

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

### **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 school goals and instructional interventions. 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 of the school goal. 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 school goals and instructional interventions for improvement are selected for the year. The school goals and instructional interventions should be powerful enough to make a difference in student achievement.
5. Data collection and analysis occur throughout the year. (Each school goal should have a measure of effectiveness designed to provide input throughout the school year.) The data collected should assist with evaluation of the effectiveness of the instructional intervention. (Suggestion: Data collection two to four times a year should provide enough information to determine if a modification to an instructional intervention is needed during the school year, although more frequent collection of data could be conducted.)
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 instructional interventions.
8. Communication, technology, professional development, assessment and school/home partnership activities should support the school goal and 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.
10. Programs -- such as READ 180, TAS, and ELA Lab/Math Lab classes -- are program interventions. Monitor and measure the effectiveness of programs, gathering data to support instructional decisions.

### **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, rows added, etc.) as needed.
- Page spacing may be adjusted as needed.
- The school goal and action planner forms may be copied and pasted to create additional forms, as needed.

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

- Proofreading content for completeness and accuracy has been completed.
- Acronyms or abbreviations have been avoided or have a first full reference in the document.
- Spelling, punctuation, capitalization, spacing, and grammar have been checked.
- Extra school goal forms and action planner forms have been deleted. Pagination has been checked.
- Persons who are point(s) of contact are members of the school staff.
- The principal has signed the cover sheet.
- The SIP plan (includes cover sheet, summary page, school goals 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 (on disk or via Outlook) are ready to send to ISS: SIP

# DODEA COMMUNITY STRATEGIC PLAN SCHOOL GOALS AND ACTION PLANNERS FOR THE SCHOOL IMPROVEMENT PLAN

*School Year 2006-2007*

**Kentucky School District  
Fort Knox Community Schools**

<b>School Name</b>	PIERCE ELEMENTARY SCHOOL
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**Principal**

**SIP Chairperson**

<b>Name</b>	Joe Medley	Ken Baker
<b>Telephone #</b>	502.624-7449	502.624.7449

**School Improvement Team Members and Roles**

Member Name	Role	Member Name	Role
Joe Medley	Principal	Laura Masterson	Teacher
Ken Baker - Chair	Teacher	SFC Kenneth Wagner	Military Representative
Wilma Cox	Teacher		
Denise Wicker	Teacher		
Lisa Fischer	Teacher		

\_\_\_\_\_

Principal

\_\_\_\_\_

Date

\_\_Approved      \_\_Disapproved

\_\_\_\_\_

Superintendent, Fort Knox Community Schools

\_\_\_\_\_

Date



**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 meet the standards and foster lifelong learning and productive citizenship.*

Student Goals	Instructional Interventions (Description)	Request for Community Support	
		Personnel, Task and/or Financial Support* (* requires superintendent's approval)	# of PD Substitute Days
1 Targeted students in grades 1-3 will demonstrate proficiency in writing, as measured by a local rubric, on 50% of their required polished writing pieces.	<ul style="list-style-type: none"> <li>Teachers will include direct instruction for language into their daily schedules</li> <li>Teachers will utilize the Writing Process in daily instruction and conferencing.</li> <li>Teachers' writing instruction will cover content areas and a variety of writing genres.</li> <li>Teachers will use frequent writing prompts or on-demand writing assignments to supplement writing instruction.</li> <li>Teachers will provide additional time and opportunity for students to achieve proficiency.</li> </ul>	Financial support for Panda Power dog tag purchases. Supports building behavior plan.	N/A

# SCHOOL IMPROVEMENT PLAN

## SCHOOL YEAR 2006-2007

### DODEA COMMUNITY STRATEGIC PLAN 2006-2011

#### 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 continually measured using multiple local and systemwide performance-based assessments.*

Measures	Outcome Milestones
<i>DoDEA will use a systemwide, norm-referenced assessment for students in grades 3-11 that measures performance in reading, language arts, math, science, and social studies.</i>	<p><i>By July 2011</i>  <i>Seventy-five percent of all students in grades 3-11 will perform "At the Standard" level or higher (the top two quarters) on a systemwide, norm-referenced assessment.</i>  <i>By July 2011</i>  <i>Seven percent or less will perform "Below the Standard" level (the bottom quarter).</i></p>
	<p><i>By July 2011</i>  <i>Annual targets will be established based on school improvement data.</i></p>
<i>DoDEA will use annual, systemwide, criterion-referenced assessments for selected grades 3-12 in selected subject areas (reading, language arts, math, science, and social studies).</i>	<p><i>By July 2011</i>  <i>All students will perform "At the Standard" level or higher on systemwide criterion-referenced assessments aligned to the Reading/English/Language Arts, Math, Science, Social Studies, and Technology performance standards:</i></p> <ul style="list-style-type: none"> <li><i>• Grades 4, 8 in Math</i></li> <li><i>• Grades 5, 7, 9 in Reading/English/Language Arts (Writing)</i></li> <li><i>• Grades 9-11 in End-of-Course Assessments (Algebra I, Biology, U.S. History)</i></li> </ul> <p><i>By July 2011</i></p> <ul style="list-style-type: none"> <li><i>• All students will perform "At the Standard" level or higher in reading (at grade level) by the end of grades 3, 6 and 9.</i></li> </ul>
<i>DoDEA will use annual systemwide, criterion-referenced assessments for PreK-2 in selected subjects.</i>	<p><i>By July 2011</i>  <i>All PreK-2 students will perform "At the Standard" or higher on developmentally appropriate measures.</i></p>

**DODEA COMMUNITY STRATEGIC PLAN 2006-2011**

**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 continually measured using multiple local and systemwide performance-based assessments.*

**Student Goal 1A1**

**Student Achievement Measure for Student Goal 1A1**

**Summative Assessment**

<p><b>Baseline</b> Baseline will be determined in Spring 2007, per data from writing rubric for 3<sup>rd</sup> and 4<sup>th</sup> quarters.</p>	<p><b>Annual Target</b> 80% of the student population, grades 1-3, will achieve a score of Proficient on a percentage of polished writing pieces, as determined in Student Goals 1A and 1B.</p>

<p><b><u>Curriculum Standard(s)</u></b> (Number and standard)</p>	<p><b>Student Goal 1A1</b></p>	<p><b>Instructional Intervention Description</b></p>	<p><b>Formative Assessment</b></p>
<p><b>Writing E2a, E2b, E2c</b> <b>Speaking &amp; Listening E3a, E3b, E3c</b></p>	<p>Students in grades 1-3 will demonstrate proficiency in writing, as measured by a local writing rubric, on 75% of their polished writing pieces.</p>	<p>The teaching staff will:</p> <ul style="list-style-type: none"> <li>• include direct instruction for language, both written and oral, into daily lesson plans.</li> <li>• utilize the Writing Process in daily instruction and conferencing.</li> <li>• ensure that writing instruction covers content area and a variety of writing genres.</li> <li>• use frequent writing prompts or on-demand writing assignments to supplement writing instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• In grades 1 and 2, 10 polished pieces will be scored by a local rubric throughout the school year.</li> <li>• In grade 3, 12 polished pieces will be scored by a local rubric throughout the school year.</li> </ul>

# ACTION PLANNER 1A1

<b>Tasks</b> to include related professional development, assessment, technology, partnership, and communication activities/tasks		<b>Monitor Implementation</b> Who, What, When, How	<b>Resources</b> Personnel, Material, Financial	<b>Dates</b> Start/End	<b>Point(s) of Contact</b>
1	Research and sample a variety of language instruction kits and programs in order to provide necessary tools for language instruction at all grade levels.	Spring 2006 – Pierce SIP Team and Assessment Team Members	- District SIP Funds (2006) - Connections Wednesdays	March – May 2006	Joe Medley Ken Baker
2	Purchase and distribute language kits to teaching staff for review and PD.	- Judy Daulton, Pierce Supply Clerk - SIP Team, Assessment Team Members	- Connections Wednesdays - ½ August PD Day	- May-August 2006 - Ongoing Review and PD	Judy Daulton Joe Medley
3	Grade-level team meetings to determine specific language needs and focus, PreK-3.	Grade Level Teachers and Pierce SIP	½ Day August PD	August 2006	Grade Level Team Leaders
4	Include language lessons into daily and weekly planning.	Total teaching Staff	Scheduled Planning time	- Begins August 2006 - Ongoing	Joe Medley
5	Provide PD in the foundations of language acquisition for young children for certified staff.	District-Level Inservice	- Speech/ Language Instructor - LARS	January 10 & 14, 2007	Jolene Black
6	Provide PD, as needed, for teaching the Writing Process	Pierce Staff members	Connections Wednesdays	Ongoing for 2006-2007	Joe Medley
7	Select or create a rubric for scoring polished writing pieces.	Pierce SIP team and Assessment Team members	Jolene Black	October-December 2006	Joe Medley Ken baker
8	Collect and collate data for Student Goal baseline.	Classroom teachers, Pierce SIP Team	Writing Rubric	January-April 2007	- Ken Baker - Grade-Level Team Leaders
9	Establish a plan of action for Kindergarten teachers to utilize writing journals, “conversation clubs”, storytime, and other language activities into daily instruction.	Kindergarten Teachers, Speech/Language Teacher, Principal	N/A	November, 2006	Joe Medley
10	Utilize the new PreK curriculum, Creative Curriculum, as a tool to develop good oral language and listening skills.	PreK Teachers	N/A	Ongoing For 2006-2007	Karen Pickerrell Amy Insley
11	Adjust, revise, and plan for a roll-over of Student Goal 1A into the 2007-2008 SIP.	All Staff	N/A	March and May, 2007	Pierce SIP Team

12	Publish quarterly and year-end results for parents and students.	<ul style="list-style-type: none"> <li>- School and Classroom Newsletters</li> <li>- School Website</li> </ul>	<ul style="list-style-type: none"> <li>- Building Ed Tech</li> <li>- Newsletter Editor</li> </ul>	March and May 2007	Stacey Wyatt Joe Medley
13	Provide staff development that follows the Peer Coaching model for classroom language instruction.	<ul style="list-style-type: none"> <li>- Scheduled Classroom Visits Between Teachers</li> <li>- Follow-Up Time For Discussion and Feedback</li> </ul>	Additional substitute hours to accommodate peer classroom visits and meetings	October-November 2006	Joe Medley

**DODEA COMMUNITY STRATEGIC PLAN 2006-2011**  
**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 meet the standards and foster lifelong learning and productive citizenship.*

<b>Measures</b>	<b>Outcome Milestones</b>
<p><i>All levels will annually measure student access to, and success in, learning opportunities through:</i></p> <ul style="list-style-type: none"> <li>• <i>School schedules (secondary)</i></li> <li>• <i>Student schedules/Course enrollment (secondary)</i></li> <li>• <i>Grade reports</i></li> <li>• <i>Assessment for learning (local)</i></li> <li>• <i>Assessment of learning (systemwide)</i></li> </ul>	<p><i>By July 2011</i></p> <p><i>All students will have equal access to and be encouraged to take advantage of challenging learning opportunities. Accommodations, modifications, and enrichment will be provided to support the success of every student.</i></p>
<p><i>DoDEA will annually measure student citizenship through a review of student and data management systems.</i></p>	<p><i>All middle/high school students will be given the opportunity to demonstrate productive citizenship:</i></p> <ul style="list-style-type: none"> <li>• <i>100% of students participate in at least one extra curricular/co-curricular activity in middle/high school.</i></li> <li>• <i>Leadership opportunities will be available in all schools, e.g., Honor Society, Student Council/Student Government, JROTC.</i></li> <li>• <i>Positive student behaviors will be demonstrated by a reduction in student incidents as reported in student and data management systems.</i></li> <li>• <i>Unexcused absences will be reduced.</i></li> </ul>

**DODEA COMMUNITY STRATEGIC PLAN 2006-2011**

**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 meet the standards and foster lifelong learning and productive citizenship.*

**Student Goal 1B1**

**Student Achievement Measure for Student Goal 1B1**

<b>Summative Assessment</b>	
<b>Baseline</b> Baseline will be determined in Spring 2007, per data from writing rubric for 3 <sup>rd</sup> and 4 <sup>th</sup> quarters.	<b>Annual Target</b> 80% of the student population will achieve a score of Proficient on a percentage of polished writing pieces, as determined in Goals 1A and 1B.

<u>Curriculum Standard(s)</u> (Number and standard)	<b>Student Goal 1B1</b>	<b>Instructional Intervention Description</b>	<b>Formative Assessment</b>
<b>Writing E2a, E2b, E2c</b>  <b>Speaking and Listening E3a, E3b, E3c</b>	Targeted students in grades 1-3 will demonstrate proficiency in writing, as measured by a local rubric, on 50% of their polished writing pieces.	The teaching staff will: <ul style="list-style-type: none"> <li>- include direct instruction for language, both written and oral, into daily lesson plans.</li> <li>- utilize the Writing Process in daily instruction and conferencing.</li> <li>- ensure that writing instruction covers content areas and a variety of writing genres.</li> <li>- use frequent writing prompts or on-demand writing assignments to supplement writing instruction.</li> <li>- provide additional time and opportunity for students to achieve proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>- In grades 1 and 2, 10 polished writing pieces will be scored by a local rubric throughout the school year.</li> <li>- In grade 3, 12 polished writing pieces will be scored by a local rubric throughout the school year.</li> </ul>

## ACTION PLANNER 1B1

<b>Tasks</b> to include related professional development, assessment, technology, partnership, and communication activities/tasks		<b>Monitor Implementation</b> Who, What, When, How	<b>Resources</b> Personnel, Material, Financial	<b>Dates</b> Start/End	<b>Point(s) of Contact</b>
1	Apply all action plans from Goals 1A .	See Goal 1A	See Goal 1A	See Goal 1A	See Goal 1A
2	Secure teachers for TAS program through an EDA.	- Principal - Distribution of EDA Announcement - Staff Meetings	EDA Funds	September 2006	Joe Medley
3	Secure 3 <sup>rd</sup> grade parent permission for participation in TAS program	- Invitations and Permission Forms - Students Identified By Classroom and Resource Teachers	- DRA and SRI Scores - Writing Samples Teacher Recommendation	September 2006	3 <sup>rd</sup> Grade Team Joe Medley
4	Contact Dr. Howard Knopf regarding use of Project Achieve tools, processes, and language.	Principal	Trish Buhl	April 2006	Joe Medley
5	Purchase necessary materials for Panda Power behavior management plan.	Principal Supply Clerk	2006 SIP Funds	May-June 2006	Joe Medley Judy Daulton
6	Provide staff inservice on Panda Power, based upon philosophy and processes set forth in project Achieve.	Principal	- 2 PD ½ days - Trish Buhl	May and August 2006	Trish Buhl
7	Introduce Panda Power to Pierce parents and families.	- Principal - Orientation Days - School Newsletter	N/A	August 2006 – Ongoing	Joe Medley
8	Implement Panda Power behavior management plan with students.	All Staff members	N/A	August 1, 2006	Joe Medley Trish Buhl
9	Implement weekly communication meetings to support Panda Power objectives.	Get-Go Meetings and Team Leader Meetings	N/A	August 2006 – Ongoing	Joe Medley Trish Buhl
10	Gather and collate data on targeted students who received extra support through the year. Compare with general education population.	-READ 180, R/I & RAP, TAS, IEP's - Data Sources: DRA, SRI, DWAT, TERRA NOVA, Writing Portfolios	Current Data Collection System and Forms	March and May 2007	Ken baker Joe Medley