dodea americas

SOUTHEAST DISTRICT

Stowers Elementary School
Dr. Amy Dilmar, Principal
Mr. Joseph Myles, Assistant Principal
Mr. Kennedy McGruder, Chair
Ms. Michelle Ossa, Team Member
Ms. Debbie Andrews, Team Member
Ms. Courtney Herbst, Team Member
Ms. Lisa Standridge, Team Member

School Improvement Plan
SY 2018-2020 & 2020-2021

Summary of Goals

#	Name	Details	Type
1	Professional Learning Communities/Focused Collaboration	Objectives: 1 Strategies: 1 Activities: 6	Organizational
2	Communication & Engagement	Objectives: 2 Strategies: 2 Activities: 3	Organizational
3	Mathematics	Objectives: 9 Strategies: 3 Activities: 27	Academic
4	Literacy	Objectives: 13 Strategies: 2 Activities: 15	Academic

Goal 1 – Professional Learning Communities/Focused Collaboration

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Alignment to DoDEA Blueprint for Continuous Improvement:

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

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School SMART Goals(s):
- Stowers Elementary School will increase from 50% in SY 19-20 to 60% very evident in SY 20-21 on Stage 4, Indicator D "Develop lesson plans with differentiation and higher level cognitive demand tasks" as measured by the Focused Collaboration Observation Tool.
- Stowers Elementary School will sustain 80% very evident in SY 19-20 to 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.
- Stowers Elementary School will increase from 20% in SY 19-20 to 50% very evident in SY 20-21 on Stage 5, Indicator E "Develop flexible groups and strategies for interventions and enrichment based on assessment results as measured by the Focused Collaboration Observation Tool.

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Information that supports the selection of SMART Goal(s)			
Data Source	**Domain or Sub-skill**	**Measure**	**Scores**
Focused Collaboration Observation Tool	**Stage 4: Building and Sharing Standards-Based Lessons and Assessments [D. Develop lesson plans with differentiation and**	**very evident**	**50 % in 19-20**

	higher-level cognitive demand tasks]		
Focused Collaboration Observation Tool	**Stage 5: Implementing Collaboratively Designed Lessons and Monitoring Progress [D. Develop in-class interventions and address gaps based on assessment results]**	**very evident**	**95 % in 19-20**
	Stage 5: Implementing Collaboratively Designed Lessons and Monitoring Progress [E. Develop flexible groups and strategies for interventions and enrichment based on assessment results]	**very evident**	**20% in 19-20**

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**
Review the CCR standards to identify essential content and skills	Aug 2018	June 2021	Teachers in PLCs	N

Develop a formative and summative assessment for the lesson/unit (PLC4)	Aug 2018	June 2021	Teachers in PLCs	N
Use standards-based DoDEA adopted resources to develop differentiated lessons with higher cognitive tasks (PLC1)	Aug 2018	June 2021	Teachers in PLCs	N
Analyze student work and student data from formative assessments (PLC4)	Aug 2018	June 2021	Teachers in PLCs	N
Group students based on data for intervention and enrichment (PLC6)	Aug 2018	June 2021	Teachers in PLCs	N
Use student data and decisions about groups to make instructional changes (PLC5)	Aug 2018	June 2021	Teachers in PLCs	N

Name of Strategies and Activities that support SMART Goals(s)	
Strategy Name	**Strategy Description**
Multi-Tiered System of Supports (MTSS)	Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
FCT Schedule leveraged to secure Wednesdays for an FCT, for each grade level, to focus on the tiered intervention process of choosing interventions, progress monitoring data review and decision making as prescribed in the intervention process. Schedule developed	Aug 2020	Aug 2020	Dilmar and FCT Team	Y
Staff Professional Development in the 18 week plan. Reviewing the framework that was established in the Spring of '20	Aug 2020	Sep 2020	Dilmar	Y
Staff Professional Development in the 18 week plan on running records templates.	Sept 2020	April 2021	Dilmar and FCT Team	N
Staff Professional Development in the 18 week plan on Tier 1 and Tier 2	Sept 2020	Dec 2020	Dilmar and the counselors	Y
Staff Professional Development in the 18 week plan on Literacy intervention resources	Sept 2020	Dec 2020	Van Horn	Y
Staff Professional Development in the 18 week plan on Math intervention resources	Sept 2020	Dec 2020	Harper	Y
Staff Professional Development in the 18 week plan on the SST process for our school and DoDEA and a crosswalk with MTSS	October	Nov	Counselors and Dilmar	Y
Use of running records,unit check-ins, data tracker, end of unit assessments data, etc.	Aug 2020	June 2021	Teachers in PLCs	N

Use of Student Support Team Checklist	Aug 2020	June 2021	Teachers in PLCs	N
Use of Journey to Excellence and PLC guiding questions flip chart	Aug 2020	June 2021	Teachers in PLCs	Y
Learning Walkthroughs and feedback to teachers on the use of and implementation of Tiered Interventions	Aug 2020	June 2021	Admin and ISSs	N
Feedback to the FCT team and FCT feedback to their teams	Nov 2020	Jan 2021	Admin and FCT team	Y
Feedback to the FCT team and FCT feedback to their teams	March 2020	April 2021	Admin and FCT team	N
Schedules and support aides aligned to provide additional intervention at the Tier 1 and 2 level to students	Aug 2020	June 2021	Dilmar and the teachers	Y
Recording of exemplar sessions and peer observations of exemplar sessions--sessions of FCT on Wednesdays. To build understanding and capacity	Feb 2020	April 2021	Admin, FCT team, and the 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**
FCOT 50% Stage 4D				
FCOT 95% Stage 5D				
FCOT 20% Stage 5E				

Goal 2 – School Communication & Engagement

Alignment to DoDEA Blueprint for Continuous Improvement: ● Goal 4 – Strategic Initiative 4.2a: Internal Communication — Develop and implement a DoDEA-wide internal communication plan. ● Goal 5 – Strategic Initiative 5.1b: Partnerships for Student Success — Promote, foster, and support partnerships for student success.
School SMART Goal(s): ● Stowers Elementary School will increase its score from 20% "Quite a Lot" rating response in BOY 20/21 to 50% in EOY 21/22 on Q5 (How much do you think your school's administration leadership considers or uses your input or feedback) from the Communication and Engagement Faculty & Staff Feedback Form.

- Stowers Elementary School will increase its score from 30% "Quite a Lot" rating response in BOY 20/21 to 50% in EOY 21/22 on Q8 (How much do you think the school considers or uses your input or feedback?) 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
Faculty/Staff Communication and Engagement Feedback Form	Q5: How much do you think your school's administration leadership considers or uses your input or feedback?	Quite a lot	20%
Parent Communication and Engagement Feedback Form	Q8: How much opportunity does the school give you to provide input or feedback?	Quite a lot	30%

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

Strategy Name	Strategy Description
Two-Way Communication Plan	Stowers Elementary School will implement a two way communication plan to promote, foster, and support student success within the school. The plan is for ALL staff to address internal communications and parents. The plan will include a focus on communicating learner's progress to parents. The activities in this plan will be built upon the following ten research-based practices: 1. Concise and strategic, programmed methods 2. Issue shorter, more frequent communications.

	3. Personalization
	4. Set the tone
	5. Building relationships
	6. Share accountability
	7.Explicit invitations to be a partners:
	8. Empower to opt in: Design opportunities where stakeholders can opt in (or out) of certain information
	9. Provide actionable information
	10. Share the positive

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Staff Activities Best Practice #4 Set the Tone and #5 Build Relationships CSI leadership team is developing ways to revamp the staff recognition program. There were identified	Dec. 2020	June 2021	Dr. Dilmar, Mr. Myles, and the PTO December, 2020	Y
Staff Activities Best Practice #4 Set the Tone and #5 Build Relationships	Dec. 2020	June 2021	Dr. Dilmar, Mr. Myles, and the PTO December, 2020	Y

Dr. Dilmar and Mr. Myles developed a 12 days of Christmas set of activities that included something special to be "given" to the staff for the 12 days leading up to holiday break. At least one of the activities involved both administrators providing personalized delivery and circulation of coffee/hot chocolate and doughnuts. Administration dressed up and used bells to circulate through the building,checking on staff and building a positive tone. Administration each spent over $100 of their own money and PTO funded $1000 of the cost. 100 or so staff members received two 5$ gift cards and other small (not financial) tokens of appreciation from the administration.				
Staff Activities Best Practice #4 Set the Tone and #5 Build Relationships Dr. Dilmar and Mr. Myles developed a 12 days of Christmas set of activities that included something special to be "given" to the staff for the 12 days leading up to holiday break. At least one of the activities involved both administrators providing personalized delivery and circulation of coffee/hot chocolate and doughnuts. Administration dressed up and used bells to circulate through the building,checking on staff and building a positive tone. Administration each spent over 100$ of their own money and PTO funded $1000 of the cost. 100 or so staff	Dec. 2020	June 2021	Dr. Dilmar, Mr. Myles, and the PTO December, 2020	Y

members received two 5$ gift cards and other small (not financial) tokens of appreciation from the administration.				
Staff Activities Best Practice #4 Set the Tone and #6 Shared Accountability Stowers ES_Faculty/Staff Feedback Document, to augment the District feedback and ensure we follow up on areas of growth--to provide leadership more specific feedback on what is needed to close gaps.	Dec. 2020	June 2021	CSI Team December, 2020	Y
Staff Activities Best Practice #2 Shorter, more concise communication Dr. Dilmar is working, as of December 2020 feedback from the staff, to summarize the information from the principal packet and other communications that are needed for suspenses, action items, etc. so that the Daily Note is more concise and succinct. Dr.Dilmar worked on the Daily Note font and layout to make it more concise.	Dec. 2020	June 2021	Dr. Dilmar and school secretary August, 2020 and ongoing	Y
Staff Activities Best Practice #6, Shared Accountability Dr. Dilmar received feedback from the staff of the division of labor and shared responsibilities. Staff members proposed that some do not take individual accountability for implementation of tasks and	Dec. 2020	June 2021	CSI Team October, 2020 and ongoing	Y

activities/information. Dr. Dilmar proposed to the staff the addition of a norm, "Be individually accountable for information and tasks". This was adopted and is used in an ongoing manner. This is discussed and used in monitoring and accountability activities.				
Staff Activities Best Practice #6, Shared Accountability The CSI Team will plan activities that are aligned to the 10 best practices	Dec. 2020	June 2021	CSI Team January, 2021 and ongoing	N
Parent Activities Best Practice #5 Building Relationships and #7 Explicit invitations for parents to be partners Parking Lot Trunk or Treat The staff partnered with PTO to all dress up and the staff provided grade level "trunks" of "treats" and other activities in a staggered, six feet apart "parade" activity through the parking lot of the school. Parents and students dressed up and attended. There was approximately 85% of the students/parents whom attended.	August 2020	June 2021	Administration, All Certified Staff October, 2020	Y
Parent Activities Best Practice #3 Personalization, #7 explicit invitation and #8 Opting in/out	August 2020	June 2021	Dr. Dilmar November, 2021	Y

Dr. Dilmar participated and promoted the Walking Town Hall in Davis Village. Included going live and sharing on FB.				
Parent Activities Best Practice #10, Share the Positive Parents sharing pictures of their students in remote learning	August 2020	June 2021	FB Coordinator and Dr. Dilmar January, 2021	Y
Parent Activities Best Practice #10, Share the Positive Parents performing Read-Aloud with their child	August 2020	June 2021	FB Coordinator and HR Teachers October, 2020 and February, 2021	Y
Parent Activities Best Practice #5 Building Relationships and #7 Explicit invitations for parents to be partners For each activity, the school leadership team and administration will work to engage parents in a fashion that promotes two-way communication. STEM Night: Pair opportunities to solicit two-way communication along with the event. MATH Night: Pair opportunities to solicit two-way communication along with the event. MULTICULTURAL NIght: Celebrating our families from diverse backgrounds to make connections to our learning standards and the context for learning.	August 2020	June 2021	CSI Leadership team Administration Need to schedule: Dates will be-- STEM: Month/Day MATH: Month/Day MULTICULTURAL NIght READ ACROSS AMERICA	N

READ ACROSS AMERICA: Virtual activities to include reading week.				
Parent Activities Best Practice #1 Concise and Strategic, Programmed Methods New Plan: Monthly Newsletter to parents and Weekly each grade sends a weekly newsletter or week at a glance document.	August 2020	June 2021	Dr. Dilmar and Grade Level Teachers Dr. Dilmar revamped the newsletter and communication tools for parents in August, 2020.	Y

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)					
Domain Focus	**Baseline BOY 20-21**	**EOY 20-21**	**BOY 21-22**	**EOY 21-22**	**SMART Goal Met/Not Met**
Faculty/Staff Communication and Engagement Feedback Survey Q5 (How much do you think your school's administration leadership considers or uses your input or feedback)	20%				
Parent Communication and Engagement Feedback Survey Q8 (How much do you think the school considers or uses your input or feedback?)	30%				

Goal 3 – 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 score proficient or higher in Modeling and Application Sub-Claim as measured by the CCRS Summative Assessment from 43% in performance levels 4 and 5 (meets and exceeds) in SY 17-18 to 46% scoring in performance levels 4 and 5 in SY 20-21.

All students in grades 3-5 within the IEP subgroup will score proficient or higher in Modeling and Application Sub-Claim as measured by the CCRS Summative Assessment from 0% in performance levels 4 and 5 (meets and exceeds) in SY 18-19 to 5% scoring in performance levels 4 and 5 in SY 20-21.

All students in grades 3-5 within the subgroup English Language Learners will score proficient or higher in Modeling and Application Sub-Claim as measured by the CCRS Summative Assessment from 12% in performance levels 4 and 5 (meets and exceeds) in SY 18-19 to 17% scoring in performance levels 4 and 5 in SY 20-21.

Grade Level SMART Goal(s):

50% of the students in Kindergarten will meet expectations (Performance Level 3) on the SY 20-21 Americas Math End-of Year Summative Assessment.

50% of the students in 1st Grade will meet expectations (Performance Level 3) on the SY 20-21 Americas Math End-of Year Summative Assessment.

50% of the students in 2nd Grade will meet expectations (Performance Level 3) on the SY 20-21 Americas Math End-of Year Summative Assessment.

Students in 3rd Grade will increase achievement in Mathematics as measured by the CCR Summative Assessment–Modeling and Application Sub-Claim in performance levels 4 and 5 from 59% in SY 17-18 to 62% in SY 20-21.

Students in 4th Grade will increase achievement in Mathematics as measured by the CCR Summative Assessment–Modeling and Application Sub-Claim in performance levels 4 and 5 from 45% in SY 17-18 to 48% in SY 20-21.

Students in 5th Grade will increase achievement in Mathematics as measured by the CCR Summative Assessment–Modeling and Application Sub-Claim in performance levels 4 and 5 from 38% in SY 17-18 to 41% in SY 20-21.

Information that supports the selection of SMART Goal(s)			
Data Source	Domain or Sub-skill	Measure	Scores
CCR Summative Assessment - Math	Major Content	Performance Level Meet and Exceeds	3rd – 44% 4th – 40%

			5th - 31%
CCR Summative Assessment - Math	Modeling and Application		
*SY 20-21, leadership will review the data from Modeling and Application to determine the need for a shift in focus in regards to the domain or sub-skill			

Strategy Name	Strategy Description
Strategy 1: Tier 1 Instruction and Tier 1 and Tier 2 In-Class interventions and enrichment	Use of research-based instructional strategies and research-based intervention practices to build on student strengths and create a foundation to further learning and achievement.

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Teachers will implement the Mathematics Instructional Components with fidelity. 1. Teachers spend about 20% of the instructional time with the opening - establishing the purpose of the lesson 2. Teachers spend 60% of the instructional time with the work session - engaging students in the learning 3. Teachers spend 20% of the instructional time with the closing - building for transition	Aug 2018	June 2021	Teachers	N

4. Teachers will utilize the 30 minute intervention time to focus on tiered math interventions.				
Administer, collect, and analyze data from common assessments for discussion and action during PLC (PLC4)	Aug 2018	June 2021	Teachers in PLC	N
Identify skill deficits and Tier 1 and 2 interventions for students from common assessment data (PLC5)	Aug 2018	June 2021	Teachers in PLC	N
Plan for implementation of the in-class Tier 1 and Tier 2 interventions to address gaps (PLC5)	Aug 2018	June 2021	Teachers in PLC	N
Progress monitor the impact of Tier 1 and Tier 2 in-class interventions and adjust instruction based on student data (PLC6)	Aug 2018	June 2021	Teachers in PLC	N
Provide PLC teams guidance and support/coaching/feedback on in Tier 1 and Tier 2 in-class interventions to address gaps based on assessment results (PLC6)	Aug 2018	June 2021	Admin, ISS, Dist Supt and Comm Supt	N
Collect data using Focused Collaboration Observation Tool (Stage 5, Indicator D) of in class interventions to address gaps based on assessment results	Aug 2018	June 2021	Administrators, CSI and PLC Leaders and Members	N
Analyze data on a quarterly monthly basis to identify trends from Focused Collaboration Observation Tool on a quarterly basis for Stage 5, Indicator D	Aug 2018	June 2021	Administrators, CSI and PLC Leaders and Members	N

Collect data using the DoDEA Learning Walkthrough Tool to measure implementation of Indicator 6 (to measure implementation of differentiation), 7 (learning activities incorporate formative assessment and/or feedback), and Indicator 9 (lesson tasks that are challenging for all students) and provide immediate actionable feedback and follow up to improve educator practice	Aug 2018	June 2021	Administrators	N
Teachers will use the immediate actionable feedback from the Learning Walkthroughs to grow their instructional practices and request professional learning.	Aug 2018	June 2021	Administrators	N
Analyze DoDEA Learning Walkthrough data on a quarterly basis to identify trends on Indicators 6, 7, and 9	Aug 2018	June 2021	Administrators, CSI and PLC Leadership Team	N
All teachers, guided by the leadership team, will use the Learning Walkthrough data on a quarterly basis to identify trends on Indicators 6, 7, and 9 and participate in discourse and input on the school's professional learning plan.	Aug 2018	June 2021	Administrators, CSI and PLC Leadership Team	N
Provide feedback to PLCs from observations and walkthroughs	Aug 2018	June 2021	Admin	N
Use the quarterly analysis of the Focused Collaboration Observation Tool (Stage 5, Indicator D) and DoDEA Learning Walkthrough (indicators 6, 7, and 9) data to identify needed PLC support services needed	Aug 2018	June 2021	Admin and leadership team	N

Strategy Name	Strategy Description

Strategy 2: All staff and students will make use of digital tools during math instruction, workstations, and/or interventions.			Increase staff knowledge of how to use digital tools in the math classroom in order to provide greater access to students, promote authentic problem solving, and increase real-world application.		
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**	
Use DoDEA approved digital platforms and tools in classroom instruction that will provide students with opportunities for success with digital tools in math instruction and assessment.	Aug 2018	June 2021	Math IS, Teachers, Administrators, ETs	N	
All grade level teachers will use Animated Math instructional videos (DoDEA approved digital tool) routinely, as appropriate, to provide students with opportunities for success with digital tools in math instruction and assessment (during math instruction, workstations, and/or interventions).	Aug 2018	June 2021	Teachers, ET, Math IS	N	
All grade level teachers will use Personal Math Trainer (DoDEA approved digital tool) routinely, as appropriate, to provide students with opportunities for success with digital tools in math instruction and assessment(during math instruction, workstations, and/or interventions).	Aug 2018	June 2021	Teachers, ET, Math IS	N	
All grade level teachers will use Think Central Digital Resources (DoDEA approved digital tool) routinely, as appropriate, to provide students with opportunities for success with digital tools in math	Aug 2018	June 2021	Teachers, ET, Math IS	N	

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
instruction and assessment (during math instruction, workstations, and/or interventions).				
Grade level 3-5 teachers will use Khan Academy routinely, as appropriate, to provide students with opportunities for success with digital tools in math instruction and assessment (during workstations, and/or interventions).	Aug 2018	June 2021	Teachers, ET, Math IS	N
All teachers will co-plan and co-teach a minimum of one math lesson per semester with the school ET for which the lesson will be based on the standards-based lesson already created for the instructional time, but with an explicit co-teaching component that includes one of the DoDEA approved digital platforms or tools.	Aug 2018	June 2021	Teachers, ET	N
Quarterly participate in a review of the LWT Tool indicator #3 data and discuss prescriptions to continue to close gaps that exist to include adjustment of professional learning and co-teaching.	Aug 2018	June 2021	ET, Math IS, Administrators	N

Strategy Name		Strategy Description		
Strategy 3: All staff will engage K-5 students in modeling and application activities incorporating securely held knowledge (SHK) standards from the prior grade level(s).		Staff will use the SHK standards from prior grade-level(s) incorporating modeling and application using SHK standards during instruction and interventions.		
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**
Provide a document identifying the securely held knowledge standards (SHK)	Aug 2018	June 2020	Math ISS, Math IS	Y

Administer Regional Common Assessments to include SHKs standards that identify students who have not mastered the previous year SHKs standards.	Aug 2018	June 2021	Math ISS, Teachers, Math ISs	N
Teachers will implement the strategies and activities learned during math trainings to engage students in modeling and application using SHK standards.	Aug 2018	June 2021	Teachers, Math ISS	N

Information that supports the selection of SMART Goal(s)			
Data Source	**Domain or Sub-skill**	**Measure**	**Scores**
CCRS Math	**Sub Claim**	**Level 4-5 (meets and exceeds)**	**SY 17-18 Baseline (All students - % scoring Levels 4 and 5) 3rd Grade: % 4th Grade: % 5th Grade: %**
CCRS Math	**Sub Claim**	**Level 4-5 (meets and exceeds)**	**SY 18-19 Baseline (All students - % scoring Levels 4 and 5) 3rd Grade: % 4th Grade: % 5th Grade: %**
CCRS Math		**Level 4-5 (meets and exceeds)**	**SY 18-19 Baseline (All students - % scoring Levels 4 and 5) IEP SubGroup: % SubGroup ELL: %**

Americas Math End of Year Summative Assessment		Level 3 (meets expectation)	SY 19/20 Baseline Kindergarten: 1st Grade: 2nd Grade:

	Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)			
Data Source	**Baseline Score 17/18**	**EOY 18/19**	**End-of-Year Score June 2021**	**SMART Goal Met/Not Met June 2021**
CCRS Math Sub-Claim	**SY 17-18 Baseline (All students - % scoring Levels 4 and 5) 3rd Grade: % 4th Grade: % 5th Grade: %**	**SY 18-19 (All students - % scoring Levels 4 and 5) 3rd Grade: % 4th Grade: % 5th Grade: %**	upcoming	
CCRS Math	Not added 17/18	**SY 18-19 (All students - 46% scoring Levels 4 and 5) 3rd Grade: 51% 4th Grade: 43% 5th Grade: 43%**	upcoming	
Americas Math End of Year Summative Assessment	Not added 17/18	Not added 18/19	upcoming Baseline	

Goal 4 – 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):

- Students in Kindergarten will achieve 60% proficiency on the Reading Proficiency Tool in SY 20-21.
- Students in 1st Grade will achieve 60% proficiency on the Reading Proficiency Tool in SY 20-21.

- Students in 2nd Grade will achieve 60% proficiency on the Reading Proficiency Tool in SY 20-21.

- Students in 3rd Grade will achieve 60% proficiency on the Reading Proficiency Tool in SY 20-21.

- Students in 4th Grade will achieve 60% proficiency on the Reading Proficiency Tool in SY 20-21.

- Students in 5th Grade will achieve 60% proficiency on the Reading Proficiency Tool in SY 20-21

- All students in grade 3 grade will achieve 50% scoring in Meets and Exceeds in Literacy on the CCCRS Summative Assessment in SY 20-21.

- All students in grade 4 grade will achieve 50% scoring in Meets and Exceeds in Literacy on the CCRS Summative Assessment in SY 20-21 CRS Summative Assessment in SY 20-21

o All students in grade 5 grade will achieve 50% scoring in Meets and Exceeds in Literacy on the CCRS Summative Assessment in SY 20-21 CRS Summative Assessment in SY 20-21

Information that supports the selection of SMART Goal(s)			
Data Source	**Domain or Sub-skill**	**Measure**	**Scores**
Reading Proficiency Tool (RPT)	**Reading Comprehension**	**Proficiency at or Above standard**	**SY 20-21**
CCRS ELA		**Level 4-5 (meets and exceeds)**	**SY 20-21**

RPT: Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)				
RPT	**Baseline Score EOY 20/21**		**End-of-Year Score June 2021**	**SMART Goal Met/Not Met June 2021**
Kindergarten	%		upcoming	pending
1st Grade	%		upcoming	pending
2nd Grade	%		upcoming	pending
3rd Grade	%		upcoming	pending
4th Grade	%		upcoming	pending
5th Grade	%		upcoming	pending

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

Baseline Score EOY 20/21	EOY Proficient and Advanced	BOY Proficient and Advanced	End-of-Year Score June 2021 Proficient and Advanced	SMART Goal Met/Not Met June 2021
3rd Grade	%		upcoming	
4th Grade	%		upcoming	
5th Grade	%		upcoming	

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

Strategy Name	Strategy Description
Strategy #1 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. **The steps for a guided reading lesson are:** **Before reading: Set a purpose for reading, introduce vocabulary, make predictions, talk about the strategies good readers use.** **During reading: Guide students as they read, provide wait time, give prompts or clues as needed by individual students, such as "Try that again. Does that make sense? Look at how the word begins."** **After reading: Strengthen comprehension skills and provide praise for strategies used by students during**

		the reading. Guide students by providing opportunities for processing strategies.			
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**	
Analyze the BOY Benchmark Assessment System data of all students to determine guided reading groups.	Aug 2018	June 2021	K-3rd Grade Teachers	Y	
Regrouping of students for Guided Reading using updated Literacy data (Running Records, or One Pagers). Quarterly Minimum, more as appropriate)	Aug 2018	June 2021	K-5 Teachers, Literacy Support Teachers	N	
Teachers will administer and use Running Records frequently (in addition to the required quarterly adjustments) to formatively assess a student's reading progress by systematically evaluating a student's oral reading and identifying error patterns.	Aug 2018	June 2021	K-5 Teachers, Literacy Support Teachers	N	
Analyze student Running Record to determine students' strengths and weaknesses to plan intentional targeted Guided Reading lessons during focused collaboration.	Aug 2018	June 2021	K-5 Teachers, Literacy Support Teachers	N	
Revisit the component of Word Work in Guided Reading.	Aug 2018	June 2021	K-5 Teachers	N	
Incorporate text dependent questions within Guided Reading to support finding text evidence.	Aug 2018	June 2021	K-5 Teachers	N	
Progress monitor and provide feedback to teachers on Guided Reading implementation using the Balanced	Aug 2018	June 2021	Administrators	N	

Literacy Walkthrough Guided Reading Framework or Learning Walkthrough Tool Indicator #7.				
Leadership team will use the data trends from the Balanced Literacy Walkthrough Guided Reading Framework or Learning Walkthrough Tool Indicator #7 to assess professional learning needs.	Aug 2018	June 2021	Administrators, Leadership Team	N

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		**Strategy Description**		
Strategy 2- Mini-Lessons (Grades K-5)		Mini-lessons are short, explicit, standards-aligned lessons-teacher shows students how to apply specific reading strategy or skill to their independent reading.		
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**
Implementation of Benchmark Advance Interventions in Tier 1 based upon common assessments which determine specific areas of need.	Aug 2018	June 2021	K-5 Grade Teachers	N
Implementation of Benchmark Mini-Lessons with integrity.	Aug 2018	June 2021	K-5 Grade Teachers	N

Implementation of Close Reading Strategy within the Mini-lesson for students to annotate learning of the implicit teaching point.	Aug 2018	June 2021	K-5 Grade Teachers	N
Incorporate text dependent questions within Mini-Lesson to support finding text evidence.	Aug 2018	June 2021	K-5 Grade Teachers	N
Progress monitor and provide feedback to teachers on the integrity of Mini-Lesson instruction using the Mini-Lesson Observation Tool or Learning Walkthrough Tool Indicator #12.	Aug 2018	June 2021	Administrators	N
Leadership team will use the data trends from the Mini-Lesson Observation Tool or Learning Walkthrough Tool Indicator #12 to assess professional learning needs.	Aug 2018	June 2021	Administrators, Leadership Team, SLL	N
Teachers will implement the strategies and activities learned at CCRSL Quarterly Trainings (Close Reading, Reading for Meaning, Compare and Contrast, Professional Learning Extensions, or Vocabulary's Code) to engage students in complex text.	Aug 2018	June 2021	K-3rd Grade Teachers, SLL	N

Name of Strategies and Activities that support SMART Goals(s)	
Strategy Name	**Strategy Description**
Write to Learn-Readable Writing(Research Simulation Tasks are included) OR Writing for Understanding to Demonstrate Learning	To use the Research Simulation Task resources and Literacy Analysis Task rubrics to develop inter-rater reliability. The rubric has two criteria areas: reading comprehension and written expression and knowledge of language and conventions. For each of the criteria, there is a descriptive set associative with scores ranging from zero to four. The expanded form provides classroom feedback to give teachers the

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
opportunity to talk about writing and the use of language of the craft.				
Provide students with frequent opportunities to work on provisional, readable, and polished writing tasks to inform, narrate, and express an opinion.	August 2020	June 2021	K-5 Grade Teachers	
Routinely incorporate high-quality models of written tasks into instruction, and frequently model their own writing process for students.	August 2020	June 2021	K-5 Grade Teachers	
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.	August 2020	June 2021	K-5 Grade Teachers	

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**
KDG-20%				
1st - 69%				
2nd -56%				
3rd - 46%				
4th - 69%				
5th - to be updated				