



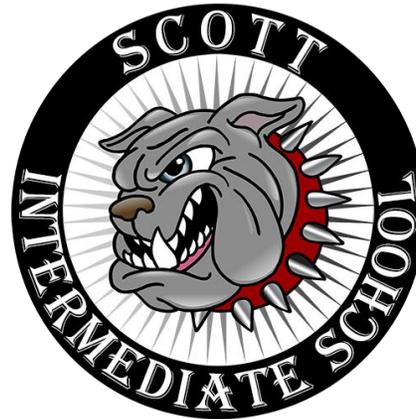
**Scott Intermediate School**

Theresa Wilson-Principal

Kerrie Gill-CSI Chair

Cindy Garrison, Jon Kern- CSI Members

**School Improvement Plan  
SY 2018-2019, 2019-2020, & 2020-2021**



### Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 4	Organizational	
2	Math	Objectives: 4 Strategies: 3 Activities: 11	Academic	
3	Literacy	Objectives: 4 Strategies: 4 Activities: 15	Academic	
4	Communication & Engagement	Objectives: Strategies: Activities:	Organizational	

### Goal 1 – Professional Learning Communities

**Alignment to DoDEA Blueprint for Continuous Improvement:**

- Goal 2 – Strategic Initiative 2.1.a: Quality Implementation of Professional Learning Communities/Focused Collaboration

**School SMART Goal(s):**

- Scott Intermediate School teachers will “*develop lesson plans with differentiation and higher-level cognitive demand tasks*” (Stage 4, Indicator D) with 80% or more accuracy for SY 20-21 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 4, Indicator D: Develop lesson plans with differentiation and higher-level cognitive demand tasks	Percent Very Evident	*Data is based on only 2 observations scoring 100%. This PLC stage remains the focus due to limited data available via FCOT observations.

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

Strategy Name	Strategy Description

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.	August 2020	June 2021	Principal and Teachers	Y
2. Use student data to make decisions about groups and to make instructional changes that facilitate higher cognitive-demand tasks.	August 2020	June 2021	Teachers in PLCs	N
3. Collect data using Focused Collaboration Observation Tool (Stage 4, Indicator D) of higher-level cognitive demand tasks and differentiation in lesson plan. Admin makes every effort to attend. Make this a priority.	August 2020	June 2021	PLC Leaders and Members, CSI Leaders and Members, Teachers in PLCs	N
4. Campus leadership will deliver professional development to classroom teachers about understanding higher-order thinking and higher-demand tasks in the classroom. <ul style="list-style-type: none"> <li>a. Review exemplars</li> <li>b. Determine means to implement in the classroom</li> <li>c. Reviewing lesson plans to ensure inclusion of differentiation and evidence of higher-order thinking/opportunities for students</li> </ul>	August 2020	June 2021	Principal	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
100% *Limited data*				

## 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 A:

- All students in grade 5 will achieve a score in Mathematics as measured by the CCRS Summative Assessment in performance levels 4 and 5 of 51% in SY 20-21.
- All students in grades 6 will increase their achievement in Mathematics as measured by the CCRS Summative Assessment in performance levels 4 and 5 from 41% in SY 17-18 to 47% in school year 20-21.

### School SMART Goal B:

- Students in 6th Grade will increase their achievement in Mathematics Subclaim 1: “Major Content” as measured by the CCRS Summative Assessment in performance levels 4 and 5 from 33% in SY 17-18 to 39% by school year 20-21.
- Students in 5th grade will achieve a score of Mathematics subclaims 2: “Expressing Math Reasoning” as measured by the CCRS Summative Assessment in performance levels 4 and 5 of 50% in SY 20-21.

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

Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative Assessment	Mathematics	Percentage achieving at Level 4 or 5 Met or Exceeds Expectations	<b>SY 17-18</b> 6th Grade: 41%  <b>SY 18-19</b> 6th Grade: 27%
CCRS Summative Assessment	Mathematics	Percentage at Level 1, Did Not Meet Expectations	<b>SY 17-18</b> 6th Grade: 6%  <b>SY 18-19</b> 6th Grade: 12%

<b>CCRS Summative Assessment</b>	<b>Mathematics</b>	<b>Percentage of Mastery in Subclaim 1 “Major Content”</b>	<b>SY 17-18</b> 6th Grade: 33% <b>SY 18-19</b> 6th Grade: 28%
<b>CCRS Summative Assessment</b>	<b>Mathematics</b>	<b>Percentage of Mastery in Subclaim 2 “Express Math Reasoning”</b>	<b>SY 17-18</b>

<b>Name of Strategies and Activities that support SMART Goals(s)</b>					
<b>Strategy Name</b>		<b>Strategy Description</b>			
<b>Improve Tier II (In-Class and Intervention) Instructional Strategies for Mathematics Intervention</b>		<b>Targeted Tier II intervention will assist in students’ growth &amp; should increase the number of students that meet or exceed proficiency level in “Expressing Math Reasoning” on the CCRS Summative Assessment by utilizing weekly practice questions, online resources, and targeted support.</b>			
<b>Activities</b>		<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
1. Students will be placed into targeted intervention groups based on data from mid-module assessments and CCRS-based Interim Benchmark Assessments based on Tier I instructional outcomes. a. Groupings are fluid and adjusted based on regular review of data		Oct 2019	June 2021	Math teachers; Math Intervention Specialist	N
2. Identify skill deficits and interventions for students from Tier I instruction and Tier I common assessments		Oct 2019	June 2021	Math teachers; Math Intervention Specialist	N
3. Targeted Intervention during pull-out small groups (6th Grade) and Math Intervention (5th Grade) a. Targeted intervention focuses on students who need additional support in order to reach		Oct 2018	June 2021	Math Teachers; Math Intervention Specialist	N

<p>their math-related goals as determined via in-class instruction, CCRS Interim Benchmark Assessments, and mid-module assessment data. This intervention can be either Tier II or Tier III, as determined via individual student needs and deficit level.</p> <ul style="list-style-type: none"> <li>a. Intervention time allows for students who need extra support to receive small group and/or individual attention for their specific needs. <ul style="list-style-type: none"> <li>i. Small group pull-out by math intervention specialist for both 5th and 6th grade students (Tier II)</li> <li>ii. Small-group pull-out by specialist for both 5th and 6th grade students (Tier III students)</li> </ul> </li> <li>b. Students are able to work in peer groups to support learning and/or enrichment</li> </ul>				
<p>4. Mathia &amp; Khan Academy</p> <ul style="list-style-type: none"> <li>a. Mathia &amp; Khan Academy are used for reinforcement and independent practice of the module topic skills taught in class. Specific tasks and assessments are assigned for student practice and learning opportunities on module-related topics.</li> <li>b. Students are able to access both Mathia &amp; Khan Academy both during and after school hours for further support on module topics.</li> <li>c. Students can monitor their progress as part of the online program.</li> </ul>	Oct 2018	June 2021	6th Grade Math Teachers	N
<p>5. CCRS Summative Assessment Practice Questions</p> <ul style="list-style-type: none"> <li>a. Teachers will model specific strategies for students to use when answering content-related math questions.</li> </ul>	Oct 2018	June 2021	5th & 6th Grade Math Teachers	N

b. Students will use a rich task or CCRS-released practice question during Seminar to enhance their “Express Math Reasoning” ability.				
6. CCRS Summative Assessment Interim a. Teachers administer assessments three times a year to measure student progress towards goals and review outcomes and student growth b. Students will monitor their own progress through data reviews	Oct 2018	June 2021	5th & 6th Grade Math Teachers	N
7. Module Intervention pre-tests which assess securely held knowledge for students who need additional support in math. a. Math interventionist will administer assessments prior to module instruction to assess student knowledge. b. Adjustments in intervention instruction will be made based on assessment outcomes.	Aug 2019	June 2021	5th & 6th Grade Math Teachers	N
8. Progress monitor impact of in-class interventions, both Tier I and Tier II, and adjust instruction based on student data a. Instruction may be adjusted to include one-on-one, small group, pull-out, and enrichment opportunities to support student progress and growth b. Data for progress monitoring will come from CCRS Interim Benchmark and mid-module assessments	Oct. 2019	June 2021	Math teachers, Math Intervention Teacher	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>
SY 19-20: CCRS 6th: 27% 5th:				

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>	<b>Strategy Description</b>			
<b>CUBES Intervention Strategy for Problem Solving Implementation</b>	<p>The CUBES strategy (Circle the numbers, Underline the question, Box-in key words, Evaluate &amp; eliminate extra information, and Solve &amp; check ) provides students with a tool to annotate and analyze a problem prior to solving it. This allows students to break down the problem into manageable sections, highlighting key components within the problem.</p>			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
<p>1. CUBES posters in all math classrooms; introduction of strategy to students</p> <ul style="list-style-type: none"> <li>a. CUBES is a strategy for addressing each component of the process when responding to math assessment questions.</li> <li>b. CUBES               <ul style="list-style-type: none"> <li>i. Ensures all portions of questions are answered for short-response and/or CCRS-stemmed questions.</li> <li>ii. Circle the numbers, Underline the question, Box-in key words, Evaluate &amp; eliminate extra information, and Solve &amp; check</li> </ul> </li> <li>c. Similar to ELA Core Six annotation strategy in the sense that students are required to highlight important details within a problem or text to come to a better understanding.</li> </ul>	Aug 2020	June 2021	Math Teachers, Math Intervention Teacher, SPED Teachers	N
<p>2. Student utilization of CUBES strategy on formative and summative assessments</p>	Aug 2020	June 2021	6th Grade Math Teachers, Math Intervention Teacher	N

<ul style="list-style-type: none"> <li>a. Mid-module assessments</li> <li>b. CCRS Interim Benchmarks</li> <li>c. CEPAS (Common curriculum Embedded Performance Assessments) <ul style="list-style-type: none"> <li>i. Teachers will model appropriate use of the CUBES response strategy during Tier I Instruction.</li> <li>ii. Students will practice the CEPAS utilizing the CUBES strategy.</li> <li>iii. Use of strategy is assessed anecdotally based on teacher review of student responses</li> </ul> </li> </ul>				
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<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>
SY 19-20: CCRS 6th: 27% 5th:				

<b>Name of Strategies and Activities that support SMART Goals(s)</b>	
<b>Strategy Name</b>	<b>Strategy Description</b>
<b>Math Talks (5th Grade) &amp; Mathematical Discourse (6th Grade) Implementation</b>	<b>Math Talks (5th Grade) &amp; Mathematical Discourse (6th Grade) allows students to orally discuss potential solutions to a problem, giving students the opportunity to hear several potential methods to solving any given problem.</b>

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Student utilization of Mathematical Discourse throughout the 6th grade math module book and Math Talks throughout the GoMath program in 5th grade. <ul style="list-style-type: none"> <li>a. Teachers will model appropriate discourse.</li> <li>b. Allow opportunities for all students to participate in weekly discourse/talks sessions.</li> </ul>	Aug 2020	June 2021	5th and 6th Grade Math Classroom teachers; Math Interventionists	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
SY 17-18 CCRS: 6th Grade = 41%	N/A	N/A	SY 18-19 CCRS: 6th Grade 27% 5th Grade	Not Met
SY 19-20: CCRS 6th: 27% 5th:			SY 20-21: CCRS 6th: --% 5th: --%	

## 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 A:

- Scott Intermediate School students in grade 6 will increase their achievement in Literacy as measured by the CCRS Summative Assessment in performance levels 4 and 5 from 40% SY 18-19 to 43% in SY 20-21.

### School SMART Goal B:

- Scott Intermediate School students in grade 5 will achieve a score in literacy as measured by the CCRS Summative Assessment in performance levels 4 and 5 of 50% by the end of SY 20-21.

### School SMART Goal C:

- Scott Intermediate School students in grade 6 will increase their achievement on Subclaim 4: “Written Expression” as measured by the CCRS Summative Assessment in performance levels 4 and 5 from 48% in SY 17-18 to 54% by SY 20-21.

### School Smart Goal D:

- Scott Intermediate School students in grades 5 will achieve a score of 85% scoring in “Meets and Exceeds” on the Reading Proficiency Test (RPT, Benchmark) by the end of SY 20-21.

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

Data Source	Domain or Sub-skill	Measure	Scores
CCRS Summative Assessment	Language Arts	Percentage achieving at Level 4 or 5 Met or Exceeds Expectations	<b>SY 17-18</b> 51% <b>SY 18-19</b> 51%
CCRS Summative Assessment	Language Arts	Percentage at Level 1, Did Not Meet Expectations	<b>SY 17-18</b> 6th Grade: 6%  <b>SY 18-19</b> 6th Grade: 4%

<b>CCRS Summative Assessment</b>	<b>Language Arts</b>	<b>Percentage of Mastery in Subclaim "Written Expression"</b>	<b>SY 17-18</b> 6th Grade: 48%  <b>SY 18-19</b> 6th Grade: 30%

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>	<b>Strategy Description</b>			
<b>RACE Strategy</b>	Implementation of the RACE strategy (Restate, Answer, Cite Evidence, and Explain) across the curriculum as appropriate.			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
1. RACE posters in all classrooms a. The hanging of RACE posters in all classrooms will ensure students are seeing the strategy at all times & will serve as a reference and guide when students complete RACE questions in classrooms other than the ELA classroom.	Nov 2018	June 2021	PLC	N
2. Develop a 4 point RACE Rubric a. The development of a 4 point RACE rubric will allow teachers to use the same scoring method on all RACE questions and provide consistency for students & teachers alike.	Oct 2018	Oct 2018	ELA Teachers	Y
3. RACE Assessments - Pre and Post assessments a. In ELA, students will use the RACE strategy regularly. RACE questions will be used on each major unit assessment.	Oct 2018	June 2021	ELA Teachers	N
4. Writing Across the Curriculum - Students will be producing writing samples utilizing the RACE Strategy across the curriculum a. Students will use the RACE strategy in all of their core contents. Students will complete a RACE activity at least once a quarter in core content areas, with more taking place in ELA.	Nov 2018	June 2021	All Content 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</b>	<b>Quarter 2 Score</b>	<b>Quarter 3 Score</b>	<b>End-of-Year Score</b>	<b>SMART Goal Met/Not Met</b>
SY 17-18: CCRS 51%	SY 18-19: N/A	SY 18-19: N/A	SY 18-19: CRRS 51%	Not Met

<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>
SY 18-19 51%	N/A	N/A		

<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>
6th Writing Assessment:				

<b>Name of Strategies and Activities that support SMART Goals(s)</b>	
<b>Strategy Name</b>	<b>Strategy Description</b>
<p><b>CORE 6 Strategy-Write to Learn (Grades 6-12)</b> 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"> <li>● <b>Readable Writing- 3x3 Writing Frame, Building Writing</b></li> <li>● Provisional Writing- Learning Logs, 4-2-1 Free Write</li> <li>● Polished Writing- Writing Folders, Writers' Club</li> </ul>	<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"> <li>● Provisional writing, daily writing that supports learning.</li> <li>● <b>Readable writing, which requires students to clarify and organize their thinking to develop on-demand essays or responses.</b> (Research Simulation Task - RST)</li> <li>● Polished writing, which engages students in the full writing and revision process.</li> </ul>

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Emphasize accurately completing writing tasks using multiple stimuli as a follow-up to <b>close reading</b> 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.)	August 2020	June 2021	Classroom Teachers (all contents)	N
2. Present professional learning on Readable Writing created via district leaders that aligns with RPT data.	August 2020	June 2021	Site Literacy Lead	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
6th Writing Assessment:				

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	Strategy Description			
<b>Core Six</b>	Implementation of the Core Six strategies (Reading for Meaning, Compare & Contrast, Write to Learn, Vocabulary's CODE) across the curriculum as appropriate.			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Support & Refute Organizer a. Organizers teacher generated & pulled from DoDEA-created ELA Model Units	Aug 2019	June 2021	Content area teachers	N
2. CODE Matrix	Aug 2019	June 2021	Content area teachers	N

a. Organizers teacher generated & pulled from DoDEA-created ELA Model Units				
3. Compare & Contrast Description Organizer a. Organizers teacher generated & pulled from DoDEA-created ELA Model Units	Aug 2019	June 2021	Content area teachers	N
4. Compare & Contrast Top Hat Organizer a. Organizers teacher generated & pulled from DoDEA-created ELA Model Units	Aug 2019	June 2021	Content area teachers	N
5. School-wide Annotation Implementation a. Model use of standardized annotation strategy across all content areas	Aug 2019	June 2021	Content area teachers	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
SY 17-18 CCRS: 51%	N/A	N/A	SY 18-19 CCRS: 51%	Not Met

Baseline Score	Quarter 2 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met
SY 18-19 CCRS: 51%	N/A	N/A		

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

Strategy Name	Strategy Description			
<b>Implementation of school-wide, cross-curricular writing rubrics to improve students' written expression skills</b>	Implementation of the DoDEA-created, CCRS Summative Assessment-aligned writing rubrics across the curriculum as appropriate.			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>

<p>1. Student self-assessment using rubrics for identified activities (as a learning tool)</p> <ul style="list-style-type: none"> <li>a. Students are aware of the rubric components as a way to self-monitor assessment and performance criteria.</li> </ul>	<p>Aug 2019</p>	<p>June 2021</p>	<p>Content Area Teachers</p>	<p>N</p>
<p>2. Teacher modeling of rubric use during instruction</p> <ul style="list-style-type: none"> <li>a. Modeling will allow students to hear and see the appropriate usage of the tool.</li> <li>b. Teachers &amp; students will collectively practice scoring both self-created and exemplar texts to demonstrate understanding.</li> <li>c. Student use during self-assessment allows for growth based on understanding of components within the rubric.</li> </ul>	<p>Aug 2019</p>	<p>June 2021</p>	<p>Content Area Teachers</p>	<p>N</p>
<p>3. Alignment of formative and summative assessments scoring to reflect use of writing rubric when appropriate</p> <ul style="list-style-type: none"> <li>a. Teacher-created summative and formative assessments will include open-ended, short answer response opportunities where students will utilize tasks based on rubric criteria.</li> <li>b. Teachers will use rubrics to score responses and provide specific written feedback to guide students' further growth.</li> <li>c. Assessment data will be used to quantify student progress toward meeting CCRSL goals.</li> </ul>	<p>Aug 2019</p>	<p>June 2021</p>	<p>Content Area Teachers</p>	<p>N</p>
<p>4. Teachers working collaboratively, using the rubrics &amp; scores from writing assignments, to determine which students need further support in writing.</p>	<p>Aug 2019</p>	<p>June 2021</p>	<p>Content Area Teachers</p>	<p>N</p>

<ul style="list-style-type: none"> <li>a. Students in need of additional intervention, as determined via their scores on the rubrics, will receive support during small-group instruction.</li> <li>b. Students identified for enrichment opportunities will receive support during small-group instruction.</li> <li>c. Students' progress will be monitored across content areas.</li> </ul>				
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**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
SY 17-18 CCRS: 51%	N/A	N/A	SY 18-19 CCRS: 51%	Not Met

Baseline Score	Quarter 2 Score	Quarter 3 Score	End-of-Year Score	SMART Goal Met/Not Met
SY 18-19 CCRS: 51%				

## 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 A:

- Scott Intermediate School will increase its score from 51.9% on the “Quite a lot” rating response in BOY 20/21 to 60% in EOY 21/22 on Q6 (How much do you think you get to contribute to your school’s mission? ) from the Communication and Engagement Faculty & Staff Feedback Form.

### School SMART Goal B:

- Scott Intermediate School will increase its score from 46.4.% on the “Well” rating response in BOY 20/21 to 49.4% in EOY 21/22 on Q1 (How well does the school inform you about what your child needs to know and learn? ) from the Communication and Engagement Parent Feedback Form.

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

Data Source	Domain or Sub-skill	Measure	Scores
Communication and Engagement Faculty & Staff Feedback Form	Communication & Engagement	Percent Quite a Lot	51.9% quite a lot 40.7% some 7.4% very little
Communication and Engagement Parent Feedback Form	Communication & Engagement	Percent Well	46.4% Well 30.4% Somewhat Well 23.2% Not Well

<b>Name of Strategies and Activities that support SMART Goals(s)</b>				
<b>Strategy Name</b>	<b>Strategy Description</b>			
<b>Collaborative creation of new vision statement by Scott Intermediate School administration &amp; faculty</b>	<b>Creating a new vision statement will provide faculty members with valuable input into the school's focus, and will update the vision statement to focus on an intermediate (5-6 grades) mindset.</b>			
<b>Activities</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Staff Responsible</b>	<b>Completed Y/N</b>
1. Campus leadership will deliver professional development to classroom teachers via a book study related to teacher involvement, input, and creation of mission/vision statements at the school level.	SY 20-21	SY 21-22	Principal and teachers	N
2. Creation of a staff recognition program that highlights faculty & staff who are highlighting the principles discussed in the updated vision.	SY 20-21	SY 21-22	Principal and 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</b>	<b>Quarter 2 Score</b>	<b>Quarter 3 Score</b>	<b>End-of-Year Score</b>	<b>SMART Goal Met/Not Met</b>
<b>SY 20-21 Communication and Engagement Faculty &amp; Staff Feedback Form: 51.9% Quite a Lot</b>				

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

Strategy Name	Strategy Description			
<p align="center"><b>Improve parent communication via engagement initiatives</b></p>	<p align="center"><b>Scott Intermediate School administration and faculty will inform parents regarding their child's learning via a variety of methods to encourage and promote positive teacher/parent communication</b></p>			
Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
<p>1. Bi-monthly grade-level newsletter  a. Amongst their grade-level colleagues, teachers will send out bi-monthly newsletters to parents in which information is shared regarding units of study, upcoming assessments, and integral information for the upcoming 4.5 weeks of learning.</p>	SY 20-21	SY 21-22	Teachers	N
<p>2. Bi-monthly progress reports  a. Teachers will send out progress reports via GradeSpeed bi-monthly to ensure parents are kept informed regarding student progress and learning.</p>	SY 20-21	SY 21-22	Teachers	N
<p>3. Assessment bulletin  a. Created in collaboration with the counselor and teachers, the principal will send out an assessment bulletin that includes dates and information regarding upcoming assessments. The bulletin will allow parents to improve communications with students regarding school learning.</p>	SY 20-21	SY 21-22	Principal, Counselor, Teachers	N
<p>4. Virtual parent information night  a. Teachers will hold a virtual parent information night to review class expectations, subject</p>	SY 20-21	SY 21-22	Principal, Counselor, Teachers	N

standards, and upcoming learning targets and goals.				
5. Increase in positive parent communication a. Teachers will more frequently send home positive communications, highlighting students who are showing mastery and/or growth within their content area.	SY 20-21	SY 21-22	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</b>	<b>Quarter 2 Score</b>	<b>Quarter 3 Score</b>	<b>End-of-Year Score</b>	<b>SMART Goal Met/Not Met</b>
<b>SY 20-21 Communication and Engagement Parent Feedback Form: 46.4% Well</b>				