



Barsanti Elementary School

Mr. Hugh McKinnon, Principal

Mr. Robert Battey, Assistant Principal

Mrs. Rachel Henley, CSI Chair

Mrs. Tina Daigle, Dr. Jennifer Henderson-Rudling, Mrs. Brittany Kinsey,

Mrs. Rochelle Romero, & Mrs. Stephanie Seals, CSI Team

## **School Improvement Plan**

**SY 2018-2019 – SY 2020-2021**

### Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	Objectives: 1 Strategies: 2 Activities: 13	Organizational	None
2	Mathematics	Objectives: 5 Strategies: 3 Activities: 9	Academic	None
3	Literacy	Objectives: 2 Strategies: 3 Activities: 9	Academic	None
4	Communication & Engagement	Objectives: 2 Strategies: 3 Activities: 10	Organizational	None

### Goal 1 – Professional Learning Communities/Focused Collaboration

**Alignment to DoDEA Blueprint for Continuous Improvement:**

- Goal 2 – Strategic Initiative 2.1.a: Quality Implementation of Professional Learning Communities/Focused Collaboration

**School SMART Goal(s):**

- Barsanti Elementary School will increase from 58% in SY 19/20 to 61% in SY 20/21 on Stage 4, Indicator D *“Develop lesson plans with differentiation and higher-level cognitive demand tasks”* as measured on the Focused Collaboration Observation Tool.

**Information that supports the selection of SMART Goal(s)**

Data Source	Domain or Sub-skill	Measure	Scores
DoDEA Americas Focused Collaboration Tool	Stage 4, Indicator D: Building and Sharing Standards-Based Lessons and Assessments	Professional Learning Communities/Focused Collaboration	Baseline (Sept. 2019) 58% (BOY 20/21) 100%

**Name of Strategies and Activities that support SMART Goals(s)**

Strategy Name	Strategy Description
Scaffolded Lesson Plans	Increase Access to Higher-Level Cognitive Demand Tasks and Differentiation through Intentional Lesson Planning

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Teachers will collaboratively plan scaffolded, high-level cognitive demand tasks to implement in the classroom	2/21	6/21	Teachers	N
Teachers will enter the scaffolded activities in their lesson plans.	2/21	6/21	Teachers	N
Teachers will administer scaffolded activities to include high-level cognitive demand tasks to all students.	2/21	6/21	Teachers	N
Administration will follow up with teachers utilizing the higher-level cognitive demand tasks in action.	2/21	6/21	Teachers	N
Teachers will collaboratively discuss the effectiveness and next steps after administering the scaffolded activities	2/21	6/21	Teachers	N
Teachers use standards-based DoDEA adopted resources to develop differentiated lessons with higher cognitive tasks.	8/18	6/21	Teachers	N
Use student data to develop Tier 1 and Tier 2 interventions	8/18	6/21	Teachers	N
Analyze Focused Collaboration Observation Tool data (Stage 4, Indicator D) of higher-level cognitive demand tasks	11/20	6/21	CSI Team	N

Analyze data from Indicator 9 of the DoDEA Learning Walkthrough Tool	11/20	6/21	CSI Team	N
Strategy Name	Strategy Description			
<b>Tier 1 In-Class Interventions and Enrichment</b>	<b>Use of research-based instructional strategies to build on student strengths and create a foundation to further learning and achievement.</b>			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Analyze student data from common assessments to identify skill deficits and mastery of standards	8/18	6/21	PLC Teams	N
Use the Tiered Intervention form to identify and monitor reteaching and enrichment strategies and activities	8/18	6/21	PLC Teams	N
Develop common lesson plans with differentiation and higher-level cognitive demand tasks	8/18	6/21	PLC Teams	N
Use Focused Collaboration Observation Tool Stage 4, Indicator D and DoDEA Learning Walkthrough Tool, Indicators 5 and 9 to determine PLC needs	8/18	6/21	CSI Team	N

**Evidence that demonstrates the effectiveness of the strategy** (Use same data source and measures used to select SMART Goal)

Baseline Score	Middle-of-Year Score	End-of-Year Score	SMART Goal Met/Not Met
<b>FCOT, Stage 4D:</b> (Sept. 2019) 58% (BOY 20/21) 100%	72%		
<b>LWT Indicator 5:</b> (BOY 20/21) 71%	82%		
<b>LWT Indicator 9:</b> (SY 19/20) 69% (BOY 20/21) 56%	71%		

### Goal 2 – Mathematics

**Alignment to DoDEA Blueprint for Continuous Improvement:**

- Goal 1 – Strategic Initiative 1.1.c: Differentiated Instruction for All Students
- Goal 1 – Strategic Initiative 1.1.d: Access to Rigorous Instruction
- Goal 2 – Strategic Initiative 2.2.b: Aligned Standards-Based Instruction System

**School SMART Goal(s):**

- All students in grades 3-5 will increase their achievement in Mathematics on the DoDEA CCR Summative Assessment from 53% scoring Meets and Exceeds in SY 18/19 to 60% scoring Meets and Exceeds in SY 20/21.

- **60% of all students in Kindergarten - Grade 2 will Meet or Exceed Expectations on the Americas End-of-Year Summative Assessments in SY 20-21.**

**SMART Goal B: CCR Summative Assessment**

- **Students in 5<sup>th</sup> grade will increase the average student percentage in Mathematics on the concept category: Modeling and Reasoning from 39% in SY 18/19 to 45% in SY 20/21.**
- **Students in 4<sup>th</sup> grade will increase the average student percentage in Mathematics on the concept category: Modeling and Reasoning from 48% in SY 18/19 to 54% in SY 20/21.**
- **Retained: Students in 3rd Grade will increase achievement in Mathematics on the concept category: Additional & Supporting Content from 60% in SY 17/18 to 65% in SY 20/21.**

**Information that supports the selection of SMART Goal(s)**

Data Source	Domain or Sub-skill	Measure	Scores
CCR Summative Assessment	Mathematics	Performance Levels 4 and 5	<p><b>SY 17/18 (All Students' score in performance levels 4 and 5).</b></p> <p>3rd Grade- 69%</p> <p>4th Grade-35%</p> <p>5th Grade-32%</p> <p><b>SY 18/19 (All students' scores in performance levels 4 and 5)</b></p>

			<b>3rd Grade - 55%</b> <b>4th Grade - 62%</b> <b>5th Grade - 44%</b>
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Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
<b>Integration of Standard Mathematical Practices (SMPs) #2 (reason abstractly), #4 (modeling), #5 (math tools strategically), #7 (make use of structure) into classroom practices.</b>	<b>Improve integration of Standard Mathematical Practices (SMPs) #2 (reason abstractly), #4 (modeling), #5 (math tools strategically), #7 (make use of structure) into math instruction and interventions through the use of professional development, and focused collaboration.</b>			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Utilize digital math manipulatives	8/17	6/21	Barsanti Teachers	N
Common higher-level demand tasks across grade levels	11/20	6/21	Barsanti Teachers	N



Differentiate instruction based on student needs to ensure productive struggle for all students	8/17	6/21	Barsanti Teachers	N
Use quarterly analysis of DoDEA Learning Walkthrough (Indicator #9) data to identify needed PLC support services	11/20	6/21	Barsanti Administrators, Instructional Support Specialist	N
<b>Strategy Name</b>	<b>Strategy Description</b>			
<b>All staff members will engage students in modeling and application activities incorporating securely held knowledge (SHK) standards.</b>	<b>Staff will use Securely Held Knowledge standards for modeling and application during instruction and interventions.</b>			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
Analyze SHK data from common End of Unit (EOU) assessments for Tier 1 instruction.	8/17	6/21	Barsanti teachers	N
Common modeling and application activities across grade levels	11/20	6/21	Barsanti teachers	N
Use quarterly analysis of DoDEA Learning Walkthrough (Indicator #9) data to identify needed PLC support services	11/20	6/21	Barsanti Administrators,	N

			Instructional Support Specialist	
Strategy Name		Strategy Description		
All staff and students will make use of digital tools during math instruction, workstations, and/or interventions.		Increase use of digital tools in the math classroom		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Utilize digital tools in classroom instruction, workstations, and interventions at a minimum of the Augmentation level of the SAMR spectrum	8/19	6/21	Barsanti teachers	N
Use quarterly analysis of DoDEA Learning Walkthrough (Indicator #3) data to identify needed PLC support services	11/20	6/21	CSI Team/PLC Team	N

### Goal 3 – Literacy

**Alignment to DoDEA Blueprint for Continuous Improvement:**

- Goal 1 – Strategic Initiative 1.1.c: Differentiated Instruction for All Students
- Goal 1 – Strategic Initiative 1.1.d: Access to Rigorous Instruction

- Goal 2 – Strategic Initiative 2.2.b: Aligned Standards-Based Instruction System

**School SMART Goal(s):**

- Barsanti Elementary students in grades 3-5 will achieve 50% scoring in Meets and Exceeds in Literacy on the *CCRS Summative Assessment* in SY 20/21.
- Barsanti Elementary students in grades K-5 will achieve 60% proficiency on the Reading Proficiency Test in SY 20/21.

**Information that supports the selection of SMART Goal(s)**

Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative Assessment in Literacy, Grades 3-5	Literacy	Performance Level 5 Exceeds Performance Level 4 Meets	EOY 2020/2021 5th: 4th: 3rd:
K-5 Reading Proficiency Test (RPT)	Accuracy, Reading Comprehension, Fluency	At or Above Proficiency according to DoDEA Reading Proficiency Levels 5th Grade - Level U or higher 4th Grade - Level R or higher 3rd Grade - Level P or higher 2nd Grade - Level M or higher	BOY 2020/2021 5th: 84% 4th: 53% 3rd: 53% 2nd: 46% 1st: 36%

		1st Grade - Level I or higher Kindergarten - Level C or higher	K:
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Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
<b>Core Six: Reading for Meaning (Grades 4-5)</b>		<b>Supports students to manage text complexity, evaluate and use evidence, and develops cored skills of reading.</b>		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Implement Interactive Read Alouds and Accountable Independent Reading	8/18	6/21	4th & 5th Grade Teachers, Resource Teachers, Reading Interventionists	N
Implement Text Dependent Questioning	8/18	6/21	4th & 5th Grade Teachers, Resource Teachers, Reading Interventionists	N
Compare and contrast writing prompts	8/18	6/21	4th & 5th Grade Teachers, Resource Teachers, Reading Interventionists	N

Strategy Name	Strategy Description			
Close Reading	Close Reading helps students develop the skills that proficient readers use to make sense of rigorous texts.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
K-5 teachers will implement the Close Reading strategy across disciplines in order to improve students' skills in managing text complexity and academic vocabulary, evaluating and using evidence, and developing the core skills of reading.	10/19	6/21	K-5 Teachers	N
Teachers will expand the use of the Benchmark Advance annotations across disciplines when using Close Reading.	10/19	6/21	K-5 Teachers	N
Progress monitor Close Reading using the Learning Walkthrough Tool or the Mini Lesson Observation Tool	10/19	6/21	Administrators/District ISS	N
Strategy Name	Strategy Description			
Core Six: Readable Writing	Readable Writing requires students to clarify and organize their thinking to develop on-demand essays or responses.			

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Utilize common writing prompts in each grade level	11/20	6/21	All teachers	N
Calibrate and analyze student responses using DoDEA writing rubrics	11/20	6/21	All teachers	N
Model written tasks into instruction using exemplars and non-exemplars	11/20	6/21	All teachers	N

**Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)**

Baseline Score	Middle-of-Year Score	End-of-Year Score	SMART Goal Met/Not Met
End of Unit Assessments using Benchmark Advance			
RPT			
Core 6 Writing Prompts using DoDEA Rubric			
CCR Summative Assessment			

## Goal 4 – Communication & Engagement

### Alignment to DoDEA Blueprint for Continuous Improvement:

- Goal 4 – Strategic Initiative 4.2a: Internal Communication — Develop and implement a DoDEA-wide internal communication plan.
- Goal 5 – Strategic Initiative 5.1b: Partnerships for Student Success — Promote, foster, and support partnerships for student success .

### School SMART Goal(s):

- **Faculty: Barsanti Elementary will increase its score from 63% on the “Quite a lot” rating response in BOY 20/21 to 75% in EOY 22/23 on Question 6 (How much do you think you get to contribute to your school’s mission?) from the Communication and Engagement Faculty & Staff Feedback Form.**
- **Parent: Barsanti Elementary will increase its score from 68% on the “Well” rating response in BOY 20/21 to 75% in EOY 22/23 on Question 1 (How well does the school inform you about what your child needs to know and learn?) from the Communication and Engagement Parent Feedback Form.**

### Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
Communication & Engagement Survey			<b>BOY 20/21:</b>  <b>68% on the “Well” rating response on Question 1 (How well does the school inform</b>

			<p>you about what your child needs to know and learn?)</p> <p>63% on the “Quite a lot” rating response on Question 6 (How much do you think you get to contribute to your school’s mission?)</p>
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Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
<b>Communication Plan</b>	<b>Establish a method to communicate consistently, frequently, and effectively with stakeholders about students’ learning progress.</b>			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Stakeholder Communication and Engagement Survey	11/20	11/20	Stakeholders	Y
Analyze communication and engagement survey to determine needs for improvement	11/20	11/20	CSI Team	Y



Perform tasks and activities that the plan requires or suggests	12/20	5/24	Administrators, Teachers, & Stakeholders	N
Evaluate the fidelity, quality, or effectiveness of the communication plan and use results to ensure accountability and revise procedures if necessary	12/20	5/24	CSI Team	N
<b>Strategy Name</b>	<b>Strategy Description</b>			
<b>Focus on Mission</b>	<b>Engage faculty members in mission</b>			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
Add mission to all meeting agendas	1/21	5/23	Faculty	N
<b>Strategy Name</b>	<b>Strategy Description</b>			
<b>Parent Notification</b>	<b>Establish a method to communicate consistently, frequently, and effectively with parents about students' learning and students' engagement in school activities</b>			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>

Broadcast events on digital platforms for families that cannot attend	1/21	5/23	Social Media Administrator	N
Develop PreK - Grade 3 progress monitoring measurement tool	2/21	4/21	Faculty	N
Develop school wide progress monitoring plan	2/21	4/21	CSI Team	N
Send progress monitoring communication home	2/21	5/23	Classroom Teachers	N
Newsletters will be sent to parents that include essential learning standards, strategies to use at home, sample assessment questions, etc.	2/21	5/23	Classroom Teachers	N

**Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)**

Baseline Score	Middle-of-Year Score	End-of-Year Score	SMART Goal Met/Not Met
<b>Parent Communication and Engagement Survey</b>  68% on the "Well" rating response on Question 1 (How well does the school inform you about what your child needs to know and learn?)			

**Faculty and Staff  
Communication and  
Engagement Survey**

**63% on the “Quite a lot”  
rating response on Question  
6 (How much do you think  
you get to contribute to your  
school’s mission?)**

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