



Fort Campbell High School
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School Improvement Plan
SY 2018-2019 to 2020-2021

Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	<p>Objectives: 75% of content areas will establish and plan to achieve a specifically created SMART goal that supports both the SIP and DIP.</p> <p>Strategies: Setting quarterly SMART goals</p> <p>Activities: Train faculty on setting SMART goals; Acquaint faculty with quarterly planning chart; Establish PLC Facilitators</p>	Organizational	
2	Mathematics	<p>Objectives: Increase all CCRS scores (across testing subjects) by 10% over the course of two academic years.</p> <p>Strategies: Peer Tutoring Resource Center, Tiered Interventions</p> <p>Activities: Falcon Learning Academy, Peer Tutoring, Math Club, Math Labs</p>	Academic	
3	Literacy	<p>Objectives: Increase all CCRS scores (across testing subjects) by 10% over the course of two academic years.</p> <p>Strategies: Core Six, Three Instructional Shifts (Number 1), Tiered Interventions</p>	Academic	

		Activities: Embed vocabulary CODE strategies within units; modify model units to meet DoDEA standards and CCRS Assessments; create SMART goals that align with SIP; train faculty on and utilize Falcon Academy.		
2	Communication and Engagement	Objectives: Increase opportunities for parental engagement by 20% as reported on the Parent Communication & Engagement Feedback Form (Q9) Strategies: Leading in a Culture of Change by Michael Fullan Activities:	Organizational	

Goal 1 – Professional Learning Communities/Focused Collaboration

<p>Alignment to DoDEA Blueprint for Continuous Improvement:</p> <ul style="list-style-type: none"> Goal 2 – Strategic Initiative 2.1.a: Quality Implementation of Professional Learning Communities/Focused Collaboration
<p>School SMART Goal(s):</p> <ul style="list-style-type: none"> The FCHS PLC Focused Collaboration groups will improve their rating of 30 percent “Very Evident” in SY 19-20 to 75 percent “Very Evident” in SY 20-21 in Stage 2 (Analyzing Data and Setting Targets [A. Set grade level or course targets (SMART Goal)]) as measured by the PLC Focused Collaboration Observation Tool (FCOT).

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

Focused Collaboration Observation Tool	Stage 2 - Analyzing Data and Setting Targets	Percent “Very Evident”	30%
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Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
Quarterly Goal Setting		Each grade-specific content area sets 9 week goals that are aligned to the content area yearly goal.		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Train faculty on the 9-week focused collaboration plan document and purpose	9/20	11/20	Dr. Whittle and CSI team	Y
Focused Collaboration Facilitators Check SMART Goals for content areas monthly.	9/20	6/21	Briggs, Crossan, Mendez, Obringer, and Reyman	
Focused Collaboration Facilitators assist with new quarterly SMART Goal creation	20/20	6/21	Briggs, Crossan, Mendez, Obringer, and Reyman	

Evidence that demonstrates the effectiveness of the strategy				
BOY 20 - 21 Baseline Score	EOY 20-21	BOY 21-22	EOY 21-22	SMART Goal Met/Not Met

FCOT: Stage 2	Somewhat Evident	Somewhat Evident	Very Evident	Met

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):

The CCRS Summative Assessment average for FCHS Algebra I students will increase in the performance levels 4-5 (Meet-Exceeds) from 19% in SY 17-18 to 29% in SY 20-21 as measured by the 5-category rating scale.

The CCRS Summative Assessment average for FCHS Geometry students will increase in the performance levels 4-5 (Meet-Exceeds) from 25% in SY 17-18 to 35% in SY 20-21 as measured by the 5-category rating scale.

The CCRS Summative Assessment average for FCHS Algebra II students will increase in the performance levels 4-5 (Meet-Exceeds) from 24% in SY 17-18 to 29% in SY 19-21 as measured by the 5-category rating scale.

Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores
17 /CCRS Summative Assessment	CCR Standards Algebra I Geometry Algebra II	CCR Standards Level 1-Does Not Meet Expectations Level 2-Partially Meets Expectations Level 3-Approaches Expectations Level 4-Meets Expectations Level 5-Exceeds Expectations	Level 4 and 5 (Meet-Exceeds) Algebra I-19% Geometry-25% Algebra II-24%
PSAT	Math Test	PSAT Proficiency Rating (Score Range 8-38) Meets or Exceeds Benchmark Approaching Benchmark Needs to Strengthen Benchmark	9th grade - 21 10th grade - 23 11 grade - 23

Name of Strategies and Activities that support SMART Goals(s)					
Strategy Name		Strategy Description			
8 Standards for Mathematical Practice		<p>Teachers will use mathematics, where applicable in all curricular areas to support the SMART goal. Students will become proficient in using the 8 Standards for Mathematical Practice; creating and solving equations and inequalities with one variable and solving one variable linear equations and inequalities using letters as coefficients.</p> <p>Resources: DoDEA College and Career Readiness Math Standards: http://www.dodea.edu/collegeCareerReady/math-standards.cfm?filterID=math_gradeHSA_intro&pageView=math DoDEA Blueprint for Continuous Improvement: https://www.dodea.edu/Blueprint/index.cfm?cssearch=170666_1</p>			
Progressive Questioning Based on Bloom's Taxonomy		<p>Teachers should use a combination of lower cognitive questions for factual recall and higher cognitive questions to extend learning. The use of questions in teaching is positively related to fact retention and student achievement.</p> <p>Resources: https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/questioning-strategies</p>			
Activities		Begin Date	End Date	Staff Responsible	Completed Y/N
Spiral review of securely held knowledge when introducing new material.		8/18	5/21	Math Teachers	On Going

Teachers will incorporate math problems and assign math problems that focus on the standards referenced in the SMART goal into their curriculum.	8/18	5/21	Math Teachers Dr. Durham	On Going
College and Career Ready Standards for Math Teacher Training.	8/18	5/21	Teacher Professional Development days	On Going
Teachers will work closely with Math ISS to develop new instructional strategies using technology (SAMR Model).	8/18	5/21	Math Teachers/Dr. Durham	On Going
FCHS has started a Math Club for enrichment of students who demonstrate math academic excellence that meets every 1st and 3rd Thursday of the month.	5/19	5/21	Mu Alpha Theta members and Sharon Reyman, Reginald Edwards	On Going
FCHS has joined and initiated the first members of the National Math Honor Society (Mu Alpha Theta).	5/19	5/21	Sharon Reyman and Reginald Edwards	On Going
Set up peer tutors for Falcon Learning Academy and for after school tutoring.	8/20	5/21	Reyman, Gammons/Mu Alpha Theta members	On Going
Math Intervention: Students needing extra math skill development support are assigned to Falcon Learning Academy for two weeks.	8/20	5/21	Math Teachers, Beth Obringer	On Going
Created Math Labs classes in the master schedule to provide support during the school day.	8/20	5/21	Gammons, Weal, Edwards, Williamson	On Going

Obstacles, Risks, and Mitigation Plan

Identify Obstacles	Probability of Risk (Low, Medium, High)	Impact of Risk (Low, Medium, High)
Teacher's confidence with math in general Incorporating math into all content areas	High Medium	High High
Mitigation Strategy (Select one)	Mitigation Plan	
<input type="checkbox"/> Assume/Accept: Acknowledge the existence of a particular risk, and make a deliberate decision to accept it without engaging in special efforts to control it. Approval of project or program leaders is required. <input type="checkbox"/> Avoid: Adjust program requirements or constraints to eliminate or reduce the risk. This adjustment could be accommodated by a change in funding, schedule, or technical requirements. <input checked="" type="checkbox"/> Control: Implement actions to minimize the impact or likelihood of the risk. <input type="checkbox"/> Transfer: Reassign organizational accountability, responsibility, and authority to another stakeholder willing to accept the risk. <input type="checkbox"/> Watch/Monitor: Monitor the environment for changes that affect the nature and/or the impact of the risk.	ISSs will develop content-specific problems and training for teachers to teach them ET will provide a Schoology group for sharing information and lessons Teachers will attend training to reinforce their math skills. PLCs will collaborate on areas that math can be incorporated into the content areas College and Career Ready Standards for Math Teacher Training.	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)			
Baseline Score (SY 17-18)	Interim Score (SY 18-19)	End-of-Year Score	SMART Goal Met/Not Met
Algebra I - 13% Geometry - 21% Algebra II - 16%	Algebra I - 13% Geometry - 19% Algebra II - 11%		Not Met

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):

The CCRS Summative Assessment average score for FCHS English Language Arts students will increase in the performance levels 4-5 (Meet-Exceeds) from 29% in SY 17-18 to 39% in SY 20-21 as measured by the 5-category rating scale.

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
PARCC (2018)	Literacy	PARCC Proficiency Rating (Score Range 0-100) Meets / Exceeds (M / E) Approaches Expectations (A) Does Not Meet (DNM)	Literary Text M/E - 47% A - 14% DNM - 39% Informational Text M / E - 43% A - 9% DNM - 49% Vocabulary M / E - 40% A - 20% DNM - 40% Written Expression M / E - 29%

			A - 13% DNM - 58%
HMH Literacy Assessments (Began using this assessment Aug 19)	Literacy	HMH Proficiency Rating (Score Range 0-100) Advanced (80-100) Proficient (60-79) Basic (40-59) Below Basic (20-39) Far Below Basic (0-19)	9th grade - 35.3% 10th grade - 32.6% 11th grade - 36.3% 12th grade - 29.2%
HMH Literacy Assessments (Beginning of year 2020)	Literacy	HMH Proficiency Rating (Score Range 0-100) Advanced (80-100) Proficient (60-79) Basic (40-59) Below Basic (20-39) Far Below Basic (0-19)	9th grade - % 10th grade - 32%

Name of Strategies and Activities that support SMART Goals(s)	
Reading to Support Literacy Strategy Name	Strategy Description
<p>Core Six</p> <p>Three Instructional Shifts (Number 1) Regular practice with complex text and its academic language</p>	<p>The “Core Six” represents individual strategies that include Reading for Meaning, Compare & Contrast, Inductive Learning, Circle of Knowledge, Write to Learn and Vocabulary’s CODE. The authors provide handy sample activities, examples and charts.</p> <p>This strategy highlights the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the</p>

	demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit).			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
<p>HMH Literacy Benchmark Assessments: Teachers will administer HMH Unit Assessments 3 times per year (grades 9-12). Data will be used to direct instruction and determine individual student interventions.</p>	8/19	5/21	ELA Department	On Going
<p>Train ELA faculty on Three Instructional Shifts: Provide professional learning to the staff on the three instructional shifts: <i>building knowledge through content-rich texts, citing evidence from texts, and providing regular practice with complex text.</i></p>	12/18/18	12/18/18	Catapult Learning	Y
<p>Guided Close Reading: Teachers will give instruction on annotation to include practice in the “Close Reader.”</p>	1/19	5/21	All teachers Reading/ELA ISS	On Going
Writing to Support Literacy Strategy Name	Strategy Description			

<p style="text-align: center;">Core Six</p> <p style="text-align: center;">Three Instructional Shifts (Number 2) Writing grounded in evidence from text, both literary and informational</p>	<p>The “Core Six” represents individual strategies that include Reading for Meaning, Compare & Contrast, Inductive Learning, Circle of Knowledge, Write to Learn and Vocabulary’s CODE. The authors provide handy sample activities, examples and charts.</p> <p>This strategy places a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.</p>			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
<p>HMH Writing Benchmark Assessments: Teachers will administer HMH Unit Assessments 3 times per year (grades 9-10th). Teacher will score a writing portion on DoDEA writing rubric and use data to direct instruction and determine individual student interventions (tiered reading).</p>	8/19	5/21	ELA Department	On Going
<p>Faculty will use and familiarize students with the DoDEA writing rubrics</p>	11/18	5/21	ELA Department	On Going

Create and provide instruction on purpose and use of graphic organizers for different types of writing (Provisional, Readable, Polished)	11/18	1/19	ELA Department	On Going
Present professional learning on Graphic Organizers usage (provisional writing) and RACE & PEA writing systems (readable & polished writing) to faculty. (see District Improvement Plan tools).	1/22/19	6/26/19	ELA Department	Y
Conventions of Language: Teachers will develop benchmark conventions of language rubric that targets areas of weakness.	11/18	10/20	ELA Department	Y
Teachers will refer students who repeatedly struggle to meet the standards of a specific skill to Falcon Academy.	6/19	5/21	ELA Department	N In Work
Create " Literacy Tracker " to be used on readable writing and Research Task Simulation	10/20	11/20	Crossan	Y

Obstacles, Risks, and Mitigation Plan		
Identify Obstacles	Probability of Risk (Low, Medium, High)	Impact of Risk (Low, Medium, High)
Establishing equal writing standards (using DoDEA Writing Rubrics) in all disciplines	High	High
Mitigation Strategy (Select one)	Mitigation Plan	

<ul style="list-style-type: none"> <input type="checkbox"/> Assume/Accept: Acknowledge the existence of a particular risk, and make a deliberate decision to accept it without engaging in special efforts to control it. Approval of project or program leaders is required. <input type="checkbox"/> Avoid: Adjust program requirements or constraints to eliminate or reduce the risk. This adjustment could be accommodated by a change in funding, schedule, or technical requirements. <input checked="" type="checkbox"/> Control: Implement actions to minimize the impact or likelihood of the risk. <input type="checkbox"/> Transfer: Reassign organizational accountability, responsibility, and authority to another stakeholder willing to accept the risk. <input type="checkbox"/> Watch/Monitor: Monitor the environment for changes that affect the nature and/or the impact of the risk. 	<p>Educate faculty on how to use the rubrics</p> <p>Modify rubrics, where needed, to conform to different disciplines.</p> <p>Establish or Educate faculty on different writing systems. (scaffold for purpose)</p>
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(2018)				
Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score	Quarter 1 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met
PSAT (2017) 9 th grade - 22 10 th grade - 24 11 th grade - 24			PSAT (2018) 9 th grade - 10 th grade - 11 th grade -	
(2019)				

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score	Quarter 1 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met
PSAT (2018) 9 th grade - 10 th grade - 11 th grade -			PSAT (2019) 9 th grade - 10 th grade - 11 th grade -	
HMH Assessment 1 (Aug 2019) 9th - 35.3% 10th - 32.6% 11th - 36.3% 12th - 29.2%				
HMH Assessment 2 (Aug 2019) 9th grade - 10th grade - 11th grade - 12th grade -			Covid prevented testing	

Goal 4 – Communication & Engagement

Alignment to DoDEA Blueprint for Continuous Improvement: <ul style="list-style-type: none"> ● Goal 4 – Strategic Initiative 4.2.c: Employee Environmental and Cultural Audits
School SMART Goal(s)

By the 4th Quarter, Fort Campbell High School will improve the score of question #9 (Parent opportunity to participate) from 24.2% (Quite A Lot) to 50% (Quite A Lot) as measured on the Parent Communication & Engagement Feedback Form.

By the 4th Quarter, Fort Campbell High School will improve the score of question #4 (Opportunity for faculty/staff to provide input) from 27.3% (Quite A Lot) to 50% (Quite A Lot) as measured on the Faculty/Staff Communication & Engagement Feedback Form

***Concerns Question #3: Completing your responsibilities while at work**

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
Parent Communication & Engagement Feedback Form	Q9 How much opportunity does the school give you to participate or contribute to its mission or goals?	Quite A Lot, Some, Very Little	Q9 24.1% Quite A lot 42.1 % Some 33.3% Very Little
Faculty/Staff Communication & Engagement Feedback Form	Q4 How much opportunity does your school's leadership give you to provide input or feedback?	Quite A Lot, Some, Very Little	Q4 27.3 % Quite A lot 47.7 % Some 25.0% Very Little

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

Strategy Name	Strategy Description
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Leading in a Culture of Change by Michael Fullan	Methods for in depth explanation of moral purpose, understanding change, relationships, knowledge building, and coherence making.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Develop a PTSO (Parent Teacher Student Organization)	08/20	05/21	Dr. Whittle and CSI Team	N
Develop a Student Council	08/20	05/21	Dr. Whittle and CSI Team	N
Develop a Parent Advisory Committee	08/20	05/21	Dr. Whittle and CSI Team	N
Develop teacher leadership program	08/20	05/21	Dr. Whittle and CSI Team	N
Training on Michael Fullan leadership concepts	08/20	05/21	Dr. Whittle, Joi Gause and CSI Team	N
In depth explanation of moral purpose (Chapter 1)	08/20	05/21	Tempie Lucas	N

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
Baseline Score	Quarter 2 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met
Not Healthy	N/A	Not Healthy	Not Healthy	Not Met