



C.C. Pinckney Elementary School

Principal: Ryan Smith

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**School Improvement Plan
2020-2021**

Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	Objectives: 1 Strategies: 1 Activities: 5	Organizational	
2	Mathematics	Objectives: 3 Strategies: 2 Activities: 6	Academic	
3	Literacy	Objectives: 3 Strategies: 1 Activities: 3	Academic	
4	Communication & Engagement	Objectives: 2 Strategies: 2 Activities: 7	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):

- C.C. Pinckney Professional Learning Communities will move from a rating of 35% Very Evident in SY 2019-2020 to 50% Very Evident in Stage 4D: Building and sharing standards-based lessons and assessments - Develop lesson plans with differentiation and higher level cognitive demand tasks by June 2021 as measured by 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 4D: Building and sharing standards-based lessons and assessments - Develop lesson plans with differentiation and higher level cognitive demand tasks by June 2021 as measured by the Focused Collaboration Observation Tool.	Very Evident	35% (6 out of 17 observations were very evident)

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

Strategy Name	Strategy Description
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Develop and implement lesson plans with differentiated and higher level cognitive demand tasks	Teams will work in PLC's to plan differentiated tier 1 interventions along with higher level cognitive demand tasks. Teams will refer to multiple resources based on DOK level of the standard and unpacking the standard.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Teams will utilize PLC time to plan differentiated Tier 1 interventions.	Jan 2020	May 2021	Collaborative teams	
The teams will identify students with learning gaps and provide instructional interventions.	Aug 2019	May 2021	Collaborative teams	
Teams will collect data from common assessments and enter the results into the team data tracker.	Aug 2019	May 2021	Collaborative teams	
Teachers will collaboratively analyze student work.	Aug 2019	May 2021	Collaborative teams	
Teachers will create lesson plans with higher cognitive demand tasks.	Aug 2019	May 2021	Collaborative teams	

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
QIR				

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

Grade Level SMART Goal(s):

1. Third grade students will increase proficiency in Cluster 3.OA.D, solving problems involving the four operations, identify and explain patterns in arithmetic from 24% meeting/exceeding proficiency in SY 18-19 to 27% meeting/exceeding proficiency in SY 20-21 as measured by the DoDEA Math Summative Assessment.
2. Fourth grade students will increase proficiency in Cluster 4.OA.A, using the four operations with whole numbers to solve problems from 59% meeting/exceeding proficiency in SY 18-19 to 62% meeting/exceeding proficiency in SY 20-21 as measured by the DoDEA Math Summative Assessment.
3. Fifth grade students will increase proficiency in Cluster 5.NBT.B, perform operations with multi-digit whole numbers and decimals to hundredths from 41% meeting/exceeding proficiency in SY 18-19 to 44% meeting/exceeding proficiency in SY 20-21 as measured by the DoDEA Math Summative Assessment.
4. Sixth grade students will increase proficiency in Cluster 6.RP.A, understand ratio concepts and use ratio reasoning to solve problems from 29% meeting/exceeding proficiency in SY 18-19 to 32% meeting/exceeding proficiency in SY 20-21 as measured by the DoDEA Summative Assessment.

Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative Assessment	Sub-Claim A Major Content	Performance Level 4 and 5	SY 2018-2019 (All students scoring at Performance Levels 4 & 5): 3rd Grade - 35% 4th Grade - 43% 5th Grade - 27% 6th Grade - 21%
CCRS Summative Assessment	Sub-Claim A Major Content	Performance Level 1 & 2	SY 2018-2019 (All students scoring at Performance Levels 1 & 2): 3rd Grade - 32% 4th Grade - 17% 5th Grade - 34% 6th Grade - 52%

Name of Strategies and Activities that support SMART Goals(s)					
Strategy Name		Strategy Description			
Math RTI		Students receive specific interventions in math based on data			
Activities		Begin Date	End Date	Staff Responsible	Completed Y/N
Tier 1 Math in class instruction (Guided Teacher Group; Differentiated Technology Work Station (i.e. Personal Math Trainer); Differentiated Standards-Based workstations that		Sept 2019	June 2021	All grade level teachers	

enrich/re-teach through Go Math!, other approved DoDEA Resources, and/or Math Games)				
Tier 2 Math intervention based off of 2020 BOY (Guided Teacher Group; Differentiated Technology Work Station (i.e. Personal Math Trainer); Differentiated Standards-Based workstations that enrich/re-teach through Go Math!, other approved DoDEA Resources, and/or Math Games)	Sept 2019	June 2021	All grade level teachers	
Tier 3 Math intervention (grades 3-6)	Sept 2019	June 2021	Math IS	
Strategy Name	Strategy Description			
Math Instructional Component	Students receive DoDEA Excellent Instruction (MIC 20-60-20)			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
20% Opening: Explicit instructions aligned to the standards, elements and/or essential questions	Aug 2019	June 2021	All Pinckney Staff, District ISS	N
60% Work Session: Guided Math; Flexible grouping/small group instruction based on data; Standards-based workstations	Aug 2019	June 2021	All Pinckney Staff, District ISS	N
20% Closing: Explicitly clarify misconceptions; Informally assess student understanding with Exit Tickets and adjust instruction appropriately and plan for interventions	Aug 2019	June 2021	All Pinckney Staff, District ISS	N

Remote learning strategies:

- **Direct explicit instruction, Guided practice, Immediate and specific feedback provided**
- **Asynchronous activities for math should be Khan Academy or Think Central lessons**
- **Math RTI in the remote learning environment - Direct explicit instruction that is scaffolded or differentiated for individual students (can be direct explicit instruction - 5 minutes, then practice with teacher feedback - could implement work stations via Think Central, Khan Academy, and independent assignments that can**

be submitted within Google Docs as a photo. Intervention schedules for students to follow on a weekly basis with activities.

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
QIR				

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

Grade Level SMART Goal(s):

- At least 60% of C.C. Pinckney students in grades 3-5 will score at Proficient or Advanced as measured by the Reading Proficiency Tool by the end of SY 2021.
- At least 50% of C.C. Pinckney Students in grades 3-5 will score at Performance Level 4 (meets) or 5 (exceeds) in literacy as measured by the CCRS Summative Assessment in SY 2021.
- Students in 6th Grade will increase their achievement in Literacy as measured by the 5 category rating scale on the CCRS Summative Assessment in Performance Levels 4 and 5 from 28% in SY 18-19 to 31% in SY 20-21.

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
CCRSL Summative Assessment		Performance Level 1 & 2	6th grade 28%

Name of Strategies and Activities that support SMART Goals(s)				
3rd-6th Grade Strategy Name	Strategy Description			
Core Six	Students will receive instruction using core six strategies.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
<p>Reading for Meaning: Weekly implementation of Reading for Meaning</p> <p>Reading for Meaning is a research-based strategy that helps all readers build the skills that proficient readers use to make sense of challenging texts. Regular use of the strategy gives students the opportunity to practice and master the three phases of critical reading that lead to reading success, including</p> <ul style="list-style-type: none"> ● Previewing and predicting <i>before reading</i>. ● Actively searching for relevant information <i>during reading</i>. ● Reflecting on learning <i>after reading</i>. 	Nov 2019	June 2021	All Pinckney Staff	N
<p>Top-Hat Compare and Contrast Weekly Implementation</p> <p>Compare & Contrast is a critical thinking strategy designed to build students' memories, eliminate confusion, and bring crucial similarities and differences into sharp focus.</p>	Nov 2019	June 2021	All Pinckney Staff	N

<p>Students make comparisons through a four-phase learning process: first, students describe each item using criteria; second, they use a Top Hat Organizer to record key similarities and differences; third, they discuss their findings and draw conclusions; and finally, they synthesize their learning by completing an application task.</p>				
<p>Write to Learn 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>Emphasize accurately completing writing tasks using multiple stimuli as a follow-up to close reading of informational text across all disciplines (i.e Read multiple texts, view one video, and write an essay that compares & contrasts the evidence each source uses to support this claim.) (CSI Team needs to review this activity to determine the needs and direction for our school)</p>	<p>January 2021</p>	<p>May 2021</p>	<p>3rd - 6th grade</p>	<p>N</p>

Remote learning activities:

- **Guided Reading will be our focus**
- **Annotation Charts**

3rd -5th grade 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
QIR				

6th grade 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
QIR				

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: Partnerships for student success - Promote, foster, and support partnerships for student success.

School SMART Goal(s):

- CC Pinckney Faculty and Staff will move from 55% to 60% selecting “Quite a lot” as measured by Question 5 on the End of the Year Pinckney Faculty and Staff Communication & Engagement Feedback Form SY 20-21.
- CC Pinckney Parents will move from 55% to 60% selecting “Satisfied” as measured by question 10 on the End of the Year Pinckney Parent Communication & Engagement Feedback Form SY 20-21.

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Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores
Pinckney Faculty and Staff Communication & Engagement Feedback Form SY 20-21	Q5: How much do you think your school's leadership considers or uses your input or feedback?	Percentage of faculty and staff that select: Quite a lot	55%
Pinckney Parent Communication & Engagement Feedback Form SY 20-21	Q10: Overall, how satisfied are you with the quantity and quality of your school's communication?	Percentage of parents that select: Satisfied	55%

Name of Strategies and Activities that support SMART Goals(s)	
Strategy Name	Strategy Description
Pinckney Elementary School V.O.I.C.E. (Value, Optimization, Input, Clear Communication, and Engagement)	<p>V.O.I.C.E will provide staff at CC. Pinckney Elementary the opportunity to ensure that their input and feedback is considered by school leadership.</p> <p>Staff will provide input or feedback through the use of a Google Form. They will provide their input and be required to suggest ways to improve or remedy the issue they are bringing forward.</p> <p>The CSI Team will review V.O.I.C.E monthly and provide a response to the staff member in a timely manner.</p>

<p>Pinckney Communication Plan</p>	<p>The Pinckney Communication plan will ensure that all communication between stakeholders is provided in a clear and concise manner.</p> <p>The plan includes expectations, and protocols in the areas of School-Wide, Academic, and Staff communication.</p>			
<p>Climate and Culture Committee</p>	<p>The Culture and Climate Committee will promote positive communication by increasing parent involvement in the school and increasing staff involvement in the community.</p> <p>The Climate and Culture Committee will promote a positive culture in the workplace.</p>			
<p>Activities</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Staff Responsible</p>	<p>Completed Y/N</p>
<p>October: Math Prize Patrol</p>	<p>2019</p>	<p>2021</p>	<p>Climate and Culture Committee</p>	<p>N</p>
<p>November: City of Columbia Veterans Day Parade</p> <p>American Education Week: BG Beagle to address educators</p> <p>Thanksgiving Luncheon Family Photo booth</p>	<p>2019</p>	<p>2021</p>	<p>Climate and Culture Committee</p>	<p>N</p>

December: Festival of Trees Fort Jackson Tree Lighting 282 Army Band/Caroling in the Corridors	Dec 2019	Dec 2021	Climate and Culture Committee	N
January: Math Night at the Commissary	Jan 2020	Jan 2021	Climate and Culture Committee	N
February: Living Museum	Feb 2020	Feb 2021	Climate and Culture Committee	N
March: Reading Prize Patrol	Mar 2020	Mar 2021	Climate and Culture Committee	N
May: Family Bowling Night	May 2020	May 2021	Climate and Culture Committee	N

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		Strategy Description		
Positive Behavior Intervention Supports (Tier 1 PBIS)		C.C. Pinckney will sustain a PBIS program (school-wide behavior expectations) that is systematic and used throughout all areas. Patriot Card program's goal is to promote positive communication home.		
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Patriot Card Program - Patriot Essentials: Be Safe, Be Respectful, Be Responsible - Patriot Pledge	Dec 2019	June 2021	All Pinckney Staff	N

<ul style="list-style-type: none"> - 100 cards to be handed out per month - Patriot Wall to be set up September 2020 - Card drawn every week for special prize (for each grade level) to be provided by PTA 				

Strategies for Remote Learning:

- Virtual Patriot Essentials (Google Form to include unlimited number of name)
- Virtual Patriot Essential Cards (PDF where students name is included and emailed to student and parent)

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
QIR				