



Herbert J. Dexter Elementary School

Principal: Ms. Kimberly Dunn

CSI Chair: Ms. Christa Rodriguez

CSI Team: Ms. Valeria Miller, Ms. Sarah Showalter, Dr. Patricia Tuggle, and Ms. Sonjia Roberts

School Improvement Plan SY 2018 - 2021

Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	Objectives: 2 Strategies: 1 Activities: 4	Organizational	\$0
2	Mathematics	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$0
3	Literacy	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$0
4	Community and Engagement	Objectives: 2 Strategies: Activities:	Organizational	\$0

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

Herbert J. Dexter Elementary: SMART Goal(s) PLC FCOT-

- Dexter Elementary will increase from 67% in SY 19 -20 to 75% very evident in SY 21-22 on **Stage 5, Indicator B** *“Implementing Collaboratively Designed Lessons and Monitoring Progress [B. Group students based on data review from common assessment”* 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
Focused Collaboration Observation Tool	Stage 5, Indicator B	Percent Very Evident	67% in SY 19 - 20
LWT			

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

Strategy Name	Strategy Description			
Instructional Time and Grouping Model	Teachers will use a visual model, either a tri-board, data analysis tool, or other visual model to represent the groups created based on the data.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N

1. Provide PLC grade level teams guidance and support/coaching/feedback based on evidence from the agendas.	Feb. 2021	June 2022	Focused Collaboration Teams (specialist, guidance counselor, and grade level teams) and the members of the Focused Collaboration EDA team	N
2. Analyze data on a biweekly basis from Focused Collaboration Observation Tool for Stage 5, indicator b. Share data with teams and track progress.	Feb. 2021	June 2022	Focused Collaboration Team Members and CSI Team	N
3. Teachers will provide evidence for grouping based on grouping tools, agenda minutes.	Feb. 2021	June 2022	Focused Collaboration Teams (specialist, guidance counselor, and grade level teams)	N
4. Data room - teachers will have data (as a grade level) posted for grouping in a designated area.	Feb 2021	June 2022	Focused Collaboration Teams (specialist, guidance counselor, and grade level teams)	N

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

Herbert J. Dexter Elementary: SMART Goal(s) CCRS Mathematics Summative Assessments-All Students

- All students in grades K - 2 will reach achievement in Mathematics as measured by the DoDEA Americas Summative Assessment in Performance Level 3 by 70% as a baseline in SY 20-21.
- All students in grades 3-5 will increase their achievement in Mathematics as measured by the CCRS Summative Assessment in Performance Levels 4 and 5 from 50% in SY 17-18 to 60% in SY 20 - 21.
- Students in 3rd grade will increase their achievement in Mathematics as measured by the CCRS Summative Assessment-Sub-claim 1 Major Content in Performance Levels 4 and 5 from 43% in SY 17-18 to 66% in SY 20-21.
- Students in 4th grade will increase their achievement in Mathematics as measured by the CCRS Summative Assessment-Sub-claim B Additional & Supporting Content from 51% in Performance Levels 4 and 5 in SY 17-18 to 56% in SY 20-21.
- Students in 5th grade will increase their achievement in Mathematics as measured by the CCRS Summative Assessment-Sub-claim 1 Major Content in Performance Levels 4 and 5 from 43% in SY 17-18 to 53% in SY 20-21.

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
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CCRS Summative Assessment	Major Content	5 Category Rating Scale	SY 17-18 (All Students - % scoring at levels 4 and 5) Grade 3 - 43% Grade 5- 43%
CCRS Summative Assessment	Express Math Reasoning	5 Category Rating Scale	SY 17-18 (All Students - % scoring at levels 4 and 5) Grade 4 - 44%
DoDEA Americas Summative Assessment	Express Math Reasoning	3 Category Rating Scale	SY 20 - 21 Baseline K - 2

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
Mathematics Instructional Components				
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Teachers will implement the Mathematics Instructional Components with fidelity.	Sept. 2018	May. 2021	Classroom teachers	N
2. Teachers spend about 20% of the instructional time with the opening - establishing the purpose of the lesson	Nov 2018	May 2021	Classroom teachers	N
3. Teachers spend 60% of the instructional time with the work session - engaging students in the learning	Nov 2018	May 2021	Classroom teachers	N
4. Teachers spend 20% of the instructional time with the closing - building for transition	Nov 2018	May 2021	Classroom teachers	N
5. Teachers will utilize the 30 minute intervention time to focus on tiered math interventions.	Aug. 2019	May 2021	Classroom teachers	

Strategy Name	Strategy Description
Rigorous Tiered Instruction	The strategy requires the use of analyzing data and making data driven decisions to ensure all students have access to learning.

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Collaborate with the Math IS as a resource for differentiated groups.	Sept. 2018	May 2021	Classroom teachers Math IS	N
2. Teachers will analyze student data to determine the area of greatest need during Focused Collaboration and create targeted interventions.	Sept. 2018	May 2021	Math IS Classroom teachers Gifted teacher Educational Technologist	N
3. Develop flexible groups and strategies for interventions and enrichment.	Sept. 2018	May 2021	Classroom teachers Math IS Gifted Teacher	N
4. Teams will establish a process for progress monitoring during focused collaboration.	Sept 2018	May 2021	Classroom teachers Math IS Admin	N

Name of Strategies and Activities that support SMART Goals(s)	
Strategy Name	Strategy Description
Direct Explicit Instruction for solving word problems.	Teachers will use research based problem solving methods to ensure that students comprehend the question and are able to answer the questions.

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Use a strategy to understand what the problem is asking, develop a plan, solve, and check routinely during math instruction.	Nov. 2020	June 2021	Classroom teachers Math IS	N
2. Teachers will deliver instruction for a problem using the direct explicit instruction strategy one day a week. (The Math IS will provide 2 word problems and the teachers will create 2 word problems).	Aug 2019	May 2021	Classroom teachers Math IS Support Staff	N

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score SY 20 - 21				SMART Goal Met/Not Met
CCR Interim 3rd - 27% 4th - 15% 5th - 8%	3rd - 25% 4th - 5% 5th - 4%	No Data for interim 3	CCR Interim 2 3rd - 4th - 5th -	

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

Herbert J. Dexter Elementary: SMART Goal(s) CCRS Literacy Summative Assessments-All Students

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

Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores
Reading Proficiency Test			
CCR Literacy			

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
Balanced Literacy		The balanced literacy approach will be implemented to fidelity to include Reading and Writing Workshops with the gradual release model.		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Teachers will implement the Balanced Literacy Approach: read aloud, guided reading, shared reading, interactive writing, shared writing, Reading Workshop, Writing Workshop and Word study.	Aug. 2018	May 2021	Classroom teachers Reading Specialists Resource teachers	N
2. Reading Workshop-Interactive Read Alouds, Mini-lessons, Guided Reading and Accountable Independent Reading build College and Career Readiness skills such as managing text complexity, evaluating and using evidence and developing the core skills of reading (e.g. finding main idea, making inferences, and analyzing character and content.	Aug. 2018	May 2021	Classroom teachers Reading Specialists Resource teachers	N

3. Implementation of Close Reading Strategy within the Mini-lesson for students to annotate learning of the implicit teaching point.	Aug. 2018	June 2021	Classroom teachers Reading Specialists Resource teachers	N
4. Incorporate text dependent questions within the Mini-Lesson to support finding text evidence.	Aug 2018	June 2021	Classroom teachers Reading Specialists Resource teachers	N

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
SMART Goal 3-CORE 6 Strategy-Write to Learn (Grades 3-5) Emphasizing Readable Writing. This includes reading, analyzing and writing constructed responses, across content areas, from multiple text and multimedia sources and informational text activities and assessments.	Write to Learn is a set of nested tools for writing and learning in all content areas. These tools support three different types of classroom writing, including: <ul style="list-style-type: none"> • Readable writing, which requires students to clarify and organize their thinking to develop on-demand essays or responses. (Research Simulation Task) • Provisional writing, daily writing that supports learning. • Polished writing, which engages students in the full writing and revision process. 			
Activities	Begin Date	End Date	Staff Responsible	
1. Provide students with frequent opportunities to work on provisional, readable, and polished writing tasks to inform, narrate, and express an opinion using RACES (RST) for grades 3 - 5 twice a month.	Aug. 2018	April 1st 2021	Classroom teachers Reading Specialists Resource teachers	N
2. Collect evidence using the modified DoDEA Americas Southeast CCR Literacy Data Tracker and analyze it at strategic points across the year to measure student achievement and to reflect during Focused	Nov 2020	June 2021	Classroom teachers Reading Specialists Resource teachers	N

Collaboration on the effectiveness of writing instruction.				
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Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score			End-of-Year Score	SMART Goal Met/Not Met
CCR Interim 1 SY 19-20 3rd - 2% 4th- 0 5th - 0	No Data CCR Interim 2 SY 19-20	CCR Interim 1 SY 20-21 3rd- 4th- 5th-		

Goal 4 – Communication and Engagement

<p>Alignment to DoDEA Blueprint for Continuous Improvement:</p> <ul style="list-style-type: none"> ● 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
<p>Herbert J. Dexter Elementary: SMART Goal(s)-All Teachers</p> <ul style="list-style-type: none"> ● The staffs’ perceptions on the amount of opportunities the school’s leadership allows to provide input or feedback will increase from 56% to 61% by the end of SY 20-22. ● The percentage of how well teachers inform parents about the academic achievement or progress of students will increase from 51% to 56% by the end of SY 20-22.

Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores
Staff Communication and Engagement Survey	Engagement	3 Scale Category	
Parent Communication and Engagement Survey	Communication	3 Scale Category	

Name of Strategies and Activities that support SMART Goals(s)					
Strategy Name		Strategy Description			
Encouraging Feedback		Staff will be provided frequent opportunities to provide input and feedback through either Google Forms after professional development or staff meetings and round-table opportunities to share information.			
Activities		Begin Date	End Date	Staff Responsible	Completed Y/N
1. Staff that presents any kind of professional development will provide surveys.		Nov. 2020	May 2022	All staff	
2. Snack and Share: teachers will share information, feedback, or input (round-table).		Nov 2020	May 2022	Classroom teachers, SPED, special area teachers, support staff	
Strategy Name		Strategy Description			
Systemic and Systematic Method of Communicating with Parents (SSMCP)		Staff and faculty will communicate with parents biweekly through various methods based on the preference of the parents. The systematic approach will address students at risk for academic progress.			
Activities		Begin Date	End Date	Staff Responsible	Completed Y/N

1. Teachers will email, call, or communicate through a preferred method on a bi-weekly basis.	Dec 2020	May 2022	Classroom teachers	
2. Progress reports will be provided for students not making academic gains mid-quarter.	Dec 2020	May 2022	Classroom teachers, SPED, Support staff	
3. Parents will be encouraged to schedule a conference/meeting with teachers if there is a concern.	Dec 2020	May 2022	Classroom teachers, SPED, Support staff	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score	EOY SY 20-21			SMART Goal Met/Not Met
Staff Communication and Engagement				
Parent Communication and Engagement				