

**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: Pierce Primary School**

## REQUEST FOR RESOURCE SUPPORT

PERSONNEL AND/OR TASK SUPPORT		
	Description (Include name of requested personnel, if appropriate)	Purpose
Goal 1 A	Claudia Castenir	Staff Training on language-building strategies in the classroom.
Goal 1 B	Classroom Teachers in grades 1-3.	Support the after-school tutoring program (TAS) two days per week.

FINANCIAL SUPPORT FROM SUPERINTENDENT'S SIP FUND (Account #47) (Requires superintendent approval. Attach approval notice to the purchase request)		
	Amount	Purpose
Goal 1 A	a. Approx. \$800.00  b. Approx. \$300.00-\$400.00	Two Workshop/Inservice Opportunities in November to support language enrichment action plans: - <u>Teaching Comprehension: Seven Strategies Proficient Readers Use</u> for 1 first grade teacher and 1 Kindergarten teacher - <u>Language, Learning, and Emergent Literacy</u> for 1 SLP  Teacher resource books and materials to support language development instruction.
Goal 1 B	N/A	N/A

## DRAFT SIP STRATEGIES – DESCRIPTION (not title)

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

Goal 1 A Strategies/Interventions	Goal 1 B Strategies/Interventions
100% of the student population, grades K-3, will demonstrate an understanding of the use of multiple strategies in reading through oral reading and achievement on local, criterion-referenced, and standardized achievement tests.	80% of students enrolled in the Teachers Assisting Students (TAS) program will achieve grade level scores on the DRA and the SRI.

100% of the student population, grades K-3, will demonstrate proficiency in writing through completion of at least 12 polished pieces in grade 3 and at least 10 polished pieces in grades 1 and 2. Proficiency will be determined by the students' demonstrated knowledge of basic writing mechanics and idea development to include capitalization and punctuation, sentence and paragraph construction, and writing process steps.

100% of the student population, grades K-3, will demonstrate proficiency in basic math skills and communication as measured by local, criterion-referenced, and standardized test measures.

80% of students enrolled in Reading Improvement, Reading Recovery, READ 180, and TAS will achieve at least two levels of growth by the end of the year as measured by the DWAT, if. Students scoring at level 5 or above on the initial DWAT will achieve at least one level of growth.

80% of identified students participating in TAS for math skills will demonstrate proficiency in basic math skills and communication as measured by local, criterion-referenced, and standardized test measures.

# 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**

Pierce Primary School

<b>Name</b>	Joe Medley	Jolene Black
<b>Telephone #</b>	(502) 624-7449	(502) 624-6311 ext. 13

**School Improvement Team Members and Roles**

Member Name	Role	Member Name	Role
Joe Medley	Principal	Ken Baker-3 <sup>rd</sup> Grade/FKEA Representative	Grade 3 Teacher
Sherlyn Berry	Music Teacher	Vacant	Parent Representative
Susan Mullins	Grade 1 Teacher	Vacant	Military Representative
Barry Cox	Grade 2 Teacher		
Joyce Acree	Kindergarten Teacher		

\_\_\_\_\_  
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:** Reading, Writing, Math, and Communication

**Related Curriculum Standard(s):** Students apply a variety of strategies to comprehend printed material. Students employ writing as a learning tool. Students employ a variety of strategies in problem solving, number reasoning, representation, and computation.

### Student Achievement Measures

Measures for Focus Area	Baseline	Annual Target for Achievement of Goal 1A
<b>Local Measure</b>  1A1 Developmental Writing Assessment Tool (DWAT)  1A2 <i>Literacy Place</i> end of unit Assessments  1A3 Kindergarten Early Reading Strategies and Math Assessment	1A1 71% of K-3 students assessed with the DWAT in the 02-03 school year gained two steps or better from fall to spring assessment dates.  1A2 80% of the student population, grades 1-3, achieved 78% or better on the end-of-unit assessments from the Literacy Place reading series.  1A3 ** No baseline exists – individual assessments will be used to guide Kindergarten instruction and reading placement in grade 1.	1A1 80% of K-3 students assessed will achieve no less than 1 step on a second scored writing prompt.  1A2 80% of students assessed will score 80% or better on the end-of-unit assessments from the Literacy Place reading series.  1A3 Individualized goals will be set utilizing assessment data.
<b>Standardized Measure</b>  Terra Nova	49.0% total battery of all 3 <sup>rd</sup> grade students performed “at the standard” level or higher on the CTBS assessment during the 2002-2003 school year.	65% of all 3 <sup>rd</sup> grade students will perform "At the Standard" level or higher based upon total battery scores from an external norm-referenced assessment. No more than 15 percent will perform "Below the Standard" level.

<b>Criterion Referenced Assessment</b>	Developmental Reading Assessment (DRA)	Teacher training year grades 1-3 - 70% of all students performed "At the Standard".	80% of students in grades 1-3 will score "At the Standard" or better on the spring 2006 assessment. "At the Standard" is defined as: Grade 3 – Level 38 accuracy w/adequate comprehension Grade 2 – Level 28 accuracy w/adequate comprehension Grade 1 – Level 16 accuracy w/adequate comprehension
	Scholastic Reading Inventory (SRI)	78% of all students taking the SRI scored 100 lexiles or more in growth for SY 04-05.	80% of students in grades 2 and 3 will gain 100 lexiles or more growth for SY 05-06.
	Pre-/Post- Annual Math Assessment	To Be Determined By EOY 05-06	80% of students in grades 1-3 will perform at grade level by Post-Test 06.

### Strategies

Strategies/Interventions		Assessment Tools Monitor Student Performance	Lead Responsibility
1	100% of the student population, grades K-3, will demonstrate an understanding of the use of multiple strategies in reading through oral reading and achievement on local, criterion-referenced, and standardized achievement tests.	<ol style="list-style-type: none"> <li>1. Developmental Reading Assessment (DRA)</li> <li>2. Terra Nova</li> <li>3. Literacy Place Unit Test</li> <li>4. Scholastic Reading Inventory (SRI)</li> <li>5. Kindergarten Early Reading Strategies and Mathematics Assessment</li> </ol>	LARS, Classroom and Resource Teachers
2	100% of student population, grades 1-3, will demonstrate proficiency in writing through completion of at least 12 polished pieces in grade 3 and at least 10 polished pieces in grades 1 and 2. Proficiency will be determined by the students' demonstrated knowledge of basic writing mechanics and idea development to include capitalization and punctuation, sentence and paragraph construction, and writing process steps.	<ol style="list-style-type: none"> <li>1. Developmental Writing Assessment Tool (DWAT)</li> <li>2. Student portfolios (contains specified number of polished pieces)</li> <li>3. Daily writing across the curriculum</li> </ol>	Classroom Teachers

3	100% of the student population, grades K-3, will demonstrate proficiency in basic math skills and communication as measured by local, criterion-referenced, and standardized test measures.	<ol style="list-style-type: none"><li>1. Quarterly Mathematics Assessments</li><li>2. Pre- Post- Annual Mathematics Assessment</li><li>3. Daily mathematics work</li><li>4. Kindergarten Early Reading Strategies and Mathematics Assessment</li><li>5. Chapter Assessments (Optional)</li><li>6. Terra Nova</li></ol>	Classroom and Resource Teachers
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# ACTION PLANNER

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

Strategy #: 1

Strategy Title/Description: Strategy-Level Reading

<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	Administer the Developmental Reading Assessment (fall) to all students in grades 1-3. Assessments are to be conducted at an instructional level, including oral reading and comprehension activities.	1,2	LARS Classroom Teachers Principal	LARS, DRA Kit, Substitute Teachers	By Sept. 10, 05	Nicki Flores
2	Review implementation of balanced literacy program.	1, 2	Principal	LARS, Components Guide Checklist Develop- mental Reading Assessment (DRA)	August 2005- Jan. 2006	Principal
3	Administer the Developmental Reading Assessment (spring) on all students in grades 1-3. Assessments should be conducted at an instructional level.	1, 2	Principal LARS Classroom Teachers	Substitutes for Classroom Teachers	Spring 2006	Classroom Teachers
4	Review and compare the results of the Developmental Reading Assessment (DRA) for each teacher in grades 1-3.	1, 2, 3	Principal Language Arts Reading Specialist	Results of Development al Reading Assessment (DRA)	May 2006	LARS, Classroom Teachers
5	Continue to utilize Literacy Place Unit Assessments (minimum of 4) to measure progress with the adopted text.	1,2,3,4	Principal Instructional Staff	Literacy Place assessment materials	Sept. 05 – May 06	Classroom Teachers
6	Implement the use of curriculum maps and maintain samples of student work.	1, 2, 3	Principal	School calendar Curriculum Maps	Aug. 05-May 06	Classroom Teachers

7	Utilize Kindergarten-level DRA assessments, where appropriate, to measure individual Kindergarten reading growth.	1, 2, 3	Principal	Discretionary funds to purchase kits	Aug. 05	Kindergarten Teachers
8	Utilize Kindergarten DRA data to guide placement recommendations for 1 <sup>st</sup> grade reading.		Principal	N/A	May 06	Kindergarten Teachers
9	Administer Kindergarten Assessment Pack to all Kindergarten students 3 X per year – fall, winter, and spring.	1, 2	Joyce Acree, Anne Elliott, Lisa Fischer	Classroom Teachers and Aides	Aug/Sept. 05, Jan. 06, And Apr/ May 06	Kindergarten Teachers
10	Review and compare Kindergarten Assessment results to provide 1 <sup>st</sup> grade teachers with specific information for entering 1 <sup>st</sup> graders, SY 06--07.	1, 2, 3	Joyce Acree, Anne Elliott, Lisa Fischer	Standardized information form	May 06	Kindergarten Teachers
11	Provide 30-minute language lessons for 1 <sup>st</sup> grade classrooms.	1, 2, 3	Donna Cunningham, 1 <sup>st</sup> grade teachers	Suppliments/ materials for language-building activities	Sept. 05-May 06	Donna Cunningham, 1 <sup>st</sup> grade Teachers
12	Train 3 staff members in teaching strategies to provide language/schema-building activities into lower primary.	1, 2, 3	Conferences – Louisville, Cincinnati	SIP Funds for TDY and registrations	Oct. – Nov. 05	Amy Insley, Lisa Fischer, Donna Cunningham
13	Provide building-level inservice for teaching strategies in language/schema building lessons led by conference attendees.	1, 2, 3	Conference Attendees, Principal	Connections Days	Nov.- Dec. 05	Amy Insley, Lisa Fischer, Claudia Castenir, Donna Cunningham
14	Implement 30-minute language lessons once per week in Kindergarten classrooms. Classroom teachers and Principal will observe and take notes.	1, 2, 3	LARS, Classroom Teachers	LARS	Sept. 05-May 06	Laura Masterson
15	Conduct dialogue sessions, either in person or via Outlook, with Kindergarten teachers and Laura Masterson as follow-up to observations.	1, 2, 3	LARS, Classroom teachers, Principal	LARS	Sept. 05-May 06	Kindergarten Teachers, Laura Masterson, Principal

16	Implement additional language/schema-building sessions into Kindergarten weekly schedule.	1, 2, 3	Principal, Classroom Teachers	Language Materials	Oct. 05 - May 06	Kindergarten Teachers
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# ACTION PLANNER

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

Strategy #: 2

Strategy Title/Description: Proficient Writing

<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	Provide meeting time to grade level teams (K-3) to review and plan for teaching process writing as outlined in Literacy Place.	1, 2, 3	Principal Instructional Staff	Connections Days School Calendar	Oct.- Nov. 05	Principal
2	Administer Fall writing prompt (baseline). Prompt will be scored using the Developmental Writing Assessment Tool (DWAT).	1, 2	Principal Classroom teachers	Writing Prompt Developmental Writing Assessment Tool (DWAT)	Aug. 2005	Classroom Teachers
3	Instruct students in the steps/mechanics of writing.	1, 2	Principal Classroom Teachers	Anecdotal records/logs Lesson plans, Student portfolios	Sept. 2005- May 2006	Classroom Teachers
4	Administer Spring writing prompt. Prompt will be scored using the Developmental Writing Assessment Tool (DWAT).	1, 2	Principal Classroom Teachers	Writing Prompt Developmental Writing Assessment Tool (DWAT)	March 2006	Classroom Teachers
5	Compare scores to baseline data and report to staff. Staff will review the data to determine strengths and limitations in writing strategy.	1, 2	Principal Classroom Teachers	Results of scores	April 2006	SIP Team
6	Develop a schedule to revisit strategy and establish training for school year 2006-2007.	1, 2,	Principal Instructional Staff	2005-2006 School calendar	May 2006	SIP Team

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

Strategy #: 3

Strategy Title/Description: Math Proficiency

<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	Administer Math Pre-test to all students in grades 1-3.	1, 2	Classroom teachers, Principal	Staff-constructed assessment tool	Aug. 05	Classroom Teachers
2	Utilize Pre-test results as a planning tool to meet DoDEA standards for math in each grade level.	1, 2	Classroom teachers Principal	Assessment results	Aug. 05	Classroom Teachers
3	Administer Math Post-test to all students in grades 1-3.	1, 2	Classroom Teachers Principal	Staff-constructed assessment tool	Apr. 2006	Classroom Teachers
4	Review and compare results of Math Pre- and Post-test. Results to be utilized as a tool for next year's planning.	1, 2	Classroom teachers SIP team	Connection Wednesday	May, 2006	SIP Team
5	Review and compare results of the math portion of the Kindergarten Assessment Pack. Results to be forwarded to 1 <sup>st</sup> grade team for SY 05-06.	1, 2	Joyce Acree, Anne Elliott, Lisa Fischer	Standardized information form	May 2006	Kindergarten Teachers
6	Shift instructional focus from practice pages to hands-on instruction with writing component to address problem-solving skills deficit.	1, 2, 3, 4	Classroom Teachers	Additional materials purchased to fill in grade-level gaps	Ongoing	Principal, Classroom Teachers
7	Introduce "Math language" into everyday instruction to reinforce usage in speaking and writing.	1, 2, 3	Classroom teachers	N/A	Ongoing	Principal, Classroom Teachers
8	Utilize math learning and language as a writing prompt in grades 1-3 on a weekly basis.	1, 2, 3	Classroom Teachers	N/A	Ongoing	Principal, Classroom

						Teachers
9	Utilize math as subject matter for <i>at least</i> one polished writing piece in grades 1-3.	1, 2, 3	Classroom teachers	N/A	By April 06	Principal, Classroom Teachers

# 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:** Reading, Writing, Communication, and Math

**Related Curriculum Standard(s):** Students apply a variety of strategies to comprehend printed material. Students employ writing as a learning tool. Students employ a variety of strategies in problem solving, number reasoning, representation, and computation.

### Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1B
<b>Local Measure</b>	1B2. Developmental Writing Assessment Tool (DWAT)	2B 71% of students assessed with the DWAT in the 02-03 school year gained two steps or better from fall to spring assessment dates.	1B2. 80% of targeted students will achieve 2 steps or better following a second scored writing prompt.
	1B3. Pre-/Post-Annual Math Assessment	Baseline to be determined in SY 05-06.	1B3. 80% of targeted students will perform "At the Standard" or grade level on the end-of-year assessment.
<b>Standardized Measure</b>	Terra Nova	49.0% total battery of all 3 <sup>rd</sup> grade students performed "at the standard" level or higher on the CTBS assessment during the 2002-2003 school year.	1B1, 1B2, 1B3. 65% of all 3 <sup>rd</sup> grade students will perform "At the Standard" level or higher based upon total battery scores from an external norm-referenced assessment. No more than 15 percent will perform "Below the Standard" level.
<b>Criterion-Referenced Assessment</b>	1B1. Scholastic Reading Inventory (SRI)	80 % of targeted students showed growth of 100 or more lexiles.	1B1. 85% of targeted students will show a growth of at least 100 lexiles by the end of the school year.
	1B1. Developmental Reading Assessment	53% of targeted students performed "At the Standard" by year's end.	1B1. 60% of targeted students will perform "At the Standard" by year's end.
	1B3.		

## Strategies

<b>Strategies/Interventions and Programs</b>		<b>Assessment Tools</b> Monitor Student Performance	<b>Lead Responsibility</b>
1	Students enrolled in the TAS (Teachers Assisting Students) program will demonstrate proficiency in using multiple strategies in reading "At the Standard" on the DRA, SRI, Terra Nova, and Literacy Place Unit Tests.	Scholastic Reading Inventory (SRI) DRA Terra Nova Literacy Place Unit Tests	TAS Teachers, Classroom Teachers, LARS
2	Students enrolled in Reading Improvement, Reading Recovery, READ 180, and TAS will demonstrate proficiency in writing, as defined by portfolio requirements, and achieve at least two levels of growth by the end of the year as measured by the DWAT.	DWAT Student Writing Portfolios	TAS Teachers, Classroom Teachers, LARS
3	Students participating in TAS for math skills will demonstrate proficiency in basic math skills and communication as measured by local, criterion-referenced, and standardized test measures.	Math Quarterly Tests Pre/Post Annual Math Assessment Daily/Weekly Assignments	TAS Teachers, Classroom Teachers

# ACTION PLANNER

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

Strategy #: 1

Strategy Title/Description: TAS Program

<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	Secure teaching staff to implement TAS program for grades 1,2, and 3.	1, 2, 3, 4	Pierce Certified Staff	DDESS funds for EDA's	Aug-Sept 2005	Principal
2	Select students from all three grade levels to participate in TAS based upon initial DRA scores and SRI scores (3 <sup>rd</sup> grade only) as well as data from SY 04-05.	1, 2, 3	Classroom Teachers	N/A	September 2005	Classroom Teachers, LARS
3	Establish dates and times for TAS and mail info/permission letters to parents.	1, 2	Principal, TAS Teachers	Paper, Envelopes	September 2005	Principal
4	Implement TAS program by September 13, 2005.	1, 2	TAS Teachers	Classrooms	September 13, 05 – May 11, 06	Principal
5	Collect reading data from classroom teachers on TAS students and determine percentages of overall growth.	1, 2	SIP Team, TAS Teachers	SIP Day, Connections Days	By May 12	Principal
6	Make recommendations for 06-07 TAS program.	1, 2, 3	TAS Teachers, SIP Team	SIP Day	By May 26	Principal

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

Strategy #: 2

Strategy Title/Description: Writing Proficiency

<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 Administer beginning-of-year writing prompt and score with DWAT.	1, 2	Classroom Teachers	N/A	August 2005	Classroom Teachers
2 Track progress through student portfolios throughout school year.	1, 2	Classroom Teachers	N/A	Ongoing	Classroom Teachers
3 Administer end-of-year writing prompt and score with DWAT.	1, 2	Classroom Teachers	N/A	By April 14, 06	Classroom Teachers
4 Extract data for students receiving services through Reading Recovery, Reading Improvement, READ 180, and TAS to determine growth percentages.	1, 2	SIP Team, Classroom Teachers	N/A	By April 20, 06	SIP Team
5 Make recommendations for 06-07 writing process.	1, 2	SIP Team	SIP Day	May 12	SIP Team

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

Strategy #: 3

Strategy Title/Description: TAS (Math)

<b>Tasks</b>	<b>Goals</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>
to include related professional development, assessment, technology, partnership, and communication activities/tasks	<b>1,2,3,4</b>				
1 Collect data from Quarterly Math Assessments to track progress of TAS students.	1, 2, 3	SIP Team	N/A	Ongoing	SIP Team
2 Collect Data from Pre-and Post- Math Annual Assessment	1, 2	SIP Team	N/A	October 2005 and April 2006	SIP Team
3 Calculate percentages of growth and distribute to classroom teachers. Make recommendations for 06-07 TAS	1, 2	SIP Team	N/A	May 12, 2006	SIP Team