

DODEA COMMUNITY STRATEGIC PLAN STRATEGIES AND ACTION PLANNERS FOR THE SCHOOL IMPROVEMENT PLAN

Kentucky School District

Fort Knox Community Schools

School Year 2003-2004

School

Pierce Primary School

Principal

SIP Chairperson

Name		
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School Improvement Team Members and Roles

Member Name	Role	Member Name	Role
	Principal		Grade 2 Teacher
	Special Education Teacher		Parent
	Educational Technologist		Military Representative
	Language Arts Reading Specialist LARS		
	Union Representative		
	Physical Education Teacher		

Principal

Date

Approved

Disapproved

Superintendent, Fort Knox Community Schools

Date

SCHOOL IMPROVEMENT PLAN SUMMARY

SCHOOL YEAR 2003-2004

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 and Communication

Related Curriculum Standard(s): Students apply a variety of strategies to comprehend printed material. Students employ writing as a learning tool.

Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1A
Local Measure	1A1 Developmental Writing Assessment Tool (DWAT)	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.	1A1 80% of K-3 students assessed will achieve no less than 1 step on a second scored writing prompt.
	1A2 <i>Literacy Place</i> end of unit Assessments	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.	1A2 80% of students assessed will score 83% or better on the end-of-unit assessments from the Literacy Place reading series.
Standardized Measure	CTBS/Terra Nova	49.0% total battery of all 3 rd grade students performed "at the standard" level or higher on the CTBS assessment during the 2002-2003 school year.	57% of all 3 rd grade students will perform "At the Standard" level or higher on an external norm-referenced assessment. Fewer than 10 percent will perform "Below the Standard" level.
Criterion Referenced Assessment	Developmental Reading Assessment (DRA)	Teacher training year grades 1-3.	80% of students in grades 1-3 will score "At the Standard" or better on the spring 2004 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

Strategies

Strategies/Interventions		Assessment Tools
		Monitor Student Performance
1	100% of the student population, grades 1-3, will demonstrate an understanding of the use of multiple strategies in reading through oral reading, running record evidence, and achievement on local, criterion-referenced, and standardized achievement tests.	<ol style="list-style-type: none">1. Developmental Reading Assessment (DRA)2. Terra Nova3. Literacy Place Unit Test4. Running Records5. Teacher/Principal Observations
2	100% of student population, grades 1-3, will demonstrate proficiency in writing through completion of 5-6 polished pieces in grade 3 and 4-5 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">1. Developmental Writing Assessment Tool (DWAT)2. Student portfolios (contains polished pieces covering 4 genres of writing)3. Daily writing across the curriculum

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Goal 1 A – Highest Student Achievement: Student Performance and Assessment
 Strategy #1-Reading
 Strategy Title/Description: Strategy Level Reading

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources Time, People, Materials, Cost	Dates Start/End
1	Design yearly calendar for professional development with focus on literacy.	1, 2, 3	Principal Language Arts Reading Specialist	Language Arts Reading Specialist Literacy Place materials School calendar	August 2003- June 2004
2	Provide professional development in the following areas: balanced literacy program, the Developmental Reading Assessment (DRA), and Literacy Place. Continue follow up training for guided reading and running record interpretation.	3	Language Arts Reading Specialist Connections time	Language Arts Reading Specialist Balanced reading materials Developmental Reading Assessment (DRA)	August 2003- June 2004
3	Provide information pertaining to balanced literacy and support training for community.	1, 2, 3	Language Arts Reading Specialist	Language Arts Reading Specialist Balanced reading materials	September 2003- June 2004
4	Implement a balanced literacy program.	1, 2, 3	Principal	Language Arts Reading Specialist Literacy materials Connection days	August 2003- June 2004
5	Administer the Developmental Reading Assessment (fall) to all students in grades 1-3. Assessments should be conducted at an instructional level.	1, 2	Principal Language Arts Reading Specialist	Language Arts Reading Specialist Balanced reading materials Developmental Reading Assessment (DRA)	Fall 2003

6	Review implementation of balanced literacy program.	3	Principal	Language Arts Reading Specialist Components Guide Checklist Developmental Reading Assessment (DRA)	August 2003- January 2004
7	Administer the Developmental Reading Assessment (spring) on all students in grades 1-3. Assessments should be conducted at an instructional level.	1, 2	Principal Language Arts Reading Specialist	Language Arts Reading Specialist Balanced reading materials	Spring 2004
8	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 Developmental Reading Assessment (DRA)	May 2004
9	Develop a schedule to revisit strategy and establish training for school year 2004-2005.	2, 3, 4	Principal Instructional Staff	Results of Developmental Reading Assessment (DRA), anecdotal notes and components guide checklist 2004-2005 School calendar	May 2004
10	Continue to utilize Literacy Place Unit Assessments to measure progress with the adopted text.	1,2,3,4	Principal Instructional Staff	Literacy Place assessment materials	Sept. 03 – May 04

11	Implement the use of curriculum maps and maintain samples of student work.	1, 2, 3	Principal	School calendar Curriculum Maps	Aug. 03- May 04
12	Complete learning celebrations, one in fall and one in spring, to demonstrate learning for one unit of study. Students will share their learning with their parents.	1, 3, 4	Principal Instructional Staff	Learning Celebration activities Student Work Samples	Fall/ Spring 03-04
13	Students, parents, and teachers will complete survey following the completion of the learning celebration activity. Grade level teams will meet to discuss survey results. Results will be shared with school and community.	1, 2, 3, 4	Principal Instructional Staff	Survey and results Connections time Grade Level Meetings	Fall/ Spring 03-04

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Goal 1 A – Highest Student Achievement: Student Performance and Assessment
 Strategy #2-Writing
 Strategy Title/Description: Writing Process

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks		Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources Time, People, Materials, Cost	Dates Start/End
1	Design yearly calendar for professional development with focus on writing.	1, 2, 3	Principal	Connection days School calendar	August 2003
2	Provide professional development on the writing and scoring process (rubrics) during Professional Development activities.	3	Language Arts Cadre Member from School Connections time	Developmental Writing Assessment Tool (DWAT) Student work samples Connection days	August 2003- April 2004
3	Administer Fall writing prompt (baseline). Prompt will be scored using the Developmental Writing Assessment Tool (DWAT).	1, 3	Principal Classroom teachers	Writing Prompt Developmental Writing Assessment Tool (DWAT)	August 2003
4	Instruct students in the steps/mechanics of writing.	1, 3	Principal Classroom Teachers	Anecdotal records/logs Lesson plans	October 2003- May 2004
5	Administer Spring writing prompt. Prompt will be scored using the Developmental Writing Assessment Tool (DWAT).	1, 3	Principal Classroom Teachers	Writing Prompt Developmental Writing Assessment Tool (DWAT)	March 2004
6	Compare scores to baseline data and report to staff. Staff will review the data to determine strengths and limitations in writing strategy.	1, 3	Principal Classroom Teachers	Results of scores	May 2004
7	Develop a schedule to revisit strategy and establish training for school year 2004-2005.	3	Principal Instructional Staff	2003-2004 School calendar	May 2004

SCHOOL IMPROVEMENT PLAN SUMMARY

SCHOOL YEAR 2003-2004

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, and Communication

Related Curriculum Standard(s):

Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1B
Local Measure	1B Reading Counts assessment reports	1B Teacher training year (2003-2004) Baseline to be determined SY 2003-04	1B 80% of targeted students will achieve 80% or better on selected assessments from the Reading Counts program.
	2B 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.	2B 80% of targeted students will achieve 1 step or better following a second scored writing prompt
Standardized Measure	CTBS 5/Terra Nova	49.0% total battery of all 3 rd grade students performed "at the standard" level or higher on the CTBS assessment during the 2002-2003 school year.	57% of all 3 rd grade students will perform "At the Standard" level or higher on an external norm-referenced assessment. Fewer than 10 percent will perform "Below the Standard" level.
Criterion Referenced Assessment	Reading Proficiency Test	Teacher training year grades 1-3.	80% of students assessed will score "At the Standard" or better on the spring 2004 assessment.

Strategies

Strategies/Interventions and Programs		Assessment Tools Monitor Student Performance
1	Provide additional reading support to identified third grade students by using the Reading Counts program as a tool to reinforce comprehension. Focus student population is those who performed in the 3 rd or 4 th stanine in reading on the CTBS Test during the 2002-2003 school year.	1. Identified students will achieve no less than 80% on selected reading assessments using the Reading Counts program. Students will select and be assessed on materials at their identified reading level.
2	Provide additional support to identified third grade students using the <i>Kidspiration</i> writing program and other technology resources as tools to reinforce the mechanics of writing. Focus student population is those who performed in the 3 rd or 4 th stanine in reading on the CTBS Test.	2. Targeted students will achieve no less than 1 step on a second scored writing prompt.

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

Strategy #1: Reading Strategies (Comprehension)

Strategy Title/Description: Reading Counts 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 Time, People, Materials, Cost	Dates Start/End
1	Design yearly calendar for professional development with focus on literacy.	1, 2, 3	Principal Media Specialist	Media Specialist Reading Counts materials	August 2003- June 2004
2	Implement Reading Counts Program with identified third grade students.	1, 3, 4	Principal Media Specialist	Media Specialist Reading Counts materials	August 2003- June 2004
3	Review implementation of Reading Counts program.	1, 3	Principal Media Specialist	Media Specialist Reading Counts materials	January 2004
4	Evaluate student growth throughout program.	1, 3	Media Specialist	Media Specialist Reading Counts materials	August 2003- June 2004
5	Develop a plan for continued student growth.	1, 2, 3, 4	Principal	Student success plan	May 2004
6	Develop a schedule to revisit strategy and establish training for school year 2004-2005.	2, 3, 4	Principal Instructional Staff	2004-2005 school calendar	May 2004

7	Review implementation of curriculum integration and the effectiveness of student learning and share results with staff and community.	1, 3, 4	Principal Instructional Staff	Survey and results SIP Day Grade level meetings	May 2004	
8	Develop a schedule to revisit strategy and establish training for school year 2004-2005.	1, 2, 3, 4	Principal Instructional Staff	2004-2005 school calendar	May 2004	

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

Strategy # 2-The Writing Process

Strategy Title/Description: Support Writing Through Technology

Tasks to include related professional development, assessment, technology, partnership, and communication activities/tasks	Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources Time, People, Materials, Cost	Dates Start/End
1 Design yearly calendar for professional development with focus on literacy.	1, 2, 3	Principal	Educational Technologist Kidspiration program and other technology resources	August 2003-June 2004
2 Implement Kidspiration Program and other technologies with identified third grade students.	1, 3, 4	Principal Educational Technologist	Educational Technologist Kidspiration program and other technology resources	August 2003-June 2004
3 Review implementation of technology based program.	1, 3	Principal Educational Technologist	Educational Technologist Kidspiration program and other technology resources	August 2003-June 2004

4	Evaluate student growth throughout program.	1, 2, 3	Principal Educational Technologist	Educational Technologist Kidspiration program and other technology resources	August 2003- June 2004
5	Develop a plan for continued student growth.	1, 3, 4	Principal	Student success plan	May 2004
6	Develop a schedule to revisit the writing process and establish training for school year 2004-2005.	1, 2, 3, 4	Principal Instructional Staff	2004-2005 school calendar	May 2004