



## **Kingsolver Elementary School**

Principal: Laura Gibson

Assistant Principal: Dr. Jeff Pond

CSI Chair: Letetia Kidd

CSI Team Members: Jessica Daugherty, Venus Downs, Dr. Kevin Traynor

## **School Improvement Plan SY 2020-2021**



### Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	Objectives: Strategies: 2 Activities: 9	Organizational	
2	Mathematics	Objectives: Strategies: 1 Activities: 6	Academic	
3	Literacy	Objectives: Strategies: 2 Activities: 9	Academic	
4	Communication and Engagement	Objectives: Strategies: Activities:	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):

#### SMART Goal A

- The overall school PLC Rating Score on the FCOT will move from the rating of 20% in Stage 4D in SY 20-21 to 75% in Stage 4D by SY 21-22, as measured on the FCOT.

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

Data Source	Domain or Sub-skill	Measure	Scores
FCOT	Stage 4D	% of ratings	20%

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

Strategy Name	Strategy Description			
<b>Lesson Plans providing for differentiation</b>	Differentiated Instruction Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, the use of ongoing assessment and flexible grouping makes this a successful approach (Carol Ann Tomlinson)			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Refresher PD on Differentiation	Dec 2020	Feb 2021	Principals, ISS	N
Develop the “Look For’s” of Differentiated Lesson Plans as a staff	Dec 2020	Feb 2021	Principals, CSIP Team, Teachers	N

Identify resources available for teachers to use to identify differentiated strategies	Jan 2021	Feb 2021	ISS's	N
Teachers share best practices with each other in biquarterly Neighborhood Stroll	Feb 2021	April 2022	Teacher Teams	N

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>		<b>Strategy Description</b>		
<b>Higher Level Cognitive Demand Tasks</b>		"High cognitive demand tasks involve making connections, analyzing information, and drawing conclusions." (Smith & Stein, 1998) High-level tasks require students to think abstractly and make connections to mathematical concepts.		
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
Professional learning on HLCDT	Nov Dec 2020	May 2022	Principals, ISS	N
Identify standards on which to focus for HLCDT for 3Q in ELA	Nov 2020	May 2022	Teachers	N
Work stations identified for the standards for ELA focus for HLCDT	Jan 2021	May 2022	ISSs, Principals	N
Work stations developed/revamped for 3rd Q	Jan 2021	May 2022	Grade level teacher teams	N
Follow up PD on HLCDT to share what worked, what needs refinement	Apr 2021	May 2021	Principals, ISS	N

<b>Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)</b>				
<b>Baseline Score</b>	<b>Quarter 2 Score</b>	<b>Quarter 3 Score</b>	<b>End-of-Year Score</b>	<b>SMART Goal Met/Not Met</b>
20%				

## 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

### SMART A Goal:

- Students in 3rd Grade will increase achievement in Mathematics on the DoDEA CCRS Summative Assessment, Sub-Claim 4 (Additional and Supporting Content) from 55% of students scoring in levels 4 and 5 in SY 2017 - 2018 to 61% of students scoring in levels 4 and 5 in SY 2020 - 2021.
- Students in 4th Grade will increase achievement in Mathematics on the DoDEA CCRS Summative Assessment, Sub-Claim 1 (Major Content) from 40% of students scoring in levels 4 and 5 in SY 2017 - 2018 to 46% of students scoring in levels 4 and 5 in SY 2020 - 2021.
- 80% of Kindergarten students will meet expectations ( performance level 3 ) on the SY 20-21 Americas End-Of- Year Summative Assessment.
- 80% of 1st grade students will meet expectations ( performance level 3 ) on the SY 20-21 Americas End- Of- Year Summative Assessment.
- 80% of 2nd grade students will meet expectations ( performance level 3 ) on the SY 20-21 Americas End- Of- Year Summative Assessment.

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<b>Information that supports the selection of SMART Goal(s)</b>			
<b>Data Source</b>	<b>Domain or Sub-skill</b>	<b>Measure</b>	<b>Scores</b>
<b>DoDEA CCRS Summative Assessment SY 2017-2018</b>	<b>Sub-Claims</b>	<b>Performance Levels 4 and 5</b>	<b>(All students % Scoring in Levels 4 and 5)</b>  <b>3rd Grade - 71%</b> <b>4th Grade - 53%</b> <b>5th Grade - 51%</b>
<b>DoDEA CCRS Summative Assessment SY 2017-2018</b>	<b>Sub-Claims</b>	<b>Performance Level 1</b>	<b>SY 2017-2018 (All students % Scoring in Level 1)</b> <b>3rd Grade - 4%</b> <b>4th Grade - 4%</b> <b>5th Grade - 4%</b>
<b>DoDEA CCRS Summative Assessment SY 2017-2018</b>	<b>3rd Grade - Sub Claim 4, Additional and Supporting Content;</b> <b>4th Grade - Sub Claim 1, Major Content;</b> <b>5th Grade - Sub Claim 1, Major Content</b>	<b>Performance Levels</b>	<b>3rd Grade - 55% Sub Claim 4</b> <b>4th Grade - 40% Sub Claim 1</b> <b>5th Grade - 45% Sub Claim 1</b>
<b>DoDEA CCRS Summative Assessment SY 2018-2019</b>	<b>Mathematics</b>	<b>Performance Levels 4 and 5</b>	<b>(All student % Scoring in Levels 4 and 5)</b> <b>3rd Grade - 72%</b>

			<b>4th Grade - 67%</b>
<b>DoDEA CCRS Summative Assessment SY 2018-2019</b>	<b>Mathematics</b>	<b>Performance Level 1</b>	<b>(All Students % Scoring in Level 1) 3rd Grade - 4th Grade -</b>
<b>Americas Summative Assessment</b>	<b>Mathematics</b>	<b>Performance Level 3</b>	<b>K EOY - 1st EOY - 2nd EOY -</b>

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>		<b>Strategy Description</b>		
<b>Tiered Math Interventions</b>		Standards-based math interventions/enrichment specific to student needs		
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
Common assessments are created by focused collaboration teams to use as formative and/or summative assessments.	Aug 2018	May 2021	Teachers	Y
Formative and summative assessment results are analyzed by teachers in their focused collaboration teams to determine student groups.	Aug 2018	May 2021	Teachers	Y
Differentiated flexible student groups are created and monitored bi-weekly by the focused collaboration teams, including the math support teacher/s and special education teachers.	Aug 2018	May 2021	Teachers	Y
Members of the grade level team take a group of students and target their needs in math for the specified period of time and record their progress.	Aug 2018	May 2021	Teachers	Y

Activities used by teachers include differentiated standards-based workstations from the curriculum, differentiated technology-based workstation (for example, Personal Math Trainer), math games, and a teacher guided math group.	Aug 2018	May 2021	Teachers	Y
Training for teachers in Personal Math Trainer will be offered to all teachers who potentially will use it.	Nov 2018	May 2021	CSI Team, Principals	Y

<b>Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)</b>				
<b>Baseline Score Americas Summative Assessment(EOY)</b>	<b>SY 2018-2019</b>	<b>SY 2019-2021</b>	<b>Null</b>	<b>SMART Goal Met/Not Met</b>
<b>Americas Summative Assessment(EOY)</b> K- 1- 2-				
<b>DoDEA CCRS Summative Assessment SY 2017-2018 (All student % Scoring in Levels 4 and 5)</b>  <b>3rd Grade - 71% 4th Grade - 53%</b>	<b>DoDEA CCRS Summative Assessment SY 2018-2019 (All student % Scoring in Levels 4 and 5)</b>  <b>3rd Grade - 72% 4th Grade - 67%</b>	<b>DoDEA CCRS Summative Assessment SY 2020-2021 (All student % Scoring in Levels 4 and 5)</b>  <b>3rd Grade - 4th Grade -</b>		

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### 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):**

- Students in grades K-4 will achieve 60% proficiency on the Reading Proficiency Test in school year 20-21.
- Students in grades 3-4 will achieve 50% scoring in Meets or Exceeds on the CCRS Summative Assessment in school year 20-21.

<b>Information that supports the selection of SMART Goal(s)</b>			
<b>Data Source</b>	<b>Domain or Sub-skill</b>	<b>Measure</b>	<b>Scores</b>
<b>Reading Proficiency Test</b>	<b>comprehension</b>	<b>% of students scoring Proficient</b>	<b>BOY SY 18-19</b> K - 63% 1st GR- 63% 2nd GR- 77% 3rd GR- 81%
<b>CCRS Summative Assessment</b>	<b>comprehension</b>	<b>% of students scoring On or Above Grade Level</b>	<b>4th GR- 77%</b> <b>5th GR- 88%</b>

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>		<b>Strategy Description</b>		
<b>Core Six Literacy</b>		<b>The Core Six: Essential Strategies for Achieving Excellence with the Common Core</b> ; six research-based, classroom-proven strategies that help educators respond to the demands of the Common Core. These strategies can be used across all grade levels and subject areas		
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
Teachers will use each student's individual reading score to determine their reading level and then form reading groups.	Sept 2018	May 2020	Classroom teachers	Y
Teachers will use the reading groups to differentiate reading instruction based on the needs of the groups.	Sept 2018	May 2020	Classroom teachers	Y
Teachers will implement differentiated standards-based literacy stations to target student needs.	Sept 2018	May 2020	Classroom teachers	N
Teachers will maintain records of student progress in their guided reading groups and their literacy stations to determine their flexible group placement throughout the school year.	Sept 2018	May 2020	Classroom teachers	N

Teachers will change reading group placement throughout the year based on student needs as student progress is monitored.	Sept 2018	May 2020	Classroom teachers	N
Teachers will conduct a book study of The CORE Six strategies	Oct 2019	May 2020	Classroom Teachers	N
Teachers will implement the CORE 6 essential strategies cross curricular.	Nov 2019	May 2020	Classroom Teachers	N
Teachers will present grade level activities for each monthly strategy	Nov 2019	May 2020	Classroom Teachers	Y
Teachers will implement one strategy each month	Nov 2019	May 2020	Classroom Teachers	Y

<b>Name of Strategies and Activities that support SMART Goals(s)</b>					
<b>Strategy Name</b>		<b>Strategy Description</b>			
<b>Write to Learn</b>		<p><b>Write to Learn is a set of nested tools for writing and learning in all content areas.</b> These tools support three different types of classroom writing, including: • 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. CCRS have identified three types of texts that are particularly important for students' readiness for college and careers in the 21st century: arguments, informative/ explanatory texts and narratives (Core 6 Strategies-Silver, Dewing &amp; Perini).</p>			
<b>Activities</b>		<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
PD on the write to learn strategy of RACES.		Feb 2021	May 2022	Principals	N
Develop lessons incorporating the RACES process across content areas		April 2021	May 2022	Classroom teachers	N

One writing using the RACES strategy will be provided students and scored once per quarter by each teacher on a Provisional writing assignment.	April 2021	May 2022	Classroom teachers	N
Provide students with two Readable writing assignments following the Research Simulation Task format once per quarter in Q2, Q3, Q4.	Dec 2021	May 2022	3rd and 4th GR Classroom teachers	N
Routinely incorporate high-quality models of written tasks into instruction, and frequently model their own writing process for students	Dec 2021	May 2022	All Gen Ed Classroom Teachers	N

<b>Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)</b>				
<b>Baseline Score 2020-2021</b>	<b>SY 2021 - 2022</b>	<b>SY 2022-23</b>	<b>Null</b>	<b>SMART Goal Met/Not Met</b>
<b>Reading Proficiency EOY Above or On Grade Level</b> <b>K -</b> <b>1st GR - 53%</b> <b>2nd GR - 57%</b> <b>3rd GR - 72%</b> <b>4th GR - 80%</b>	<b>Reading Proficiency EOY Above or On Grade Level</b> <b>K -</b> <b>1st GR -</b> <b>2nd GR -</b> <b>3rd GR -</b> <b>4th GR -</b>			

## 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):

**The Kingsolver Faculty and Staff will increase Internal Communication from 46% Effective from the Fall 2020 Feedback Form to 50% Effective in the Spring 2021 Feedback Form.**

**The Kingsolver Community will increase Parent Participation from 53% Quite a lot from the Fall 2020 Feedback Form to 60% Quite a lot in the Spring 2021 Feedback Form.**

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

Data Source	Domain or Sub-skill	Measure	Scores
Faculty and Staff Feedback Fall 2020	Question 1	Effective, Somewhat Effective, Not Effective	45% Effective 45% Somewhat Effective 9% Not Effective
Parent Feedback Fall 2020	Question 3	Quite a lot, Some, Very Little	53% Quite a Lot 33% Some 14% Very Little

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

Strategy Name	Strategy Description			
<b>Faculty and Staff Communication Reboot</b>	Develop tools and resources for more effective school-wide communication			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. A group session on results of feedback to provide opportunity for staff to offer insights on ways to improve.	Dec 2020	Dec 2020	CSI Team Leader	Y
2. EDA's for Team Leaders will be readvertised to provide another opportunity for input on decisions	Dec 2020	Dec 2020	Admin	Y
3. Creation of chart for staff to use when unsure of who to contact for an answer about a question and what avenues are available	Jan 2021	Feb 2021	CSI Team, Team Leaders	N
4. Provide Professional Development on the effective use of the agenda books	Jan 2021	Jan 2021	Teachers, CSI Team, Admin	N
5. Publish grade level newsletters at least monthly	Feb 2021	May 2021	Teachers	N
6. Informational exchange - Creation of shared files for collaborative communication, newsletters, etc	Feb 2021	May 2021	Teachers, CSI Team, Admin	N
7. Informational exchange - Document the various ways communication is occurring	March 2021	May 2021	CSI Team, Team Leaders	N
8. Effectively implement Microsoft TEAMS as a means of internal communication	Jan 2021	May 2021	Teachers, CSI Team, Admin	N

<b>Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)</b>				
<b>Baseline Score</b>	<b>Quarter 2 Score</b>	<b>Quarter 3 Score</b>	<b>End-of-Year Score</b>	<b>SMART Goal Met/Not Met</b>
45% Effective				

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>		<b>Strategy Description</b>		
<b>Parent Engagement</b>		Create a strong positive connection between school and community stakeholders		
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
1. Offer more opportunities for parents this year to interact with the teacher, curriculum and their student through each grade level holding a virtual event in each remaining quarter of the year.	Feb 2021	June 2021	Team Leaders, CSI Members	N
2. Provide additional communication through Facebook Lives	Feb 2021	June 2021	Admin	N
3. Provide additional communication through positive emails to parents once quarterly to each parent	Feb 2021	June 2021	Teachers, Admin	N
4. Provide additional communication through intentional and consistent use of the agendas as determined by each grade level	Feb 2021	June 2021	Teachers	N
5. School-wide shared newsletters for intentional and consistent use as determined by each grade level sent at least monthly with important curricular information for parents	Feb 2021	June 2021	Teacher Leaders, CSI Team	N

<b>Evidence that demonstrates the effectiveness of the strategy</b> (Use same data source and measures used to select SMART Goal)				
<b>Baseline Score</b>	<b>Quarter 2 Score</b>	<b>Quarter 3 Score</b>	<b>End-of-Year Score</b>	<b>SMART Goal Met/Not Met</b>
53% Quite a lot				