



Charles P. Murray Elementary School
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School Improvement Plan SY 20/21

Summary of Goals

#	Name	Details	Type
1	Professional Learning Communities / Focused Collaboration	Objectives: 1 Strategies: 1 Activities: 8	Organizational
2	Mathematics	Objectives: 1 Strategies: 1 Activities: 5	Academic
3	Literacy	Objectives: 1 Strategies: 1 Activities: 11	Academic
4	Communication & Engagement	Objectives: 2 Strategies: 1 Activities: 10	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 Goals(s):</p> <ul style="list-style-type: none"> PLC’s will increase from 57% in SY 19-20 to 64% in SY 20-21 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
DoDEA Americas SE Focused Collaboration Observation Tool	Stage 5: Implementing Collaboratively Designed Lessons and Monitoring Progress/Indicator D	FCOT	57%

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Intervention (Prevention) program development and implementation.	Journey to Excellence: PLCs will analyze and score common assessments that will target learning and instruction. PLCs will monitor student progress identifying Tier 1 interventions incorporating differentiated and higher level-cognitive demand tasks aligned to essential standards/skills.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N

Use the established progress monitoring protocol.	Aug. 2020	June 2021	PLCs, CSI, and Administrator	
Collect data from common assessments for the Murray data collection tool.	Aug. 2020	June 2021	PLCs, CSI, and Administrator	
Analyze and score assessments, to group students based on data for intervention and enrichment.	Aug. 2020	June 2021	PLCs and Facilitators	
Plan differentiated Tier 1 interventions.	Aug. 2020	June 2021	PLCs and Facilitators	
Develop common formative assessments/exit tickets to evaluate proficiency and interventions	Aug. 2020	June 2021	PLCs and Facilitators	
Develop and implement higher-level demand tasks that are aligned to essential standards. (Also aligned to 4D)	Aug. 2020	June 2021	PLCs and Facilitators	
Provide guidance and professional learning opportunities on higher level cognitive demand tasks.	Nov. 2020	June 2021	Administrators, Facilitators, and 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
FCOT DATA Indicator 5.D 57%				

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 grades 3-5 will increase their achievement in Mathematics on the CCR Summative Assessment from 50% to 56% scoring in Performance Levels 4 & 5 from SY 2017-2018 to SY 2020-2021.

Grade Level SMART Goal(s):

- 80% of the students in Kindergarten will meet expectations (Performance Level 3) on the SY 20-21 Americas Math End-of Year Summative Assessment.
- 80% of the students in 1st grade will meet expectations (Performance Level 3) on the SY 20-21 Americas Math End-of Year Summative Assessment.
- 80% of the students in 2nd grade will meet expectations (Performance Level 3) on the SY 20-21 Americas Math End-of Year Summative Assessment.
- All students in grade 3 will increase their achievement in Mathematics on the CCR Summative Assessment: Sub Claim A - Major Content from 52% to 55% scoring in Performance Levels 4 & 5 from SY 2017-2018 to SY 2020-2021.
- All students in grade 4 will increase their achievement in Mathematics on the CCR Summative Assessment: Sub Claim A - Major Content from 49% to 52% scoring in Performance Levels 4 & 5 from SY 2017-2018 to SY 2020-2021.
- All students in grade 5 will increase their achievement in Mathematics on the CCR Summative Assessment: Sub Claim A - Major Content from 30% to 33% scoring in Performance Levels 4 & 5 from SY 2017-2018 to SY 2020-2021.

Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores
CCR Summative Assessment	Mathematics	Performance Levels 4 & 5	SY 17-18 (All Students - % scoring "Met and Exceeded") 3rd Grade - 61% 4th Grade - 52% 5th Grade - 36% Total School - 50%
Americas Math End of Year Summative Assessment	Mathematics	Performance Level 3	
Learning Walkthrough Indicator 9	Productive Struggle	Percent Very Evident	
Learning Walkthrough Indicator 12	Higher-order question	Percent Very Evident	

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
Tier 1 and Tier 2 standard-based activities.		Implement data-driven, differentiated Tier 1 and Tier 2 intervention plans to address deficiencies in support of the essential standards.		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Create common formative assessments aligned with the CCRSM	Aug. 2020	June 2021	PLCs	
Implement Tier 1 activities during guided math and work stations.	Aug. 2020	June 2021	PLCs/Classroom Teachers	

Progress monitor and provide feedback to students based on interventions	Aug. 2018	June 2021	PLCs/Classroom Teachers	
Progress monitor the impact of Tier 1 and Tier 2 interventions to adjust instruction accordingly.	Aug. 2018	June 2021	PLCs/Classroom Teachers	
Analyze formative and summative assessments to differentiate instruction (Tier 1) based on student performance.	Aug 2018	June 2021	PLCs/Classroom Teachers	
Analyze data from the DoDEA LWT to measure Indicators 6, 7, and 9. (Differentiation, formative assessment/feedback and productive struggle)	Oct 2020	June 2021	Principal	
Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
Higher Cognitive Demand Tasks		Implement higher cognitive demand tasks during learning activities to build student learning.		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Develop and implement differentiated and higher cognitive demand tasks (lesson plans, PLC agendas)	Aug. 2020	June 2021	PLCs	
Progress monitor and provide feedback to students on higher cognitive demand tasks	Aug. 2018	June 2021	PLCs	
Progress monitor and provide feedback to teachers on higher cognitive demand tasks (FCOT)	Aug. 2018	June 2021	Principal and PLC facilitators	

Incorporate technology at the modification, augmentation, or redefinition levels of the SAMR model within the 20/60/20 model.	Aug 2020	June 2021	PLCs	
Analyze data from the DoDEA LWT to measure Indicators 3, 5, 9, 12. (SAMR, engagement, differentiation, and higher cognitive demand tasks)	Oct 2020	June 2021	Principal	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)									
Baseline Score			EOY 2021		EOY 2022		SMART Goal Met/Not Met		
CCRSM Summative DATA									
Grade	17-18	18-19	Grade		Grade		Grade		
3rd	61	45	3rd		3rd		3rd		
4th	52	53	4th		4th		4th		
5th	36	30	5th		5th		5th		
All	50	44	All		All		All		
FCOT DATA			LWT DATA						

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):

- 50% of students in grades 3-5 will achieve the level of Meets and Exceeds Proficiency in Literacy on the CCRS Summative Assessment in SY 20-21.
- 60% of students in grades K-5 will achieve the level of Proficiency in Literacy on the Reading Proficiency Test (RPT) in SY 20-21.

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative		Performance Level 4 Meets Performance Level 5 Exceeds	Projected
Reading Proficiency Test (RPT)	Accuracy, Reading Comprehension	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	Projected

		4th grade- Level R or higher 5th grade- Level U or higher	
(PreK) Intentional Teaching Card LL06	Creative Curriculum Literacy Objectives for Development and Learning	% Proficient	Progression of Development and Learning Levels (Color Bands)

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Core Six-Write to Learn Readable Writing	Readable writing, which requires students to clarify and organize their thinking to develop on-demand essays or responses. (Research Simulation Task)			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Teachers will implement the 3 X 3 Writing Frame for students to organize and plan out the beginning, middle, and end of writing passage. <small>(Silver, Harvey F., et al. "Copyright Page." <i>The Core Six: Essential Strategies for Achieving Excellence with the Common Core</i>, ASCD, 2012, p. [iv]. <i>Gale In Context: High School</i>, https://link.gale.com/apps/doc/CX2787000004/GPS?u=dodea_test&sid=GPS&xid=df3cab4a. Accessed 19 Nov. 2020.)</small>	Dec 2020	June 2021	Classroom Teachers	
Teachers will implement the Building Writing (Readable Writing Tool) as a prewriting tool to scaffold emerging writers to produce high-quality responses on demand. <small>(Silver, Harvey F., et al. "Copyright Page." <i>The Core Six: Essential Strategies for Achieving Excellence with the Common Core</i>, ASCD, 2012, p. [iv]. <i>Gale In Context: High School</i>, https://link.gale.com/apps/doc/CX2787000004/GPS?u=dodea_test&sid=GPS&xid=df3cab4a. Accessed 19 Nov. 2020.)</small>	Dec 2020	June 2021	Classroom Teachers	

Writing materials in interest areas to support emergent writing skills.	Nov. 2020	June 2021	PK Staff	
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Name of Strategies and Activities that support SMART Goals(s)

Strategy Name	Strategy Description			
Guided Reading	Guided reading is a small group instructional context in which a teacher supports each reader's development of a system of strategic actions for processing new texts at increasingly challenging levels of difficulty. (Fountas and Pinnell, 2017)			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Reading Records: Teachers will complete quarterly reading records to monitor student progress and reform flexible groups.	Dec 2019	June 2021	K-5 Classroom Teachers	
“Beyond and About the Text” Question Bank: Teachers will utilize beyond the text questions (predict, make connection, infer, synthesize, analyzing, and critiquing) to support student comprehension.	Jan 2020	June 2021	K-5 Classroom Teachers	
Retelling activities of familiar texts in group time/morning meeting	Sept. 2020	June 2021	PK Staff	
Puppet, props, etc. for retelling related familiar story in interest areas	Sept. 2020	June 2021	PK Staff	

Name of Strategies and Activities that support SMART Goals(s)					
Strategy Name		Strategy Description			
Close Reading		A careful and critical analysis (usually complex) in order to develop a deep understanding of key ideas and details, craft and structure, and integration of knowledge and ideas			
Activities		Begin Date	End Date	Staff Responsible	Completed Y/N
Teachers will implement text dependent questions across content areas.		Dec 2020	June 2021	Classroom Teachers	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)					
Baseline Score EOY 2021	BOY 2021	EOY 2022	BOY 2022	EOY 2023	SMART Goal Met/Not Met
Baseline Score EOY 2021	BOY 2021	EOY 2022	BOY 2022	EOY 2023	SMART Goal Met/Not Met

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.

School SMART Goal(s):

- Murray Elementary School will increase its score on the Parent Communication and Engagement Feedback Form item regarding opportunities for providing input and feedback will increase from 48% to 58% in “Quite a Lot.”
- Murray Elementary School will increase its score on the Faculty and Staff Communication and Engagement Feedback Form item regarding contributing to the school’s mission will increase from 63% to 75% in “Quite a Lot.”

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
Murray Parent Communication and Engagement Feedback Form			
Murray Faculty and Staff Communication and Engagement Feedback Form			

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Continuous School Improvement: The Murray Way.	Providing a common understanding of how all district endeavors and goals are tied together, and further carried out through the SIP.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Provide access within the PLC agenda to the DoDEA Blueprint, the DIP, the SIP, and QIR.	Jan 2021	June 2021	CSI Team	
Develop one pagers based on each school goal to simplify the understanding of the SIP.	Jan 2021	June 2021	CSI Team	
Create a district and school comparison of smart goals.	Jan 2021	June 2021	CSI Team	
Provide feedback forms often to ensure staff's understanding of how everything ties together	Jan 2021	June 2021	CSI Team	

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
Parent Feedback Forms	A data collection method to understand our parents' needs in accessing curriculum from home. Parents can provide input for the school to utilize in order to provide strategies to be proficient with standards in ELA and Math.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
PLCs will provide a weekly Math and ELA released question based on essential standards for parents and students to solve at home.	Jan 2021	June 2021	PLCs	
Create google forms for parents to provide their input and feedback on standard based questions and learning strategies.	Jan 2021	June 2021	CSI Team	
Highlights of parents input and feedback will be shared weekly via the Murray Minutes.	Jan 2021	June 2021	CSI Team	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)			
Goal Domain	Baseline BOY 20-21	EOY 20-21	SMART Goal Met/Not Met
Murray Faculty and Staff Communication and Engagement Feedback Form Q :			
Murray Parent Communication and Engagement Feedback Form Q :	47.6 %		