

dodea americas

SOUTHEAST DISTRICT

Faith Middle School
Dr. Joan Verrett, Principal
Ronneeke Gamble, Asst. Principal
Chi Anne McGrew, CSI Chair
CSI Members:
Maria Struble, Bridgette Colburn, Ilse Cate,
Brandilynn Edwards, Jessica Schmanski, Shanida Threatts, Sandra Pardue

School Improvement Plan 2019-2021



Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	Objectives: In Class Interventions Strategies: Staff Professional Development Activities: Professional Development	Organizational	
2	Mathematics	Objectives: 6th-Major Content, 7th-Expressions and Equations, 8th- Overall, Alg I- Supporting Content Strategies: CUBES Activities: Teacher to Student Training	Academic	
3	Literacy	Objectives: 6th- Literary Text, 7th Reading for Information, 8th- Written Expression & Vocabulary Strategies: Support & Refute, Vocabulary Code, 3 x 3 Writing Graphic Organizer Activities: Use of strategies across curriculum	Academic	
4	Communication and Engagement	Objectives: Increase Effectiveness of Communication to Parents and Faculty Strategies: Faith Communication Plan Activities: Bimonthly Grade Level Newsletter, Increased time for PLC's, Leadership Council	Organizational	

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 Goals(s):

- **Focused Collaboration-** Using the Focused Collaboration Observation Tool (FCOT) the focus will be on 6C: Celebrating Success and Reviewing Progress of PLC Work: Assess PLC’s impact on instruction and learning by scoring up to 20% by the end of SY 20-21 from 0% in SY 19-20.

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
FCOT	<ul style="list-style-type: none"> ● Assess PLC’s impact on instruction 		EOY 20-21

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

Strategy Name	Strategy Description			
Leadership Team completes the FCOT at grade-level meetings				
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Training for Leadership on how to complete the FCOT	1/21	1/21	Verrett/Gamble	
Inform staff of the FCOT process with Leadership completing -- not evaluative	1/21	1/21	CSI Team	
Share FCOT results with staff (initial rating & EOY)	1/21			

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)			
Baseline Score EOY 19-20 Stage 6C	BOY 20-21	EOY 20-21	SMART Goal Met/Not Met May 2021
Very Evident: 0%	100%		

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 6th Grade math and Algebra I performing at “meets” or “exceeds” in Mathematics on the CCRS Summative Assessment will increase the school-wide score from 30% in SY 18-19 to 38% in SY 20-21.

1. All students in Grade 6 will increase achievement in Mathematics on the CCRS Summative Assessment from 23% in SY 18-19 in Performance Levels 4 & 5 (Major Content) to 28% in SY 20-21.
2. The percentage of 7th grade students scoring proficient or higher in mathematics in the area of Expressions and Equations will increase from 58% to 63% by the end of school year 20-21 as measured by Edulastic End of Module assessments administered.
3. Of all students in Math 8, 80% will achieve a level 3 or higher as measured on Math CCRS Summative Assessment for SY 20-21.
4. All students in Algebra 1 performing at levels 4 and 5 will increase achievement on the Algebra CCRS Summative Assessment from 47% in SY 18-19 in Subclaim “Supporting Content” to 55% in SY 20-21.

Information that supports the selection of SMART Goal(s)				
Data Source	Domain or Sub-skill		Measure	Scores
Local Math End of Year Assessments	7th Grade	Expressions & Equations	Proficient	58%
	6th Grade	Major Content	Levels 4 & 5	23%
CCRSM Mathematics	Math 8	Overall	Level 3	baseline year
	Alg 1	Supporting Content	Levels 4 & 5	47%

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
CUBES- Problem Solving Strategy		Step-by-step action steps for solving math problems C-Circle Key Numbers, U- Underline the Questions, B- Box Math Action Words, E- Evaluate "What steps do I take?", S-Solve and Check		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Collaboratively evaluate grade-level data to develop goals.	Aug 19	Aug 19	Whole school, grade level departments	Y
Collaboratively determine grade level Common Formative Assessments to address Focus Collaboration SMART Goals and utilize the DoDEA timeline of assessments.	Aug 19	Aug 19	Math PLC	Y
Introduction of Strategy to all staff to explain what it is, why chosen , how it can be used in the classroom	Oct 19	Jan 21	Math	Ongoing

Professional Development for Staff with specific examples of how to use in classrooms across the curriculum.	Jan 19	Jan 21	Math	Ongoing
Implementation with Students- math and science teachers will model with students and provide handouts. Posters are displayed in the classroom.	Sept 19	June 21	Math	Ongoing
Evaluate progress using common formative assessments and make adjustments	Aug 19	June 21	Math department	Ongoing

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

Baseline Score 18-19 CCRSA	Data Source for Yearly Measures	End of Year Score SY 19-20	End of Year Score SY 20-21	SMART Goal Met/Not Met
6th Grade 23%	CCRSA	Not tested		
7th Grade NA	local end of module assessment (Edulastic)	Not tested		
8th baseline year	CCRSA	Not tested		
Algebra I 47%	CCRSA	Not tested		

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):

All students in Grades 6-8 will increase achievement by the overall average in Performance Levels 4 & 5 Met or Exceeded score in Literacy from 59% in SY 19-20 to 67% in SY 20-21 on the CCRS Summative Assessment.

Grade Level SMART Goals

Grade 6

1. All students in Grade 6 will increase achievement in Literacy on the CCRS Summative Assessment from 51% in SY 18-19 on in Performance Levels 4 & 5 (Literary Text) to 56% in SY 20-21.

Grade 7

1. All students in Grade 7 will increase achievement in Literacy on the CCRS Summative Assessment from 53% in SY 18-19 on in Performance Levels 4 & 5 (Reading for Information) to 58% in SY 20-21.

Grade 8

1. All students in Grade 8 will increase achievement in Literacy on the CCRS Summative Assessment from 68% in SY 18-19 in Performance levels 4 & 5 in (Written Expression) to 76% by school year 20-21.
2. All students in Grade 8 will increase achievement in Literacy on the CCRS Summative Assessment from 50% in SY 18-19 in Performance levels 4 & 5 in (Vocabulary) to 58% by school year 20-21.

Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative Assessment	6th Grade- Sub-claim:Literary Text 7th Grade- Sub-claim:Reading for Information 8th Grade- Sub-claim:Written Expression & Vocabulary	Performance Levels 4 & 5	6th Grade- 51% 7th Grade- 53% 8th Grade- 68%W.E. 8th Grade- 50% Voc.

Name of Strategies and Activities that support SMART Goals(s)					
Strategy Name		Strategy Description			
<p>6th Grade- Support and Refute Graphic Organizer Vocabulary Code</p> <p>7th & 8th Grades- 3 x 3 Writing Graphic Organizer</p>		<p>Tools for writing and learning in all content areas used to improve comprehension of content informational text and written expression.</p> <p><u>Grade 6-</u> the Support and Refute organizer allows students to cite textual evidence to support statements. Vocabulary Code teaches the students vocabulary words from texts used in the classroom.</p> <p><u>Grades 7 and 8-</u> 3 x 3 Writing Graphic Organizer assists students in pulling important details from a piece of writing and helps to organize for polished writing. For 7th grade, students are reading for information. 8th grade students are using to organize writing.</p>			
Activities		Begin Date	End Date	Staff Responsible	Completed Y/N
Collaboratively evaluate classes to develop PLC SMART goals.		Aug 19	Oct 20	Whole school, grade level departments	Y

Collaboratively determine Common Formative Assessments for the school year and a timeline for implementation.	Aug 19	Oct 2020	ELA IS, ELA department	Y
Introduction of Strategy to all staff- Support and Refute Graphic Organizer & 3x3	Aug 19	Jan 20	Leadership Team	Ongoing
Professional Development for Staff- Support and Refute Graphic Organizer & 3x3	Aug 19	Jan 20	Leadership Team	Ongoing
Implementation with Students- Support and Refute Graphic Organizer & 3x3	Sept 19	June 21	English department	Ongoing
Evaluate progress using common formative assessments and make adjustments	Aug 19	June 21	English department	Ongoing

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
<p style="text-align: center;">Readable Writing Strategy</p> <p>SMART Goal 1-CORE 6 Strategy-Write to Learn (Grades 6-12) Emphasizing Readable Writing, which includes reading, analyzing and writing constructed responses, across content areas, from stimulus-based informational text activities and assessments.</p> <ul style="list-style-type: none"> • Readable Writing- 3x3 Writing Frame, Building Writing - • Provisional Writing- Learning Logs, 4-2-1 Free Write • Polished Writing- Writing Folders, Writers' Club <p>All resources are housed in the DoDEA College and Career Readiness Resources Schoology Group,</p>	<p>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</p> <ul style="list-style-type: none"> • Provisional writing, daily writing that supports learning. • Readable writing, which requires students to clarify and organize their thinking to develop on-demand essays or responses. (Research Simulation Task - RST) • Polished writing, which engages students in the full writing and revision process. 			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Emphasize accurately completing writing tasks using multiple stimuli as a follow-up to close reading of informational text across all disciplines	Jan 2018	May 2021	ISSs (ELA, Science, Social Studies, Reading Specialists,	N

(i.e Read multiple texts & viewed one video and write an essay that compares & contrasts the evidence each source uses to support this claim.)			SPED & ESOL), Teachers, Administrators	
Focus on one type of writing per session. Three sessions: o Readable Writing- 3x3 Writing Frame, Building Writing o Provisional Writing- Learning Logs, 4-2-1 Free Write o Polished Writing- Writing Folders, Writers' Club	Mar 2019	May 2021	ISSs (ELA, Science, Social Studies, Reading Specialists, SPED & ESOL), Teachers, Administrators	Ongoing
Work in grade level/subject alike teams to develop activities that reflect the type of writing (that is being emphasized during that session) in their specific content area, implement these activities and bring data on student work samples and analyze student performance using DoDEA Americas Southeast CCR Literacy Data Tracker and discuss during Focused Collaboration (FC).	Mar 2019	May 2021	ISSs (ELA, Science, Social Studies, Reading Specialists, SPED & ESOL), Teachers, Administrators	N
Use the DoDEA Americas Southeast CCR Literacy Data Tracker to monitor progress, identify students who need additional support in improving their writing, and determine the support needed.	Mar 2019	May 2021	ISSs (ELA, Science, Social Studies, Reading Specialists, SPED & ESOL), Teachers, Administrators	N
Examine CCR Standards to identify research simulation constructed response writing activities that teachers can use in their content areas or cross curricular activities.	Mar 2019	May 2021	ISSs (ELA, Science, Social Studies, Reading Specialists, SPED & ESOL), Teachers, Administrators	N
Emphasize accurately completing writing tasks using multiple stimuli as a follow-up to close reading of informational text across all disciplines	Jan 2018	May 2021	ISSs (ELA, Science, Social Studies, Reading Specialists,	N

(i.e Read multiple texts & viewed one video and write an essay that compares & contrasts the evidence each source uses to support this claim.)			SPED & ESOL), Teachers, Administrators	
--	--	--	--	--

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline	EOY 18-19	EOY 19-20	EOY 20-21	SMART Goal Met/Not Met
6th Grade (Literary Text)	51%			
7th Grade (Reading for Information)	53%			
8th Grade (Written Expression)	68%			

Goal 4- Communication and Engagement

Alignment to DoDEA Blueprint for Continuous Improvement:

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

School SMART Goal(s):

- Faith MS will increase its score from 51% on the “Well” rating response in BOY 20/21 to 61% in EOY 21/22 on Q1 (How well does the school inform you about what your child needs to know and learn) from the Communication and Engagement Parent Feedback Form.
- Faith MS will increase its score from 41% on the “Effective” rating response in BOY 20/21 to 51% in EOY 21/22 on Q1 (How effective are your school’s communication methods, strategies, or techniques?) from the Communication and Engagement Faculty & Staff Feedback Form.

Information that supports the selection of SMART Goal(s)

Data Source	Measure	Scores
Faith Parent Communication & Engagement Feedback Form SY 20-21	“Well”	51%
Faith Faculty/Staff Communication & Engagement Feedback Form SY 20-21	“Effective”	41%

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

Strategy Name	Strategy Description			
Faith Communication Plan				
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N

Parents: All grade levels will send an informative newsletter to parents containing the following: Standards, assessments, projects, special announcements, etc.	2/15/2021	Ongoing	All Grade Levels: 6, 7, 8	
Faculty: Leadership council members attend weekly meeting and report back to grade levels weekly.	8/17/2020	Ongoing	Leadership Council Members	
Faculty: Additional focus collaboration period added for each grade level.	1/27/2020	Ongoing	All Grade Levels: 6, 7, 8	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)					
Baseline BOY 20-21	BOY 20-21	EOY 20-21	BOY 21-22	EOY 21-22	SMART Goal Met/Not Met May 2021
Parent: Q1: How well does the school inform you about what your child needs to know and learn?	51%				
Faculty: Q1: How effective are your school's communication methods, strategies, or techniques?	41%				

