



McBride Elementary School

Edwina Smith, Principal

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School Improvement Plan SY 2018-2021

Summary of Goals

#	Name	Details	Type
1	Professional Learning Communities/Focused Collaboration	Objectives: 2 Strategies: 2 Activities: 16	Organizational
2	Mathematics	Objectives: 2 Strategies: 2 Activities: 9	Academic
3	Literacy	Objectives: 2 Strategies: 5 Activities: 16	Academic
4	Communication and Engagement	Objectives: 2 Strategies: 2 Activities: 15	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 ● Goal 2 – Strategic Initiative 2.1.c: Ongoing professional learning
<p>School SMART Goals(s):</p> <ul style="list-style-type: none"> ● McBride Elementary will increase from 44% in SY 2019- 2020 to 50% in SY 2020-2021 on Stage 4, Indicator D “Develop lesson plans with differentiation and higher-level cognitive demand tasks” as measured on the Focused Collaboration Observation Tool. ● The McBride Elementary will increase from 81% in SY 2019-2020 to 85% in SY 2020-2021 on Stage 5, Indicator D “Develop in class interventions and address gaps (Formative Assessment Results)” 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 4, Indicator D: Develop lesson plans with differentiation and higher-level cognitive demand tasks	% Very Evident	44%
Focused Collaboration Observation Tool	Stage 5, Indicator D: Develop in class interventions and address gaps (Formative Assessment Results)	% Very Evident	81%

Learning Walkthrough Tool	Indicator 9	Percent Observed	83% (n=132)
Learning Walkthrough Tool	Indicator 3	Percent Observed	36% (n=132)

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
Strategy 1. Lesson Plans with differentiation and higher level cognitive demand tasks		Lesson plan development that provides differentiation and higher cognitive demand tasks that result in increased student achievement.		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Principal will establish expectations that teachers use standards-based DoDEA adopted resources to develop differentiated lessons with higher cognitive tasks.	Aug 2018	June 2021	Principal Teachers	
2. Use student data to make decisions about groups and to make instructional changes that facilitate higher cognitive-demand tasks.	Aug 2018	June 2021	Teachers in PLCs	
3. Provide PLC teams guidance and support/ coaching/feedback on higher level cognitive demand	Sept 2018	June 2021	Administrators ISS	

tasks in all content areas.			PLC Facilitators	
4. Collect data using Focused Collaboration Observation Tool (Stage 4, Indicator D) of higher-level cognitive demand tasks and differentiation in lesson plan. Administrator makes every effort to attend.	Oct 2019	May 2021	Administrators District ISS Superintendent (District and Community)	
5. Analyze data on a quarterly basis from Focused Collaboration Observation Tool for Stage 4, Indicator D. Share data with teams and track progress at least quarterly during PLC meetings.	Oct 2020	June 2021	Administrators CSI and PLC Leadership Team District ISS	
6. Collect data using the DoDEA Learning Walkthrough Tool to measure implementation of Indicator 3 (differentiation lessons are paced and structured to keep all students engaged throughout the learning) Indicator 9 (Higher Cognitive Demand Task: lesson tasks require productive struggle, problem solving or reasoning) and provide immediate actionable feedback and follow up to improve educator practice.	Oct 2019	June 2021	Administrators District ISS Superintendent (District and Community)	
7. Analyze data on a quarterly basis on Indicators 3 and 9 from DoDEA Learning Walkthrough (Review general implications of feedback from items 6 above during PLC meetings.)	Oct 2020	June 2021	Administrators CSI and PLC Leadership Team	
8. Use the analysis of the Focused Collaboration Observation Tool (Stage 4, Indicator D) and DoDEA Learning Walkthrough (indicators 3 and 9) data on a quarterly basis to identify, develop, and implement support services to address the indicators with opportunities for continuous improvement.	Nov 2020	June 2021	Administrators PLC and CSI Leadership Team	

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Strategy 2. Tier 1 In-Class interventions and enrichment	Use of research-based instructional strategies to build on student strengths and create a foundation to further learning and achievement.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Analyze student data from common formative assessments to identify skill deficits and mastery of standards.	Sept 2018	June 2021	PLC Teams Teachers Instructional Support Staff	
2. Use the intervention database using DoDEA adopted curricular resources to identify and provide interventions teachers can use in PLCs aligned to essential standards within the scope and sequence.	Nov 2018	June 2021	PLC Teams Teachers Instructional Support Staff	
3. Incorporate District provided exemplars of lesson plans that include Tier 1 in-class interventions and utilize the District intervention database from Activity 2 above.	Sept 2018	June 2021	PLC Teams Teachers Instructional Support Staff	
4. Observe instruction during the “60” work session and provide feedback to individual teachers, grade level, and staff.	Sept 2018	June 2021	Administrators Curricula ISS	

5. Establish a progress monitoring protocol for the school.	Dec 2020	June 2021	Administrators CSI Team	
6. Analyze data on a quarterly basis to identify trends from Focused Collaboration Observation Tool and Learning Walkthrough Tool.	Dec 2020	June 2021	Administrators CSI and PLC Leadership Team	
7. Provide written and/or verbal feedback to Focused Collaboration teams from observations.	Sept 2018	June 2021	Administrators Curricula ISS Superintendent (District and Community)	
8. Provide written and/or verbal feedback to teachers and grade level teams from Learning Walkthroughs.	Oct 2018	June 2021	Administrators Curricula ISS Superintendent (District and Community)	

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

Baseline Data 2019: Goal 1	Jan 2021	May 2021	SMART Goal Met/Not Met
SMART GOAL 1: 44%	SMART GOAL 1: %	SMART GOAL 1: %	
SMART GOAL 2 81%	SMART GOAL 2 %	SMART GOAL 2 %	
Indicator 9 83%	Indicator 9 %	Indicator 9 %	
Indicator 3 36%	Indicator 3 %	Indicator 3 %	

Professional Learning Plan to Support SMART Goals:

Activity Name	Training/Staff Development (Description of the PD)	Begin Date	End Date	Resources & Allocated Time Resources: Subs required, Items purchased Allocated Time: # of Sessions, ERD, Half-Days, etc
1. PLC Professional Learning	Train staff on LWT indicators 3, 5, 9 and 12 (with focus on using digital tools/multimedia resources and students responding to higher order questioning)	Sept 2020	Jan 2021	Resources Required: ISS support Allocated Time: 2 ERD Participants: Faculty Developer/Facilitator: Administrators
2. PLC Professional Learning	ISS will help in defining, explaining, and providing examples of high cognitive demand lesson tasks (using the LWT implementation guide for elements 3 & 9). Training will include calibration on how to ensure these indicators are marked as observed. (4D)	Dec 2020	May 2021	Resources Required:ISS Support Allocated Time: Three ERD Participants: Administrators Teachers Developer/Facilitator: ISS Administrators Math IS Reading IS

3. PLC Professional Learning	ISS will share lesson plan exemplars that include well planned higher level cognitive demand tasks. Provide scaffolded activities for teachers to practice this skill. (4D)	Dec 2020	Mar 2021	Resources Required: ISS Support Allocated Time: 2 ERD Participants: Teachers, Administrators, and ISSs Developer/Facilitator: ISSs, Administrators, Math IS, Reading IS
4. PLC Professional Learning	District In-Class Intervention Database Training (5D)	Nov 2020	May 2021	Resources Required: ISS support/database created Allocated Time: ERD and/or CSI training day/Half- day training. Participants: Teachers, Administration
5. PLC Professional Learning	Train staff on the stages of Focused Collaboration with emphasis on Stage 4, Indicator D (developing lesson plans with higher level cognitive demand tasks) and Stage 5, Indicator D (develop in-class interventions and address gaps based on assessment results)	Nov 2020	May 2021	Resources Required: ISS support Allocated Time: 3 ERD Participants: Faculty Developer/Facilitator: Administration, PLC Team, ISS

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):

- McBride Elementary will increase its achievement average in grades 3 – 5 in math on the CCRS Summative Assessment Modeling and Application Sub Claim from 52% scoring Meets and Exceeds SY18-19 to 57% scoring Meets and Exceeds in SY20 -21.
- Students in 3rd Grade will increase achievement in Mathematics on the DoDEA CCRS Summative Assessment, Sub-Claim Modeling and Application from 55% of students scoring in levels 4 and 5 in SY 2018 - 2019 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 Modeling and Application from 45% of students scoring in levels 4 and 5 in SY 2018 - 2019 to 51% of students scoring in levels 4 and 5 in SY 2020 - 2021.
- Students in 5th Grade will increase achievement in Mathematics on the DoDEA CCRS Summative Assessment, Sub-Claim Modeling and Application from 55% of students scoring in levels 4 and 5 in SY 2018 - 2019 to 61% of students scoring in levels 4 and 5 in SY 2020 - 2021.
- McBride Elementary will establish baseline data with **80%** of all students in grades K-2 scoring Performance Level 3 in Modeling and Reasoning on the CCRS Summative Assessment administered during the fourth quarter of SY 20/21.

- 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.

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative Assessment (Grades 3-5)	Sub Claim Modeling/ Application	Performance Level Meet and Exceeds	<p>SY 18-19 Baseline</p> <p>(All students - 52% scoring Levels 4 and 5)</p> <p>3rd Grade: 55% 4th Grade: 45% 5th Grade: 55%</p>
CCRS Summative Assessment (Grades K-2)	Modeling and Reasoning	Performance Level 3	<p>SY 20-21 Baseline</p> <p>(All students - 80% Performance Level 3)</p> <p>Kindergarten: 80% 1st Grade: 80% 2nd Grade: 80%</p>

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Strategy 1: Rigor and Tiered Math Instruction	Increase the level of rigor for math instruction and implement research based strategies during tiered instruction.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Activity 1: Develop lesson plans that include higher level cognitive level demand tasks and integrate Standard of Mathematical Practice (SMP) # 2 (reasoning abstractly) and SMP #4 (modeling).	Sept 2018	June 2021	Teachers Math IS Special Education AAPS	
Activity 2: Develop lesson plans that include differentiation of instruction with flexible grouping.	Sept 2018	June 2021	Teachers Math IS Special Education AAPS	
Activity 3: Refine Tier 1 Instructional practices using Mathematics Instructional Components model (MIC) with fidelity.	Sept 2019	June 2021	Teachers Math IS Special Education AAPS	
Activity 4: Develop Tier 2 interventions for differentiated standards-based small group instruction based on assessment results.	Sept 2018	June 2021	Teachers Math IS Special Education	

			AAPS	
Activity 5: Provide opportunities for students to engage in modeling and application activities - twice a week.	Nov 2020	June 2021	Teachers Math IS Special Education AAPS	

Strategy Name	Strategy Description			
Strategy 2: Progress Monitoring	Process of frequently gathering student achievement data, analyzing data in a timely manner, and making instructional decisions based on data.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Activity 1: Develop and implement a system for regular progress monitoring during math units.	Sept 2020	June 2021	Teachers Math IS Special Education AAPS	
Activity 2: Assess learning using formative assessments to include exit tickets, quick checks, turn and talk, workstation products, and teacher observations.	Sept 2018	June 2021	Teachers Math IS Special Education AAPS	
Activity 3: Use common formative assessments to monitor student progress, adjust small groups and determine necessary interventions.	Sept 2018	June 2021	Teachers Math IS Special Education AAPS	

Activity 4: Implement quarterly progress monitoring discussions with each grade level.	Nov 2020	June 2021	Math IS Teachers Administrators	
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Progress Monitoring Table

Goal: Modeling and Application	Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)					
	SY17/18 CCR Summative (Baseline)	SY18-19 CCR Summative	SY19-20 CCR Summative	19/20 CCR Math Interims 1/2/3 <small>(Meet/Above overall)</small>	20/21 CCR Math Interims 1/2/3	SMART Goal Met/Not Met
3-5	48%	52% 3rd grade: 55% 4th grade: 45% 5th grade: 55%	No Data Collected (Interim data is Overall % not just modeling & application)	Grade 3: 14%/14%/18% Grade 4: 10%/9%/32% Grade 5: 3%/16%/5%	Grade 3: 32%/?%/?% Grade 4: 49%/?%/?% Grade 5: 42%/?%?%	

Scores are percentage meet-and-exceed for summative and percentage meet-and-above on the interims

Goal: Modeling and Reasoning	Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)			
	SY 20/21 (Baseline) CCR Summative	SY21-22 CCR Summative	SY ?? CCR Summative	SMART Goal Met/Not Met
K-2	Overall 80% Kindergarten: % Grade 1: % Grade 2: %	Overall % Kindergarten: % Grade 1: % Grade 2: %	Overall % Kindergarten: % Grade 1: % Grade 2: %	

Professional Learning Plan to Support SMART Goals:

Activity Name	Training/Staff Development (Description of the PD)	Begin Date	End Date	Resources & Allocated Time Resources: Subs required, Items purchased Allocated Time: # of Sessions, ERD, Half-Days, etc Participants: Who will attend
Math Professional Learning	Deliver professional development to K-5 teachers (to include instructional support staff) on higher cognitive demand tasks.	Dec 2020	May 2021	<ul style="list-style-type: none"> ● Resources: Math ISS, Math IS ● Allocated time: 1 ERD ● Participants: All K-5 teachers
Math Professional Learning	Deliver professional development to K-5 teachers on the SMPs and using digital tools.	Jan 2021	May 2021	<ul style="list-style-type: none"> ● Resources: Math ISS, Math IS, ET ● Allocated time: 2 ERD ● Participants: All K - 5 teachers
Math Professional Learning	Attend professional learning developed by the District Math ISS centered around Modeling and Application utilizing SMPs, high cognitive demand tasks, SHKs, data literacy, and digital tools.	Jan 2021	May 2021	<ul style="list-style-type: none"> ● Resources: Possibly Subs ● Allocated time (specific to quarter): 3rd and 4th QTR Half Day ● Participants: Classroom teachers, SPED and Math IS ● ERD as per principal/school request

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 Goals(s):

- McBride students in grades 3-5 will achieve **50%** scoring in Meets and Exceeds in Literacy on the *CCRS Summative Assessment* in SY 20-21.
- McBride 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-L Summative Assessment		At or Above Proficiency according to DoDEA Reading Proficiency Levels	Projected SY 20-21 Baseline:

K-5 Reading Proficiency Test (RPT)	Accuracy, Reading Comprehension, Fluency	At or Above Proficiency according to DoDEA Reading Proficiency Levels Kindergarten- Level C or higher 1st grade- Level I or higher 2nd grade- Level M or higher 3rd grade- Level P or higher 4th grade- Level R or higher 5th grade- Level U or higher	Projected SY 20-21 baseline: 60% Proficient (K-5 Reading Proficiency Test) Kindergarten- % 1st grade- % 2nd grade- % 3rd grade- % 4th grade- % 5th grade- %
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Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
Strategy 1: Balanced Literacy Workshop Model		Comprehensive research-based approach that builds fundamental skills: phonics, word study, and fluency to produce proficient readers.		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Activity 1: Use the workshop model to provide rigorous integrated reading, writing, speaking and listening instruction to enable all students to acquire learning standards.	Sept 2020	June 2021	K-5 Teachers Reading IS SLL Administrators	

Strategy 2. Core 6 Reading for Meaning (Grades 4 and 5)	Reading for Meaning helps students develop the skills proficient readers use to make sense of rigorous texts. The strategy helps builds these College and Career Readiness skills: Managing Text Complexity, Evaluating and using evidence, Develop the core skills of reading (eg. finding main idea, making inferences, and analyzing character and content).			
Activities (Action Plan) Grades 4-5	Begin Date	End Date	Staff Responsible	Complete Y/N
Activity 1: Implement the Interactive Read Alouds and Accountable Independent Reading daily in order to improve students' skills in managing text complexity, evaluating and using evidence, and developing the core skills of reading.	Sept 2019	June 2021	4th and 5th Grade Teachers Site Literacy Lead Teachers (SLLs)	
Activity 2: Implement Text Dependent Questioning. Daily usage of this strategy in Reading Workshop will enable teachers to deepen their practice and improve student learning.	Sept 2019	June 2021	4th and 5th Grade Teachers Site Literacy Lead Teachers (SLLs)	
Activity 3: Analyze student achievement data and observation data to identify teachers who need additional support (on Interactive Read-Alouds, Accountable Independent Reading, Mini-lessons, and Text Dependent Questioning).	Jan 2019	June 2021	ELA and PL ISSs Administrators Teachers	
Activity 4: Implement the <i>Reading for Meaning</i> 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.	Sept 2019	June 2021	4th and 5th Grade Teachers	
Activity 5: Monitor <i>Reading for Meaning</i> using the LWT indicators 10-12.	Sept 2019	June 2021	District ISS	

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
LWT data?				

Strategy Name	Strategy Description			
<p>Strategy 3: Close Reading (Grades K-5) All resources are housed in the DoDEA College and Career Readiness Resources Schoology Group named Community of Practice (COP) and in the <i>Benchmark Advanced</i> curriculum.</p>	<p>Close Reading helps students develop the skills that proficient readers use to make sense of rigorous texts. The strategy helps build these College And Career Readiness skills:</p> <ul style="list-style-type: none"> • Managing text complexity • Evaluating and using evidence • Developing the core skills of reading (e.g. finding main idea, making inferences, and analyzing character and content). 			
Activities (Action Plan) Grades K-5	Begin Date	End Date	Staff Responsible	Complete Y/N
<p>Activity 1: Grades K-5 teachers will use the Close Reading strategy across disciplines in which students strategically answer text-dependent questions.</p>	Sept 2019	June 2021	K-5 Elementary Teachers SS & Science ESOL SPED Reading Specialists District ISS	

Activity 2: Teachers will expand the use of the Benchmark Advance annotations across disciplines.	Sept 2019	June 2021	K-5 Elementary Teachers SS Science ESOL SPED Reading Specialists District ISS	
Activity 3: Progress monitor Close Reading using the Learning Walkthrough Tool or the Mini Lesson Observation Tool.	Sept. 2019	June 2021	District ISS Administrators	

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
72% (Grades 4-5) verify 66% (Grades K-3) verify				

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

Strategy Name	Strategy Description			
Strategy 4: Guided Reading (Grades K-5)	Guided Reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Activity 1: Administer and analyze the Oral Reading Assessment data of all students to determine guided reading groups.	Sept 2019	June 2021	K-5th Grade Teachers	
Activity 2: Administer and analyze Running Records to assess a student's reading progress by <u>systematically</u> evaluating a student's oral reading and identifying error patterns.	Oct 2019	June 2021	K-5th Grade Teachers	
Activity 3: Incorporate text dependent questions within Guided Reading to support finding text evidence.	Aug 2019	June 2021	K-5th Grade Teachers	
Activity 4: Progress monitor and provide feedback to teachers on Guided Reading implementation using the Learning Walkthrough Tool Indicator 12 or the Guided Reading Observation Tool.	Aug 2019	June 2021	Administrators ISSs	

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

Strategy Name	Strategy Description
<p style="text-align: center;">Strategy 5: CORE 6 Strategy-Write to Learn (Grades 3-5)</p> <p>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.</p> <ul style="list-style-type: none"> ● Readable Writing ● Provisional Writing ● Polished Writing <p>All resources are housed in the DoDEA College and Career Readiness Resources Schoology Group, Southeast District Fit4CCR schoology group (QFND-28XM-3GMC5), and the Literacy COP group in Schoology. All teachers have access to the content in their grade level Community of Practice.</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"> ● 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. <p>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 (<i>Core 6 Strategies</i>-Silver, Dewing & Perini).</p>

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
<p>Activity 1: Apply the understanding by design (UbD) process to develop vertically- and horizontally-aligned year long plans, unit plans, and lesson plans that contain the essential content and skills students must learn to meet the CCRSL writing expectations.</p>	<p>Aug 2020</p>	<p>June 2021</p>	<p>3rd-5th grade teachers Reading Specialists ESOL SPED teachers, PLC facilitator</p>	

<p>Activity 2: Provide students with frequent opportunities to work on provisional, readable, and polished writing tasks to inform, narrate, and express an opinion.</p>	<p>Aug 2020</p>	<p>June 2021</p>	<p>3rd-5th grade teachers special area teachers and support staff who work with 3rd-5th grade students</p>	
<p>Activity 3: Incorporate high-quality models of written tasks into instruction and frequently model their own writing process for students.</p>	<p>Aug 2020</p>	<p>June 2021</p>	<p>3rd-5th grade teachers special area teachers and support staff who work with 3rd-5th grade students</p>	

<p>Professional Learning Plan to Support SMART Goals:</p>				
<p>Activity Name</p>	<p>Training/Staff Development (Description of the PD)</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resources & Allocated Time Resources: Subs required, Items purchased Allocated Time: # of Sessions, ERD, Half-Days, etc. Participants: Who will attend</p>

Literacy Professional Learning (Gr K-3)	How to implement Benchmark Advance Interventions.	Oct. 2019	May 2021	<ul style="list-style-type: none"> ● Resources: ISS ● Allocated Time: One ERD session and/or onsite duty day ● Participants: K-3 Grade Teachers
Literacy Professional Learning (Grades K-5)	Actively attend the SY 20-21 pre-service and quarterly CCRSL training to plan for, deliver, and reflect on CCRSL-aligned writing instruction.	Aug 2020	May 2021	<ul style="list-style-type: none"> ● Resources: Catapult Learning ● Allocated Time: CCRS Days ● Participants: K-5 teachers, selected staff members
Literacy Professional Learning (Grades K-5)	Develop close reading lessons with high-quality text dependent questions	Aug 2020	May 2021	<ul style="list-style-type: none"> ● Resource: Benchmark Advance text dependent questions aligned to whole group mini lesson and guided reading texts ● Allocated Time: One ERD session ● Participants: K-5 teachers and those who support grade level students

Goal 4: Communication and 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.

McBride Elementary School will implement effective strategies, methods, or techniques of communication to the parents and staff.

- McBride Elementary School will increase its communication effectiveness from 46% (November 2020) to 52% (May 2021) as measured by McBride Faculty and Staff Communication & Engagement Feedback Form.
- McBride Elementary School will increase **its quantity and quality of school's** communication to parents from 60% (November 2020) to 70% (May 2021) as measured by McBride Parent Communication & Engagement Feedback Form.

Information that supports the selection of SMART Goal(s)

Data Source	Domain	Domain Description	Measure	Scores
DODEA Americas Southeast Faculty and Staff Communication and Engagement Form			AdvancED* Standards Diagnostic *Now Cognia	Baseline Fall 2020

DODEA Americas Southeast Parent Communication and Engagement Form			AdvancED* Standards Diagnostic *Now Cognia	Baseline Fall 2020
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Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Strategy 1. Communication Plan: Faculty	McBride Elementary School will implement a two way communication plan to promote, foster, and support partnerships for student success within the school.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Activity 1. Continue to use the Patriot Daily note to communicate events and activities to staff.	Aug 2019	May 2021	Administrators Staff	
Activity 2. Meet with BEA and AFGE building reps weekly to address concerns and questions.	Aug 2020	May 2021	Administrators BEA and AFGE reps	

Activity 3. Disseminate information about upcoming professional learning in a timely manner via email and staff meetings.	Aug 2020	May 2021	Administrators, CSI and PLC teams, Math IS, SLL, etc	
Activity 4. Schedule team building activities during faculty meetings.	Aug 2020	May 2021	Administrators	
Activity 5. Acknowledge birthdays, celebrations, arrivals, farewells, and accomplishments on a monthly basis.	Aug 2020	May 2021	Administrators, Sunshine Committee	
Activity 6. Implement a staff brag board	Aug 2019	June 2021	Administrators, Staff	
Activity 7. Maintain an open door policy.	Sept 2020	June 2021	Administrators	

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Strategy 2. Communication Plan: Parents	McBride Elementary School will implement a two way communication plan to promote, foster, and support partnerships for student success between school and home.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Activity 1. Continue to use weekly or monthly grade level parent newsletters.	Aug 2019	June 2021	Administrators Grade Levels	
Activity 2. Continue to use McBride Patriot Technology sit access online resources.	March 2020	June 2021	Administrators Grade Levels	
Activity 3. Provide parents with the assessment calendar (Interim and Summative).	Nov 2020	March 2021	Administrators Grade Levels	
Activity 4. Send ASPEN emails to remind parents of upcoming school events.			Administrators Office Staff Classroom Teachers	

Activity 5. Use ADHOC and ASPEN to communicate important messages about safety and health.			Administrators AO Nurse	
Activity 6. Attend monthly virtual PTO meetings.			Administrators	
Activity 7. Establish a monthly virtual meeting with the School Board Representative.			Administrators	
Activity 8. Provide 4th and 5th grade parents information about how to access Grade Speed.			Administrators ET	

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

Data Source and Measure	Baseline SY 17-20 – March 2020 Previous data	Baseline 20-21 New tool **	EOY 20-21	BOY 21-22	EOY 21-22	BOY 22-23	EOY 22-23	SMART Goal Met/Not Met
Advanced Faculty Staff	Unhealthy							
Advanced Parent Perception	Healthy							

Professional Learning Plan to Support SMART Goals:				
Activity Name	Training/Staff Development (Description of the PD)	Begin Date	End Date	Resources & Allocated Time Resources: Subs required, Items purchased Allocated Time: # of Sessions, ERD, Half-Days, etc. Participants: Who will attend
TBD				<ul style="list-style-type: none"> ● Resources: ● Allocated Time: ● Participants:
TBD				<ul style="list-style-type: none"> ● Resources: ● Allocated Time: ● Participants:
TBD				<ul style="list-style-type: none"> ● Resources: ● Allocated Time: ● Participants:

Oct 2020 District Directive for SIP

Only measuring CLIMATE. School should continue with CULTURE initiatives, just not included in SIP

Goal 4: Communication and 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.

McBride Elementary School will implement effective strategies, methods, or techniques of communication to the parents and staff.

- McBride Elementary School will increase its communication effectiveness from 46% (November 2020) to 52% (May 2021) as measured by McBride Faculty and Staff Communication & Engagement Feedback Form.
- McBride Elementary School will increase its quantity and quality of school's communication to parents from 60% (November 2020) to 70% (May 2021) as measured by McBride Parent Communication & Engagement Feedback Form.

Information that supports the selection of SMART Goal(s)

Data Source	Domain	Domain Description	Measure	Scores
DODEA Americas Southeast Faculty and Staff Communication and Engagement Form			AdvancED* Standards Diagnostic *Now Cognia	Baseline Fall 2020

DODEA Americas Southeast Parent Communication and Engagement Form			AdvancED* Standards Diagnostic *Now Cognia	Baseline Fall 2020
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Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Strategy 1. Communication Plan: Faculty	McBride Elementary School will implement a two way communication plan to promote, foster, and support partnerships for student success within the school.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Activity 1. Continue to use the Patriot Daily note to communicate events and activities to staff.	Aug 2019	May 2021	Administrators Staff	
Activity 2. Meet with BEA and AFGE building reps weekly to address concerns and questions.	Aug 2020	May 2021	Administrators BEA and AFGE reps	

Activity 3. Disseminate information about upcoming professional learning in a timely manner via email and staff meetings.	Aug 2020	May 2021	Administrators, CSI and PLC teams, Math IS, SLL, etc	
Activity 4. Schedule team building activities during faculty meetings.	Aug 2020	May 2021	Administrators	
Activity 5. Acknowledge birthdays, celebrations, arrivals, farewells, and accomplishments on a monthly basis.	Aug 2020	May 2021	Administrators, Sunshine Committee	
Activity 6. Implement a staff brag board	Aug 2019	June 2021	Administrators, Staff	
Activity 7. Maintain an open door policy.	Sept 2020	June 2021	Administrators	

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Strategy 2. Communication Plan: Parents	McBride Elementary School will implement a plan to improve the quantity and quality of communication to promote and maintain partnerships for student success between school and home.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Activity 1. Continue to use weekly or monthly grade level parent newsletters.	Aug 2019	June 2021	Administrators Grade Levels	
Activity 2. Continue to use McBride Patriot Technology sit access online resources.	March 2020	June 2021	Administrators Grade Levels	
Activity 3. Provide parents with the assessment calendar (Interim and Summative).	Nov 2020	March 2021	Administrators Grade Levels	
Activity 4. Send ASPEN emails to remind parents of upcoming school events.			Administrators Office Staff Classroom Teachers	

Activity 5. Use ADHOC and ASPEN to communicate important messages about safety and health.			Administrators AO Nurse	
Activity 6. Attend monthly virtual PTO meetings.			Administrators	
Activity 7. Establish a monthly virtual meeting with the School Board Representative.			Administrators	
Activity 8. Provide 4th and 5th grade parents information about how to access Grade Speed.			Administrators ET	

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

Data Source and Measure	Baseline SY 17-20 – March 2020 Previous data	Baseline 20-21 New tool **	EOY 20-21	BOY 21-22	EOY 21-22	BOY 22-23	EOY 22-23	SMART Goal Met/Not Met
Advanced Faculty Staff	Unhealthy							
Advanced Parent Perception	Healthy							

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Professional Learning Plan to Support SMART Goals:				
Activity Name	Training/Staff Development (Description of the PD)	Begin Date	End Date	Resources & Allocated Time Resources: Subs required, Items purchased Allocated Time: # of Sessions, ERD, Half-Days, etc. Participants: Who will attend
TBD				<ul style="list-style-type: none"> ● Resources: ● Allocated Time: ● Participants:
TBD				<ul style="list-style-type: none"> ● Resources: ● Allocated Time: ● Participants:
TBD				<ul style="list-style-type: none"> ● Resources: ● Allocated Time: ● Participants:

Oct 2020 District Directive for SIP

Only measuring CLIMATE. School should continue with CULTURE initiatives, just not included in SIP

