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S O U T H E A S T   D I S T R I C T

Van Voorhis Elementary School
School Improvement Plan
SY 2018-2019, 2019-2020, 2020-2021Panda#101

DRAFT

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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): ● **Van Voorhis Elementary will increase from 60% in SY 19-20 to 63% in SY 20-21 on Stage 5, Indicator D "Develop in class interventions and address gaps based on assessment results" as measured on the Focused Collaboration Observation Tool.**

Information that supports the selection of SMART Goal(s)			
Data Source	**Domain or Sub-skill**	**Measure**	**Scores**
Focused Collaboration Observation Tool	**Stage 5, Indicator D: Develop in class interventions and address gaps based on assessment results**	**% Very Evident**	**60%**
Learning Walkthrough Tool	**Indicator 9 (lesson tasks require productive struggle, problem solving or reasoning)**	**Percent Observed (%)**	**50%**

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

Strategy Name	Strategy Description
Develop and implement a systemic and systematic intervention program	Teams will work collaboratively to score common assessments together. Teams will analyze student data and utilize processes to make links between student learning problems and instructional interventions. Teams will discuss and implement intentional differentiated and in-class Tier 1 RTI supports to engage students in common higher-level cognitive demand tasks aligned to the essential learning standards. Teams will plan systemic and systematic intervention process.

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Teams will collect data from common assessments and enter the results into the data sheets using agreed upon proficiency criteria.	Aug 2020	June 2021	PLC Teams	
The teams will identify students with learning gaps and provide instructional interventions.	Aug 2020	June 2021	PLC Teams	
Teams will utilize PLC time to plan differentiated Tier 1 and Tier 2 support based on data analysis.	Aug 2020	June 2021	PLC Teams	
Teachers will collaboratively analyze student work.	Aug 2020	June 2021	PLC Teams	
Teams will collaboratively develop and implement high level cognitive demand tasks that are aligned to the essential learning standards.	Aug 2020	June 2021	PLC Teams	

IN=Initiating	IM= Implementing	D=Developing	S=Sustaining
Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)			

Baseline Score BOY 17/18	Data Sources for QTR Measures 18/19	Data Sources for QTR Measures 19/20	BOY Score 10/15/18	Qtr. 3 Score 3/6/19	EOY Score 5 /7/19	BOY Score 9/19/19	Qtr. 2 Score 11/2019	Qtr. 3 Score 3/2019	EOY 5/2019	SY 19 - 20 Target (SMART Goal) Met/Not Met
IN	PLC Self-Assmt. Rubric	PLC Self-Assmt. Rubric	IM	D	D	IN	N/A BOY & EOY Only	N/A BOY & EOY Only		Improve from initiating to Developing
N/A	(FCOT) Score: 2.0 - 1.5 Very evident score 1.4 - 1.0 Somewhat evident score: <1.0 not evident	(FCOT) Score: 2.0 - 1.5 Very evident score 1.4 - 1.0 Somewhat evident score: <1.0 not evident								
Not Available	FCOT 4.4 N/A	FCOT 4.4 N/A								Baseline Year
Not Available	FCOT 5.4 N/A	FCOT 5.4 N/A								Baseline Year
Not Available	FCOT N/A 5.5	FCOT N/A 5.5	0	1.5	1.67					1.5
Observed 50% Math Only (Mid-Lesson)	DoDEA LWT Indicator 4			82%	66.67%	71%	82%			55% Observed (Middle of Lesson)
Observed 20% Math Only (Mid-Lesson)	DoDEA LWT Indicator 9			49%	16.67%	22%	33%			30% Observed Middle of Lesson)

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 and 4 at Van Voorhis Elementary School will increase their achievement in Math on the CCRS Summative Assessment from 43% "Meets/Exceeds" in SY 17-18 to 49% "Meets/Exceeds" in SY 20-21.**

Grade Level SMART Goal(s):
Grades K- 4 Elementary
80% of students in Kindergarten will meet/exceed expectations (Performance Level 3)on the SY 20-21 Americas Math End-of-Year Summative Assessment.

2018/2019 Data	2019/2020 Data
Unit 2 (K.OA.3) November 13………..Goal Exceeded	Unit 2 (K.G.1) November 15, 2019……..Goal Exceeded
Unit 3 (K.OA.1, 2, 5) December 15….Goal Exceeded	Unit 3 (K.CC.4c) December 12, 2019…...Goal Exceeded
	Unit 4 (K.OA.1, 2, 3, 5) January 24, 2019 ...Goal Exceeded
Unit 4 (K.OA.1,2,3,5) January 25.......Goal Exceeded	Unit 5 (K.NBT.1) February 29, 2020*
Unit 5 (K.OA 1. 2, 3, 5) March 8.........Goal Exceeded	Unit 6 (K.CC.5, 6, 7) April 10, 2020*
Unit 6 (K.OA.1, 2, 5) April 12………Goal Exceeded	Unit 7 (K.MD.1, 2, 3; K.G.2,3,4,5) May 8, 2020*
	Unit 8 (K.OA.1, 2, 3, 4; K.CC.1) May 22, 2020*

2020/2021 Data
Unit 2 (K.G.1) December 21, 2020……..Goal Exceeded
Unit 3 (K.CC.4c) January 2020…..Goal Exceeded
Unit 4 (K.OA.1, 2, 3, 5) February 12, 2021
Unit 5 (K.NBT.1) March 12, 2021
Unit 6 (K.CC.5, 6, 7) April 16, 2021
Unit 7 (K.MD.1, 2, 3; K.G.2,3,4,5) May 14, 2021
Unit 8 (K.OA.1, 2, 3, 4; K.CC.1) June 4, 2021

*No data collected due to Covid-19 switch to remote learning
**20/21 Dates Subject to change to accommodate remote learning
***SY 20-21 will be a collection of baseline data. Improvement goal will be written for SY 20/22

80% of students in Grade 1 will meet/exceed expectations (Performance Level 3)on the SY 19-20 Americas Math End-of-Year Summative Assessment.

2018/2019 Data	2019/2020 Data
Unit 4 (NBT.2a,b) December 7……...Goal Exceeded	Unit 2 (1.OA.8) October 21, 2019…....Goal Exceeded
Unit 5 (NBT.2c, 3, 5) February 8……Goal Met	Unit 3 (1.MD.1, 4) November 15, 2019……..Goal Exceeded
Unit 6 (NBT.4, 5) March 8…………..Goal Met	Unit 5 (1.NBT.1, 2c, 3) March 2, 2020*
Unit 7 (NBT.4, 6) April 26…………..Goal Met	Unit 6 (1.NBT.5) March 20, 2020*

Unit 7 (1.G.1, 2, 3; 1.MD.3) May 1, 2020*
Unit 8 (1.NBT.2a/b; 1.NBT.4; 1.NBT.6; 1.MD.3) May 22, 2020*

2020/2021 Data
Unit 2 (1.OA.8) November 20, 2020 …....Goal Exceeded
Unit 3 (1.MD.1, 4) December 18, 2020……..Goal Exceeded
Unit 4 (1.NBT.2) February 23, 2021
Unit 5 (1.NBT.1, 2c, 3) March 16, 2021
Unit 6 (1.NBT.5) April 16,, 2021
Unit 7 (1.G.1, 2, 3; 1.MD.3) May 14, 2021
Unit 8 (1.NBT.2a/b; 1.NBT.4; 1.NBT.6; 1.MD.3) June 4, 2021

*No Data collected due to the impact of Covid-19 (Remote learning)
**SY 20-21 will be a collection of baseline data. Improvement goal will be written for SY 21-22
***Unit not listed has no final and explicit standards

80% of students in Grade 2 will meet/exceed expectations (Performance Level 3)on the SY 20-21 Americas Math End-of-Year Summative Assessment.

2018/2019 Data	**2019/2020 Data**
Unit 2 (2.NBT.1, 2, 3, 4, 8) October 25…....Goal Met	Unit 2 (2.OA.3; 2.NBT.3, 4) September 27, 2019…....Goal Met
Unit 3 (2 .NBT.5, 6, 7, 8, 9) December 7…. Goal Met	Unit 4 (2.MD.7, 8) December 18, 2019………..Goal Exceeded
Unit 4 (2.NBT. 2, 6, 7, 8, 9) January 18……Goal Met (w/intervention on 2/22/19)	Unit 5 (2.MD.1, 2, 3, 4, 5, 6, 9, 10) February 21, 2020*
Unit 5 (2.NBT.2, 5) March 8…………………Goal Exceeded	Unit 6 (2.NBT.8,9) March 24, 2020*
Unit 6 (2.NBT.2, 5, 7) April 12………………Goal Exceeded	Unit 7 (2.OA.4; 2.G.1, 2, 3) May 4, 2020*
Unit 7 (2.NBT.2, 5) May 17…………………Goal Exceeded	Unit 8 (2. OA.1, 2; 2.NBT.1 a/b, 2, 5, 7) May 22, 2020*

2020/2021 Data
Unit 2 (2.OA.3; 2.NBT.3, 4) October 28, 2020….....Goal Met
Unit 3, (2NBT.6) December 18, 2020…...Goal Met
Unit 4 (2.MD.7, 8) January 22, 2021
Unit 5 (2.NBT.8,9) March 12, 2021
Unit 6 (2.NBT.8,9) April 23, 2021
Unit 7 (2.OA.4; 2.G.1, 2, 3) May 21, 2021
Unit 8 (1.NBT.2a/b; 1.NBT.4; 1.NBT.6; 1.MD.3) June 4, 2021

* No data was collected due to covid-19 impact (Remote Learning)
**SY 20-21 will be a collection of baseline data. Improvement goal will be written for SY 21-22
***All dates subject to change due to switch to Remote Learning

Students in Grade 3 will increase achievement in Mathematics on the CCR Summative Assessment Additional and Supporting Content from 45% of students scoring Meets and/or Exceeds in SY 17-18 to 51% of students scoring Meets and/or Exceeds in SY 19-20. (Goal met in SY 18/19- increase from 45% - 56% on sub-claim B) see new goal below.

Students in Grade 3 will increase achievement in Mathematics on the overall CCR Summative Assessment from 73% of students scoring Meets and/or Exceeds in SY 18-19 to 76% of students scoring Meets and/or Exceeds in SY 20-21

2018/2019 Data	**2019/2020 Data**

Unit 2 (3.NBT.1, 2, 3.MD.3)

October 29…...Goal Exceeded
Unit 4 (3.MD.8) January 11…………………Goal Exceeded
Unit 5 (3.G.2) February 20…………………..Goal Exceeded
Unit 6 (3.MD.4) March 8……………………Goal Met
Unit 7 (3.G.1, 2, 3.MD.8) April 5…………...No Data
Unit 8 (3.NBT.2, 3.MD.3, 3.MD.4) May 17...No Data

2020/2021 Data
Unit 2 (3.0A.1)November 20, 2020….....Goal Exceeded
Unit 4 (3.MD.5a/b, 6, 7a-d, 8) January 25, 2021
Unit 5 (3.G.2; 3.NF2a/b, 3.NF.3a-d) March 12, 2021
Unit 6 (3.MD.1, 2, 4) April 9 2021
Unit 7 (3.G.1) May 14, 2021
Unit 8 (3.MD.3; 3.NF.1; 3.NBT.2) June 4, 2021

*No Data Collected Due to the impact of Covid-19 (Remote Learning)
** 20/21 Dates Subject to change to accommodate Remote Learning Framework

Unit 2 (3.0A.1) October 9, 2019…......Goal Exceeded
Unit 4 (3.MD.5a/b, 6, 7a-d, 8) January 7, 2020…..Goal Exceeded
Unit 5 (3.G.2; 3.NF2a/b, 3.NF.3a-d) February 27, 2020*
Unit 6 (3.MD.1, 2, 4) March 20, 2020*
Unit 7 (3.G.1) April 17, 2020*
Unit 8 (3.MD.3; 3.NF.1; 3.NBT.2) May 22, 2020*

Students in 4th Grade will increase achievement in Mathematics on the CCR Summative Assessment Additional and Supporting Content from 41% of students scoring Meets and/or Exceeds in SY 17-18 to 47% of students scoring Meets and/or Exceeds in SY 20-21.

2018/2019 Data	**2019/2020 Data**

Unit 2 (4.OA.2, 3, 4.NBT.6) November 6……..Gaol Exceeded
Unit 4 (4.NF.1, 2, 3) January 25………………Goal .Exceeded
Unit 5 (4.NF.5, 4.MD.4) February 21…………Goal Met
Unit 7 (4.MD.5.a/b, 4.MD.7) April 12…………No Data
Unit 8 (4.NBT.5, 4.NBT.6) May 15…………...No Data

Unit 2 (4.OA.2) November 8, 2019…….Goal Exceeded.
Unit 3 (4.NF.1, 2) December 19, 2019…..Goal Exceeded
Unit 4 (4.NF.5; 4.MD.4) January 29, 2020…...Goal Not Met
Unit 5 (4.NF.4a-c, 6, 7) February 27, 2020
Unit 6 (4.OA.5a/b; 4.MD.5, 6, 7; 4.G.1, 2, 3) April 6, 2020
Unit 7 (4.MD.1, 2, 3) May 5, 2020
Unit 8 (4.OA.3; 3.NBT.4, 5, 6; 4.NF3a-d) May 22, 2020

4th Grade Continued

2020/2021 Data
Unit 2 (4.OA.2) December 7, 2020……. Goal Exceeded.
Unit 3 (4.NF.1, 2) January 12, 2021…..Goal Exceeded
Unit 4 (4.NF.5; 4.MD.4) February 5, 2021
Unit 5 (4.NF.4a-c, 6, 7) March 5, 2021
Unit 6 (4.OA.5 a/b; 4.MD.5, 6, 7; 4.G.1, 2, 3) April 9, 2021
Unit 7 (4.Md.1, 2,3) May 21, 2021
Unit 8 (4.OA.3, 3.NBT.4, 5, 6; 4.NF3a-d) June 4, 2021

*No Data Collect due to impact of Covid-19 (Remote Learning)
**20/21 Dates subject to change to accommodate switch to remote learning

Information that supports the selection of SMART Goal(s)			
Data Source	**Domain or Sub-skill**	**Measure**	**Baseline Scores**
Americas Math EOY Summative Assessment	**Mathematics K-2 Securely Held Knowledge Standards**	**Grades K-2 Performance Level 3 Meet/Exceed**	**Grades K- 2 Baseline Data** S/Y 20/21 Baseline Year
CCR Summative Assessment	**Grade 3 Sub-Claim B/Overall Grade 4 Sub-Claim B**	**Grades 3 - 4 Performance Level 3 Meet/ Exceed**	**SY 17-18 (All students - % scoring in Performance Levels 3 (Subclaim-B)** 3rd grade: 45% 4th grade: 41% SY 20/21 3rd grade: 73% (overall)

Name of Strategies and Activities that support SMART Goals(s)	
Strategy Name	**Strategy Description**
1. **Multi-tiered Framework**	**Research from the National Center for Learning Disabilities denotes that a multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.**

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
Analyze common formative and summative assessments results and group students based on the established proficiency criteria.	Sept 2018	June 2021	Administrator, Classroom Teacher, Math IS Grade Level PLC Teams	
Math RTI: Guided Teacher Group; Differentiated Technology Work Station (i.e. Personal Math Trainer); Differentiated Standards-Based workstations that enrich/re-teach through Go Math! and/or Math Games	Sept. 2018	June 2021	Classroom Teacher Grade Level PLC Teams	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)						
Baseline Score **(EOY Score from previous year)**	**Data Source for QTR Measures:** **K-2 Americas EOY Math Summative Assessment** **3-4 CCR Summative Assessment**	**EOY % M or Above** **5/2019**	**% of Students Showing Growth** **5/2019**	**EOY %M or above** **6/2021**	**% of Students Showing Growth**	**SY 18/19 Target (SMART Goal) Met/Not Met** **SY 20/21 Target (SMART Goal) Met/Not Met**

K **SY/20/21** **(Baseline Year)**	**Americas EOY Math Summative Assessment**	**N/A** New Data Source	**N/A** New Data Source		N/A Baseline Year	80% or > proficient on local assessment
1st Grade **SY 20/21** **(Baseline Year)**	**Americas EOY Math Summative Assessment**	**N/A** New Data Source	**N/A** New Data Source		N/A Baseline Year	80% or > proficient on local assessment
2nd Grade **SY 20/21** **(Baseline Year)**	**Americas EOY Math Summative Assessment**	**N/A** New Data Source	**N/A** New Data Source		N/A Baseline Year	80% or > proficient on local assessment
3rd Grade **SY 17/18** **(19/20 NA)** **Meets or Exceeds** Subclaim (B) **45%** **SY 20/21** (Overall Score) **73%**	**CCR Summative Assessment**	Sub-claim (B) Additional & Supporting Content 56% N/A New Goal Baseline Year	59 Students			51% Meets or Exceeds on CCRS Summative Assessment **Actual 56%** **SY 20/21** **Goal 76%** **(Overall)**
4th Grade **SY 17/18** **Meets or Exceeds** **(Subclaim B)** **41%**	**CCR Summative Assessment**	Sub-claim (B) Additional & Supporting Content 27%	66 Students			47% Meets or Exceeds on CCRS SUmmative Assessment **Actual 27%**

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):
- Students in grades K-4 will achieve 60% proficiency on the Reading Proficiency Test in SY 20-21.
- Students in grades 3-4 will achieve 50% scoring in Meets or Exceeds in Literacy on the *CCRS Summative* in SY 20-21

Grade Level SMART Goals(s):
- **Students in Kindergarten**
- **Students in 1st Grade**
- **Students in 2nd Grade**
- **Students in 3rd grade**
- **Students in 4th Grade**

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Baseline Scores
K-5 Reading Proficiency Test (RPT)	**Accuracy, Reading Comprehension, Fluency**	**At or Above Proficiency according to DoDEA Reading Proficiency Levels Kindergarten- Level C or higher 1st grade-level 1 or higher 2nd grade- Level M or higher 3rd grade- Level P or higher 4th grade-Level R or higher**	**Projected SY 20-21 baseline: 60% Proficient**
CCRS Summative Assessment	**Literacy**	**Meets or Exceeds**	**Projected SY 20-21 baseline: 50% Meets or Exceeds**

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

Strategy Name	Strategy Description

Frayer Model of Vocabulary	The National Behavior Support Service denotes that The purpose of the Frayer Model (Frayer, 1969; Buehl, 2001) is to identify and define unfamiliar concepts and vocabulary. Students define a concept/word/term, describe its essential characteristics, provide examples of the idea and suggest non examples of the idea (knowing what a concept isn't helps define what it is). This information is placed on a chart that is divided into four sections to provide a visual representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students to analyse the concept/word (definition and characteristics) and then synthesise or apply this information by thinking of examples and non examples. It also activates prior knowledge of a topic and builds connections.
Guided Reading and Literacy Workstations, CORE 6	Students will receive differentiated guided reading and workstations, and/or instruction using CORE 6
Readable Writing **SMART Goal 3-CORE 6 Strategy-Write to Learn (Grades 3-4) Emphasizing Readable Writing. This includes reading, analyzing and writing constructed responses, across content areas, from multiple text and multimedia sources and informational text activities and assessments.** **• Readable Writing** **• Provisional Writing** **• Polished Writing** **All resources are housed in the DoDEA College and Career Readiness Resources Schoology Group, Southeast District Fit4CCR schoology group (QFND-28XM-3GMC5), and the Literacy COP group in Schoology. All teachers have access to the content in their grade level Community of Practice.**	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: **• Readable writing, which requires students to clarify and organize their thinking to develop on-demand essays or responses. (Research Simulation Task)** **• Provisional writing, daily writing that supports learning.** **• Polished writing, which engages students in the full writing and revision process.** **CCRS have identified three types of texts that are particularly important for students' readiness for college and careers in the 21st century: arguments, informative/ explanatory texts and narratives (Core 6 Strategies-Silver, Dewing & Perini).**

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
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.	Aug 2018	June 2021	Classroom Teacher Grade Level PLC Teams	
Provide students with frequent opportunities to work on provisional, readable, and polished writing tasks to inform, narrate, and express an opinion.	Aug 2018	June 2021	Classroom Teacher	
Routinely incorporate high-quality models of written tasks into instruction, and frequently model their own writing process for students.	Aug 2018	June 2021	Classroom Teacher	
Collect evidence using DoDEA Americas Southeast CCR Literacy Data Tracker and analyze it at strategic points across the year to measure student achievement and to reflect during Focused Collaboration on the effectiveness of writing instruction.	Sept 2020	June 2021	Classroom Teacher Grade Level PLC Teams	
Guided Reading: Leveled readers that match readers; <u>Before</u>: Introducing text; <u>During</u>: All students reading text, Teacher supports effective reading; <u>After</u>: Discuss/revisit text; teaching processing strategies; working with words, extending understanding of text	Aug 2018	June 2021	Classroom Teacher	
Literacy Workstations: Listening/Fluency; Writing; Reading Comprehension; Word Work (Phonics/phonemic awareness, vocabulary, word analysis)	Aug 2018	June 2021	Classroom Teacher	

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)								
Baseline Score from EOY	Data Source for QTR Measures	Qtr. 2 Score 1/29/19	Qtr. 3 Score 3/19/19	EOY Score 5/2019	BOY Score 9/2019	MOY Score 1/2020	EOY Score 5/2020	SMART Goal Met/Not Met 19/20

(SY 20-21)							

Notes:

Goal 4 – Communication & Engagement

Alignment to DoDEA Blueprint Goals 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):

- Faculty/Staff: Van Voorhis Faculty and Staff will increase from 54% on Q4: *How much opportunity does your school's leadership give you to provide input or feedback?* of the Van Voorhis Faculty/Staff Communication & Engagement Feedback Form in SY 20-21 to 60% in SY 21-22.

- Parent: Van Voorhis will increase from 49% on Q2: *How well does the school inform you about your child's academic achievement or progress?* of the Van Voorhis Parent Communication & Engagement Feedback Form in SY 20-21 to 53% in SY 21-22

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
Faculty/Staff School Communication & Engagement Feedback	**Question 4** How much opportunity does your school's leadership give you to provide input or feedback?	**Van Voorhis Faculty/Staff Communication & Engagement Feedback Form**	**SY 20-21** **54%**
Parent Communication and Engagement Feedback	**Question 2** How well does the school inform you about your child's academic achievement or progress?	**VanVoorhis Parent Communication & Engagement Feedback Form**	**SY 20-21** **49%**

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

Strategy Name	Strategy Description
Staff Suggestion/Feedback	- Provide an online suggestion box (google form) and a physical box located in the building where faculty and staff can provide input and feedback.
Academic Progress Report	- Bi-weekly academic progress form sent from teachers to parents. Teacher Leaders will draft the form then have grade

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
level teams revise and edit to meet their specific grade's needs.				

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)							
Baseline Score Q:#3	Data Source for QTR Measures	SY 18/19 Qtr. 2 Score 9/29/19	SY 18/19 Qtr. 3 Score 3/ 7/19	SY 18/19 EOY Score 5/9/19	SY 19/20 BOY 9/19/19	SY 19/20 EOY TBD	SMART Goal Met/Not Met