

**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: Walker School

REQUEST FOR RESOURCE SUPPORT

PERSONNEL AND/OR TASK SUPPORT		
	Name	Purpose
Goal 1 A 1	Jolene Black	Research and share with committee any significant trends/programs that have shown measurable success in increasing reading achievement for intermediate level students.
Goal 1 A 2	Three Science Implementation Training Sessions	DDESS Trainers
Goal 1 B		

FINANCIAL SUPPORT FROM SUPERINTENDENT'S SIP FUND (Account #47) (Requires superintendent approval. Attach approval notice to the purchase request)		
	Amount	Purpose
Goal 1 A	\$500	Funding for materials necessary to support the incorporation of an instructional method to promote reading proficiency.
	\$750	Purchase supplementary science material.
Goal 1 B	\$350	Funding to purchase an available commercial program that aids in teaching social skills.
	\$500	Funding to secure a guest presenter to introduce techniques to aid in social skill development.
	\$1,000	Funding for buying materials to be used for math practice sessions.

DRAFT SIP STRATEGIES – DESCRIPTION (not title)

Goal 1 A Strategies/Interventions	Goal 1 B Strategies/Interventions
Increase student reading proficiency by researching and incorporating two instructional methods that have shown positive results in the teaching of reading to intermediate school students.	Improve student achievement in math by giving students identified as weak in basic computational skills, an opportunity to participate in small group sessions designed to allow these students a chance to practice emerging math skills.
Students at the 6 th grade level will interpret/implement one science performance task which utilizes the DODEA Science Standards, in conjunction with new science materials and the “blue” microscope which attaches to a computer. Two fourth and two fifth grade classes will also be required to complete one performance task that requires utilization of the “blue” microscopes in conjunction with the science standards, new science material, and peer training from the 6 th graders.	Students will identify, compare, and demonstrate the difference between pro-social and anti-social behaviors that support or undermine a safe, effective learning environment.

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

WALKER SCHOOL

Principal

SIP Chairperson

Name	David Reed	Jolene Black
Telephone #	(502) 624-7835	(502) 624-6311 ext. 13

School Improvement Team Members and Roles

Member Name	Role	Member Name	Role
Judy Croucher	Teacher	Rita French	Counselor
Gwen Warsaw	Teacher	Cynthia Noble	SIP Coordinator
Betty Yundt	Teacher		
Peggy Brown	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 Enhance Student Comprehension, Organization, and Performance/learning (by utilization of SRI, Cornell Note-Taking System, and performance tasks, rubrics, and peer instruction.)

Related Curriculum Standard(s):

GOAL 1 A 1

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of each grade (600L - 1050L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material from at least three different literary forms and from at least five different writers.

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written oral work that:

E1c1: restates or summarizes information;

E1c2: relates new information to prior knowledge and experience;

E1c3: extends ideas; and

E1c4: makes connections to related topics or information.

GOAL 1 A 2 The student demonstrates abilities necessary to do scientific inquiry and an understanding about scientific inquiry; that is, the student:

4S1e: uses data to construct reasonable explanations and to make predictions.

5S1d: employs appropriate tools and techniques to systematically collect, record, analyze, interpret, and present data.

5S1e: Uses evidence from reliable sources to develop logical descriptions, predictions, explanations, and models.

6S1c: designs, conducts, and records, scientific investigations following the general procedures of scientific inquiry.

6S1d: applies appropriate tools and techniques to systematically collect, record, analyze, interpret and present data.

5S1g:4S1g: and 6S1g: communicates findings and conclusions of investigations using scientific language and mathematics

Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1A
Local Measure	Goal 1 A 1 SRI; chapter/unit tests in content areas.	% of students reading below grade level as indicated by the SRI Lexile Scores (test administered 8-05): 36% of 4 th grade students 32% of 5 th grade students 30% of 6 th grade students	3-5% decrease in the number of students in each grade (4-6) reading below grade level.
	Goal 1 A 2 Teacher Created Performance Task and Scoring Rubric	Proficient level on performance task	80% of the students completing a performance rubric will score at the proficient level as measured by the scoring rubric.
Criterion Referenced Assessment	CTBS	4 th – 6 th grade averages for the total reading score: 59% for 4 th grade 61% for 5 th grade 53% for 6 th grade	A measurable increase in reading percentiles for the total reading score for each grade level.

Strategies

Strategies/Interventions		Assessment Tools Monitor Student Performance	Lead Responsibility
1	Increase student reading proficiency by researching and incorporating two instructional methods that have shown positive results in the teaching of reading to intermediate school students.	SRI; comparison of unit/chapter test scores in content areas when Cornell Note-Taking System is used in conjunction with reading non-fiction.	V. Pitcher 6 th grade Teachers
2	Students at the 6 th grade level will interpret/implement one science performance task which utilizes the DODEA Science Standards, in conjunction with new science materials and the “blue” microscope which attaches to a computer. Two fourth and two fifth grade classes will also be required to complete one performance task that requires utilization of the “blue” microscopes in conjunction with the science standards, new science material, and peer training from the 6 th graders.	Science performance task and scoring rubric.	P. Brown Science Committee

ACTION PLANNER

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

Strategy #: **Goal 1A 2**

Strategy Title/Description: **Increase student reading proficiency by researching and incorporating two instructional methods that have shown positive results in the teaching of reading to intermediate school students.**

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	Lead Responsibility
1	Assess all students using the Scholastic Reading Inventory (SRI) at the beginning, middle, and end of the school year.	1	Students will test in computer lab. Ed Tech will monitor.	Ed Tech Computer Software/Printer	Aug. 8-11, 05 Dec. 12-16, 05 April 28-May 3	V. Pitcher
2	Research other methods of instruction used to improve reading proficiency	1,2	SIP Committee Time as available during school day.	SIP Members Jolene Black	Ongoing	G. Warsaw
3	Present Silent Sustained Reading Program (SSR) to faculty.	1,2	SIP Committee presents to classroom teachers	Connections Time	Oct. 05	G. Warsaw
4	Implement SSR in each grade level (4-6)	1	Classroom teachers will implement for 20 minutes daily during reading block.	During regular school day	Oct. 05-May 06	J. Croucher
5	Instruct 6 th grade teachers and students on the use of the Cornell Note Taking System (CNTS).	1,2	SIP Committee will train 6 th grade teachers and students	During regular school day	Oct. 12-31, 05	J. Croucher
6	Implement use of CNTS as a method for students to improve and practice content area reading.	1	Classroom Teachers	During regular school day	Nov. 05-May 06	6 th Grade Teachers
7	Compare test scores on chapter/unit tests when using and not using CNTS.	1	SIP Committee 6 th Grade Teachers Connections Time	Connections Time	Ongoing	J. Croucher
8	Compile data collected from chapter/unit tests.	1,2	6 th Grade Teachers	Connections Time	Ongoing	J. Croucher
9	Review CTBS test scores. Present finding to faculty.	1	SIP Committee	Connections Time	May 06	SIP Committee

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

Strategy #: **Goal 1 A 2**

Strategy Title/Description: **Students at the 6th grade level will interpret/implement one science performance task which utilizes the DODEA Science Standards, in conjunction with new science materials and the “blue” microscope which attaches to a computer. Two fourth and two fifth grade classes will also be required to complete one performance task that requires utilization of the “blue” microscopes in conjunction with the science standards, new science material, and peer training from the 6th graders.**

Tasks	Goals 1,2,3,4	Monitor Implementation Who, What, When, How	Resources Time, People, Materials, Cost	Dates Start/End	Lead Responsibility
1. All classrooms and the computer lab will have the software installed for the Digital Blue QX3 Computer Microscope.	1,4	Installed during available in-school time.	D. Musgrave Materials to include: Digital microscopes, software, and computers	Sept. 05-Nov. 05	D. Musgrave
2. Design/establish a science performance task that interweaves the DODEA science standards and science materials, with the application of the new “blue” microscope. An equal task will be created for the participating fourth and fifth grade classes.	1	Committee members will use input from classroom teachers will create performance tasks during Connections time.	Classroom teachers Connections Time	Sept. 05-Nov. 05	P. Brown
3. Design and implement rubrics for each grade level that provides feedback of student achievement. Rubrics will be scored utilizing a novice, apprentice, and proficient hierarchy.	1,2	Committee members will use input from classroom teachers to create scoring rubrics. Rubrics will be created during Connections time and grade level meetings.	Classroom teachers Connections Time	Sept.05-Nov. 05	Science Committee
4. Lesson introducing use of the “blue” microscope developed and taught to all classes participating, prior to performance task implementation.	1	Committee members will use input from classroom teachers to create lesson during Connections time and grade level meetings.	Classroom teachers Connections Time and grade level meetings.	Oct. 05-Jan. 06	P. Brown G. Warsaw
5. 6 th grade students will complete a performance task. Performance tasks will evaluate by teacher and students using scoring rubric.	1,2	6 th grade classrooms during normal science time. Classroom teachers	Science materials, Microscopes, computer lab, Resource: P. Brown and G. Warsaw	Nov. 05-Feb. 06	P. Brown G. Warsaw
6. 6 th grade students will apply knowledge by peer teaching the participating 4 th and 5 th grade students.	1	P. Brown and G. Warsaw in conjunction with peer instructors during normal science time.	Science materials, Microscopes, computer lab, Resource: P. Brown and G. Warsaw	Nov.05-Feb. 06	P. Brown G. Warsaw

7.	Selected classes of 4 th and 5 th grade students will complete a performance task. Performance tasks will evaluate by teacher and students using scoring rubric.	1	4th grade classrooms during normal science time. Classroom teachers	Science materials, Microscopes, computer lab, Resource: P. Brown and G. Warsaw	Nov. 05- Feb. 06	P. Brown G. Warsaw
8.	Each student will receive feedback on their performance task based on pre-established performance task standards. (Sixth grade students will also receive feedback on their performance as peer instructors.)	1	Classroom Teachers Regular Class Instructional time.	Classroom Teachers Performance Task Rubrics	Upon completion of the scheduled performance tasks.	Classroom teachers Science Committee
9.	Science committee will evaluate the effectiveness of the instruction and use of the performance task in conjunction with utilization of the "blue" microscope. Results will be shared with classroom teachers.	1,4	Committee Members Connections time	Performance Task Rubrics	May 05	Science Committee

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, Assistives, and Assessments to Enhance Student Learning and Promote Responsible Citizenship**

(Participation of selected students in a program to increase math proficiency.)
(Student participation in Character Building Program/instruction)

Related Curriculum Standard(s):

GOAL 1 B 1

Mic4. Demonstrate proficiency in basic facts for all operations.

GOAL 1 B 2

HE1 The student synthesizes health promotion and risk reduction concepts and attitudes; that is, the student:

HE1d conceptualizes health promotion and risk reduction knowledge and attitudes related to mental health;

HE6b recognize factors that contribute to the development of positive self-esteem and healthful relationships.

Communicate in ways that contribute to healthful relationships competently.

Communicate respect for self, others, and diverse relationships competently.

Student Achievement Measures

Measures for Focus Area		Baseline	Annual Target for Achievement of Goal 1B
Local Measure	Goal 1 B 1: <i>Mad Minute Multiplication Assessment</i>	To be determined for each individual student enrolled in program.	80% of the enrolled students will increase their fluency with multiplication facts as measured by the selected <i>Mad Minute</i> by at least 15 facts as evidenced by progress recorded on individual Excel graphs.
	Goal 1 B 2: Teacher made pre/post test to identify pro/anti-social behaviors	Student questionnaire from 2004-05 indicating that 60% of the sixth-graders had experience an incident of anti-social behavior. Results from Pre-Test given Fall 2005	80% of all students from 4 th -6 th grades will score 100% on recognizing examples of pro-social behavior, as measured by the post test.
Standardized Measure	Terra Nova	To be determined once students are selected for the program.	80% of 4 th grade students participating in the program will have a 5% increase in their performance on the computational section of the Terra Nova.

Strategies

Strategies/Interventions and Programs		Assessment Tools Monitor Student Performance	Lead Responsibility
1	Improve student achievement in math by giving students identified as weak in basic computational skills, an opportunity to participate in small group sessions designed to allow these students a chance to practice emerging math skills.	Selected <i>Mad Minute</i> (Multiplication) Administered at least 4 times (Baseline-pre/test, dip-sticking assessments, and final assessment/post-test.)	B. Yundt
2	Students will identify, compare, and demonstrate the difference between pro-social and anti-social behaviors that support or undermine a safe, effective learning environment.	Pre/Post test	R. French

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

Strategy #: 1 B 1

Strategy Title/Description: **Improve student achievement in math by giving students identified weak in basic computational skills, an opportunity to participate in small group sessions designed to allow these students a chance to practice emerging 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 Time, People, Materials, Cost	Dates Start/End	Lead Responsibility
1	Students will be selected by 4 th grade classroom teachers for enrollment in practice sessions.	1	4 th Grade Teachers 1 Grade Level Meeting	Grade Level meeting time	Oct. 05	B. Yundt 4 th Grade Teachers
2	Student materials will be purchased to facilitate the practice of math facts.	1,2	SIP committee members will research available, appropriate resources. SIP committee members will compile a list of needed resources for procurement. (List will be attached when order is complete.)	\$1,000 requested for program supplies.	Sept. 05- Oct. 05	C. Dial J. Davis G. Hammann
3	Selected students will attend weekly practice sessions to gain fluency with basic math computation (multiplication facts).	1,4	Teachers and parent volunteer will conduct practice sessions on a weekly basis in volunteer classrooms. Orientation for staff will be conducted during Connections Time. Committee members will train parent volunteers.	Weekly before school Parent Volunteers Connections Time	Oct. 05- May 06	R. Dearborn B. Yundt
4	Students will exhibit improvement in computation of basic multiplication facts as evidenced by collected data from <i>Mad Minutes</i> used as assessments.	1,2	SIP committee members will administer selected <i>Mad Minute</i> tests and compile an excel graph for each participating student to monitor/record progress on an on-going basis.	SIP Committee Connections Time Costs of copying <i>Mad Minutes</i>	Oct. 05- May-06	B. Yundt
5	Students in the 5 th and 6 th grades will be offered the opportunity to participate in a MATH OLYMPIAD COMPETITION to keep computational skills sharp.	1	SIP committee will design and organize competition. Committee members will inform/instruct other staff members concerning the competition.	SIP Committee Connections Time *Incentives will be purchases from requested funds.	Oct. 05-06	B. Yundt
6	Students and parents will be provided via the Walker bulletin, with math activity ideas to be implemented at home.	1,4	Activities and tips will be printed in each "Walker Bulletin" published every two weeks.	SIP Committee Dee Anna Musgrave	Oct. 05- May 06	B. Yundt
7	Committee members will analyze and evaluate the effectiveness of the program as indicated by the Excel individual student graphs.	1	Committee members Connections time	SIP Committee Connections Time	May 06	B. Yundt

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

Strategy #: 1 B 2

Strategy Title/Description: **Students will identify, compare, and demonstrate the difference between pro-social and anti-social behaviors that support or undermine a safe, effective learning environment.**

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	Lead Responsibility
1	Review information analyzed from SIP 2004-2005 student survey pertaining to anti-social behavior at Walker. Create pre/post test.	1	SIP Committee will review survey information during Connections time.	Connections time Committee members	Oct. 05	R. French
2	Review school-wide community service projects with faculty and outline implementation schedule. Projects are designed to promote pro-social behavior.	1	Programs: Red Ribbon Week. Food Drive, Random Acts of Kindness Week, Parent Newsletter, Peer Tutoring with Van Voorhis students. Various times during school year.	Assembly time for students Materials correlated to event OR program	Oct. 05- May 06	R. French Committee Members
3	Committee will utilize Walker Website to promote opportunities/methods parents can partnership with school to reinforce pro-social behavior.	1,2	Computer Tech/Committee will post monthly family activities, suggested readings, and the related word of the month based on school behavior focus.	During normal school day Dee Anna Musgrave	Nov. 05- May 06	R. French Committee Members
4	Incorporate <i>Project Wisdom</i> (commercially available character education program) into existing Health and Social Development Curriculum at Walker.	1	Guidance Program School-Wide Messages concerning focus topics	Assembly time for students During normal school day Committee Members \$350 to purchase program.	Nov. 05- May 06	R. French
5	Introduce/implement/facilitate the following facets of character education into the existing curriculum:	1	a. bulletin boards/visual messages b. student recognition/rewards c. monthly vocabulary defining virtuous traits/behaviors d. classroom lessons demonstrating pro-social behavior	During normal school day Rita French Classroom Teachers	Oct. 05- May 06	R. French Committee Members
6	Both the counselor and class teacher will document incidents of anti-social behavior.	1,2	Counselor/Teachers will document incidents of anti-social behavior and provide appropriate interventions.	During normal school day Rita French Classroom Teachers	Oct. 05- May 06	R. French
7	Explore character education programs for all students that will enhance student understanding or respect for themselves and others.	1,2	SIP Committee will spend time researching available resources to include visits to schools with established character education programs.	During normal school day Committee Members \$500 to secure guest presenter.	Oct. 05- May 06	R. French
8.	Committee members in partnership with classroom teachers will analyze/evaluate/discuss results indicated by the pre/post social behaviors test.	1,2	Committee Members Classroom Teachers Pre/Post Test	Connections Time	Oct. 05- May 06	Committee Members