Interactive (Grades 3)	78% of Grade 3 students had a year's growth of 75 lexiles or higher on the end of the year SRII.	80% of Grade 3 students will have a growth of 75 lexiles or higher on the end of the year SRII.
	Kentucky Writing Assessment	80% of students in Grades 1-3 scored apprentice or higher on the end of the year writing event	80% of students in Kindergarten will score apprentice or higher on the end of the year writing event. 85% of the students in Grades 1-3 will score apprentice or higher on the end of the year writing event
	Grade Level End-of-the-year Grammar, Usage and Mechanics Assessment	Baseline to be established in Spring 2006	
<b>Standardized Measure</b>	Terra Nova	Grade 3 - 56% scored above the 50 <sup>th</sup> percentile in Reading 74% scored above the 50 <sup>th</sup> percentile in Lang. Arts.	Grade 3 - 64% will score above the 50 <sup>th</sup> percentile in Reading 74% will score above the 50 <sup>th</sup> percentile in Lang. Arts.

<b>Criterion Referenced Assessment</b>	DRA	85% of students in Grades 1-3 scored "At the Standard" on the end of the year DRA	85% of students in Grades 1-3 will score "At the Standard" on the end of the year DRA. 80% of students in KDG will score "At the Standard" on the end of the year DRA.
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## Strategies

<b>Strategies/Interventions</b>		<b>Assessment Tools</b> Monitor Student Performance	<b>Lead Responsibility</b>
1	Implement vocabulary development strategies in grades K-3 to expand student vocabulary to increase fluency and comprehension	<ul style="list-style-type: none"> <li>• KDG-Assess Oral Story Dictation in the first and third quarter. Assess at the end of the year with the DRA</li> <li>• Literacy Place Unit tests (4)</li> </ul>	Classroom Teachers
2	Utilize a school-wide Writing Process correlated with Literacy Place to increase writing proficiency.	<ul style="list-style-type: none"> <li>• KDG-Writing event in Kindergarten Assessment packet</li> <li>• Kentucky Writing Assessment in Grades 2-3</li> <li>• Grade 1-Modify and use the KY Writing Assessment</li> </ul>	Classroom Teachers
3	Plan and integrate standards based activities that teach and practice grade appropriate grammar, usage, and mechanic skills.	<ul style="list-style-type: none"> <li>• Grade level Grammar, Usage, and Mechanics assessments that will be developed by a multi-grade level committee.</li> </ul>	Classroom Teachers

# ACTION PLANNER

Page 1 of 3

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

Strategy #: 1

Strategy Title/Description: Increase Comprehension by expanding vocabulary

<b>Tasks</b> To include related professional development, assessment, technology, partnership, and communication activities/tasks	<b>Goals</b> 1,2,3,4	<b>Monitor Implementation</b> Who, What, When, How	<b>Resources</b> Time, People, Materials, Cost	<b>Dates</b> Start/End	<b>Lead Responsibility</b>
1 KDG teachers will plan and teach vocabulary lessons in Literacy Place using picture support, stories, poems chants, songs, and computer programs to improve fluency and comprehension in reading. Teachers will administer the DRA at the end of the year.	1	Weekly Principal Walkthrough, Monthly Lesson Plan monitoring and Observation of Lang. Arts Lessons Weekly Teacher planning and implementation		Aug 05-May06	Classroom Teacher
2 Grade 1 teachers will plan and teach vocabulary lessons in Literacy Place using picture support if applicable; teacher modeled oral and written sentences using new vocabulary to improve fluency and comprehension in reading. Teachers will administer the DRA at the beginning and end of the year.	1	Weekly Principal Walkthrough Monthly Lesson Plan monitoring and Observation of Lang. Arts. lessons Weekly Teacher planning and Implementation		Aug 05-May06	Classroom Teacher
3 Grade 2-3 teachers will plan and teach vocabulary lessons in Literacy Place using teacher modeled oral and written sentences, definitions, and context clues to improve fluency and comprehension in reading. Teachers will administer the DRA at the beginning and the end of the year.	1	Weekly Principal Walkthrough Monthly Lesson Plan monitoring and Observation of Lang. Arts lesson Teacher planning and Implementation		Aug 05-May06	Classroom Teacher

# ACTION PLANNER

Page 2 of 3

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

Strategy #: 2

Strategy Title/Description: E2a-Students will routinely rework, revise, edit and proofread their work

E2b- Writing Purposes and Resulting Genres

<b>Tasks</b> To include related professional development, assessment, technology, partnership, and communication activities/tasks		<b>Goals</b> 1,2,3,4	<b>Monitor Implementation</b> Who, What, When, How	<b>Resources</b> Time, People, Materials, Cost	<b>Dates</b> Start/End	<b>Lead Responsibility</b>
1	Grades K-3 will utilize the Writing Process developed in SY 2003-2004. Students in grades 2-3 will include a narrative, informational, functional/procedural writing pieces and respond to literature using the Writing Process.	1	Weekly Principal Walkthrough, Four Polished pieces of Writing in Developmental Writing folder In May, 2006		Aug05-May06	Grades2-3 Classroom Teachers
2	Students in Grades 2-3 will complete four polished writing pieces scored using the Kentucky Writing Assessment by May 2005.	1	Weekly Principal Walkthrough, Four Polished Writing pieces in Developmental Writing folder In May, 2006		Aug05-May06	Grades 2-3 Classroom Teachers
3	Grade K-1 students will utilize the developed Writing Process. Grade K-1 students will respond with prewriting/writing activities responding to literature, narratives, informational pieces and functional/procedural writing.	1	Weekly Principal Walkthrough, Writing pieces in Developmental Writing folder in May, 2006		Aug05-May06	KDG-1 Classroom Teachers
4	First grade will complete and score four polished writing pieces using the Kentucky Writing Assessment.	1	Weekly Principal Walkthrough, Literacy Place Teacher's Guide, Four Polished Writing pieces in Developmental Writing folder in May, 2006		Aug05-May06	Grade1 Classroom Teachers
5	Kindergarten will utilize pre-writing activities and an end of the year Writing event will be scored in May, 2005.	1	Weekly Principal Walkthrough, Grade level data sheet collected on each child May, 2006		Aug05-May06	KDG teachers
6	Kindergarten- Third Grade will complete an on demand Drawing and/or writing prompt within the first two weeks of the school year. The same writing prompt will be completed during the last week of April.	1	Principal Walkthrough, Developmental Writing folder May, 2006		Aug05 and May 06	KDG- Grade 3 Teachers

# ACTION PLANNER

Page 3 of 3

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

Strategy #: 3

Strategy Title/Description: E2c4 Punctuation, Capitalization and Other Conventions

<b>Tasks</b> To include related professional development, assessment, technology, partnership, and communication activities/tasks		<b>Goals</b> 1,2,3,4	<b>Monitor Implementation</b> Who, What, When, How	<b>Resources</b> Time, People, Materials, Cost	<b>Dates</b> Start/End	<b>Lead Responsibility</b>
1	Analyze the students' ability at each grade level to show mastery of grammar, usage, and mechanic skills.	1	Weekly Principal Walkthrough Monthly Lesson Plan monitoring and Observation of Lang. Arts lesson Teacher planning and Implementation		Aug05- May06	Grades2-3 Classroom Teachers
2	Based on research and standards, each grade level will construct an end-of-the-year assessment to show mastery of grammar, usage, and mechanics skills.	1	Multi-grade level committee meetings to develop assessments Principal to monitor progress of committee with updates from committee/SIP co-chairs		Aug05- May06	SIP Co-Chairs Susan Berving/Judie Thomas

# SCHOOL IMPROVEMENT PLAN SUMMARY

## SCHOOL YEAR 2004-2005

### 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:** Literacy (Reading/Writing)

**Related Curriculum Standard(s):** E1a Vocabulary Development, Increasing Comprehension, Written Communication

#### Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1B
<b>Local Measure</b>	KDG-Language portion of KDG Assessment packet (K.A.P.)	80% of KDG students scored at least 80% or higher on the Oral Story Dictation portion of the Kindergarten assessment packet.	80% of KDG students will score 100% on the Oral Dictation portion of the Kindergarten Assessment packet.
	Writing event of K.A.P.	85% of KDG students scored 5 pts on the Writing event	80% of KDG students will score 4 Pts or higher on the Writing event portion of K.A.P.
	Literacy Place End-of-Year test(Grades 1-3) Scholastic Reading Inventory Interactive (Grades 3)	80% of the students in Grades 1-3 scored 80% or higher on the end of the year Literacy Place  78% of Grade 3 students had a year's growth of 75 lexiles or higher on the end of the year SRII.	85% of the students in Grades 1-3 will score 80% or higher on the end of the year Literacy Place test.  80% of Grade 3 students will have a growth of 75 lexiles or higher on the end of the year SRII.
<b>Standardized Measure</b>	Terra Nova	Grade 3 - 56% scored above the 50 <sup>th</sup> percentile in reading 74% scored above the 50 <sup>th</sup> percentile in Lang. Arts.	Grade 3 - 64% will score above the 50 <sup>th</sup> percentile in Reading 74% will score above the 50 <sup>th</sup> percentile in Lang. Arts.
<b>Criterion-Referenced Assessment</b>	DRA (Grades K-3)	85% of students in Grades 1-3 scored "At the Standard" on the end of the year DRA.	85% of students in Grades 1-3 will score "At the Standard" on the end of the year DRA. 80% of students in KDG will score "At the Standard" on the end of the year DRA.

## Strategies

Strategies/Interventions and Programs		Assessment Tools Monitor Student Performance	Lead Responsibility
1	Place students in Grades 1-2 in the Reading Improvement Program following district guidelines.	Reading Recovery Observation Survey Running records Oral dictation	Classroom Teachers, LARS, Resource Teacher
2	Place the bottom 20% of First graders, following Reading Recovery guidelines, into the Reading Recovery Program.	Reading Recovery Observation Survey Reading Recovery Leveled Materials	Classroom Teachers, LARS, Resource Teacher
3	Continue to place third grade students in Read 180 following DoDea guidelines.	SRII - Pre/ Mid-Year/Post for third grade students enrolled in Read 180	Classroom Teachers, LARS, Resource Teacher
4	Implement Teachers Assisting Students(TAS) for Third graders performing below grade level in Reading/Language Arts.	Teacher recommendation DRA (Fall, 2005) Terra Nova (Gr. 2, May, 2005)	Classroom teachers (Grade 3)

# ACTION PLANNER

Page 1 of 1

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

Strategies #: 1, 2, 3 and 4

Strategies Title/Description: Remedial Reading Services

<b>Tasks</b> To include related professional development, assessment, technology, partnership, and communication activities/tasks		<b>Goals</b> <b>1,2,3,4</b>	<b>Monitor Implementation</b> Who, What, When, How	<b>Resources</b> Time, People, Materials, Cost	<b>Dates</b> Start/End	<b>Lead Responsibility</b>
1	Assess students with DRA (K-3), SRII (Grade 3), and Literacy Place Unit Tests.	1	Classroom teachers, Principal, Grade level data sheet at the end of each quarter		Aug05-May06	Classroom Teacher and LARS
2	Collaborate with Reading Specialists to identify students who need Reading Improvement, Reading Recovery and Read 180.	1	Classroom teachers, Principal SRII Gr. 2-3 DRA K-3 CTB-Terra Nova Gr. 2 Observation Survey Gr. 1		Aug05-May06	Classroom Teacher and LARS
3	Continue Reading Improvement and Reading Recovery Services	1	LARS, Principal Walkthrough, Lesson Plans, Reading Recovery Reports		Aug05-May06	LARS
4	Continue Read 180 for Grade 3	1	Principal Walkthrough, Read 180 teacher, Lesson Plans		Aug05-May06	Read 180 Teacher Resource Teacher
5	Teachers Assisting Students (TAS) in third grade will meet two days a week after school to strengthen vocabulary development, fluency and comprehension.	1	Extra Duty Agreement Principal Walkthrough End of TAS Assessment		Sep05-Jan06	Vera Johnson, Richard Thompson

