dodea americas
SOUTHEAST DISTRICT

Edward A. White Elementary School
Administration: Dr. Carver and Mrs. Thorne
CSI Team Members: Ms. Brock, Mr. Pierson, Ms. Reed, Ms. Zanders
PLC Team Members: Ms. Messer, Ms. Hanel, Ms. Nelson

School Improvement Plan 2018-2021

Summary of Goals

#	Name	Details	Type	Total Budgetary Cost
1	Professional Learning Communities/Focused Collaboration	Objectives: Increase overall school score to to Developing Strategies: Identify processes needed to achieve goal Activities: Identify processes needed to implement strategies	Organizational	
2	Communication & Engagement	Objectives: Increase overall school score to Somewhat Healthy Strategies: Identify processes needed to achieve goal Activities: Identify processes needed to implement strategies	Organizational	
3	Mathematics	Objectives: Increase student achievement in the domain of Modeling and Reasoning Strategies: Identify processes needed to achieve goal Activities: Identify processes needed to implement strategies	Academic	
4	Literacy	Objectives: Increase students scoring at proficient and advanced Strategies: Identify processes needed to achieve goal Activities:Identify processes needed to implement strategies	Academic	

Goal 1 – Professional Learning Communities/Focused Collaboration

Alignment to DoDEA Blueprint for Continuous Improvement:
● Goal 2 – Stage 4: Building and Sharing Standards-Based Lessons and Assessments [E. Develop Common Formative Assessment(s)]

School SMART Goals(s):
● All grade level teams will increase from 14% in SY 19-20 to 50% in SY 20-21 on **Stage 4, Indicator E** *"Develop Common Formative Assessment(s)"* 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
FCOT	Stage 4 (Building and Sharing Standards-Based Lessons and Assessments)	very evident	14% in 19/20

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

Strategy Name		Strategy Description		
Developing common formative assessments as a grade level team.		Establish a school climate that supports collaboration in the development of CFAs while using DoDEA approved resources.		
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**
1. Administration will establish expectations that grade levels will use standards-based DoDEA adopted resources to collaboratively develop common formative assessments.	Sept. 2018	June 2021	Administration	Ongoing
2. Utilize the DoDEA FC Planning Tools to support the development of common formative assessments during the UbD process.	Sept. 2018	June 2021	Faculty Administration IS	Ongoing

			ISS	
3. Provide PLC teams guidance and support/coaching/feedback on the collaborative development of common formative assessments.	Nov 2018	June 2021	Administration ISS IS PLC team	Ongoing
4.Collect data using the DoDEA FCOT to measure implementation of stage 4, Indicator E *"Develop Common Formative Assessment(s)* and provide immediate actionable feedback and follow up to improve educator practice.	Nov. 2018	June 2021	Administration ISS	Ongoing

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 14%				

Goal 2 – Communication & 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):
- The score on the Parent Communication and Engagement Feedback Survey will move from 56% "Quite a Lot" on the Fall SY 20-21 survey to 65% "Quite a Lot" category in Spring SY 20-21 survey for including family stakeholders in their child's learning as measured on the Parent Communication and Engagement Feedback Survey question "How much opportunity does the school give you to be involved in your child's learning?"
- The score on the Faculty/Staff Communication and Engagement Feedback Survey will move from 66% "Quite a Lot" category on the Fall SY 20-21 to 72% "Quite a Lot" category where faculty and staff contribute to the school's mission in Spring SY 20-21 survey as measured on the Faculty/Staff Communication and Engagement Feedback Survey question "How much do you think you get to contribute to your school's mission?"

Information that supports the selection of SMART Goal(s)			
Data Source	**Domain or Sub-skill**	**Measure**	**Scores**
Climate and Culture Survey	Teacher Expectations Component	3 Category Healthy Climate Scale	Not Healthy

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name		**Strategy Description**		
Creating involvement of all stakeholders to participate in reading and math activities to promote the school's mission statement.		CSI team will work with PTO in order to develop a plan as to how to involve all stakeholders.		
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**
Virtual Math Game Night -January while remote	Nov 2018	April 2021	CSI/PLC Team	
Reading Fluency Night	Nov 2018	April 2021	CSI/PLC Team	

| | | Nov 2018 | April 2021 | CSI/PLC Team | |
| | | Nov. 2018 | April 2021 | CSI/PLC Team | |

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)			
Beginning of Year	Middle of Year	End-of-Year Score	SMART Goal Met/Not Met
"Not Healthy"			

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

Grade Level SMART Goal(s):

- 35% of **Kindergarten students** will score Performance Level 3 in Modeling by the end of SY 20/21 as measured by the Americas End- Of- Year Summative Assessment administered during the fourth quarter of SY 20/21.

- 35% of **1st & 2nd grade students** will score Performance Level 3 in Modeling and Reasoning by the end of SY 20/21 as measured by the Americas End- Of- Year Summative Assessment administered during the fourth quarter of SY 20/21.

- The percentage of **3rd graders** scoring proficient or higher in Modeling and Reasoning will increase from 37% in SY 18/19 to 42% by the end of SY 20/21 as measured by the CCRS Summative Assessment administered during the fourth quarter of SY 20/21.

- The percentage of **4th graders** scoring proficient or higher in Modeling and Reasoning will increase from 35% in SY 18/19 to 40% by the end of SY 20/21 as measured by the CCRS Summative Assessment administered during the fourth quarter of SY 20/21.

- The percentage of **5th graders** scoring proficient or higher in Modeling and Reasoning will increase from 32% in SY 18/19 to 37% by the end of SY 20/21 as measured by the CCRS Summative Assessment administered during the fourth quarter of SY 20/21.

Information that supports the selection of SMART Goal(s)			
Data Source	**Domain or Sub-skill**	**Measure**	**Scores**
DoDEA Summative Assessment	modeling and reasoning	Mastery of grade level content standards	3rd: 37% 4th: 35% 5th: 32%

Name of Strategies and Activities that support SMART Goals(s)				
Strategy Name	**Strategy Description**			
Strategy 1 K-5 teachers will engage students in grade level fluency activities to support problem solving.	**Teachers will implement daily practice on grade level fluency standard(s).**			
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**
1. Administer a quarterly fluency check to determine proficiency and use the data to drive instruction.	Aug. 2018	May 2021	Classroom Teachers Math IS District Math ISS	ongoing
2. Teachers will implement Number Talks at least 3 times per week during the MIC.	Aug. 2018	May 2021	Classroom Teachers Math IS	ongoing
3. Integrate a weekly fluency workstation that is differentiated to meet all students' needs.	Aug. 2018	May 2021	Classroom Teachers Math IS	ongoing
4. Utilize the math intervention block to close the gaps of current or previous grade level fluency standards.	Aug. 2018	May 2021	Classroom Teachers Math IS	ongoing
Strategy Name	**Strategy Description**			
Strategy 2 - K-5 teachers will engage students in modeling and reasoning problem solving activities.	**Teachers will develop a balanced approach to problem solving by allowing students the opportunity to model with pictures, numbers, and/or words and reason mathematically in both verbal and written activities.**			

Activities	Begin Date	End Date	Staff Responsible	Complete Y/N
1. Utilize the Situation Problem Solving Chart to teach common addition/subtraction or multiplication/division situations aligned to each grade level.	Sept. 2018	May 2021	Classroom Teachers Math IS District Math ISS	ongoing
2. Develop a clear concise understanding of mathematical thinking through communication and written explanations by using the *RACES* (*R*estate, *A*nswer, *C*ite math vocabulary, *E*xplain, *S*um it up).	Sept. 2018	May 2021	Classroom Teachers Math IS District Math ISS	ongoing
3. Integrate Numberless Word Problems to provide scaffolding to allow students the opportunity to develop a better understanding of the underlying structure of word problems.	Sept. 2018	May 2021	Classroom Teachers Math IS District Math ISS	ongoing
4. Implement High Cognitive Demand Tasks, Securely Held Knowledge Standards (SHK), and the Standards for Mathematical Practice (SMP) into daily math instruction.	Nov. 2020	May 2021	Classroom Teachers Math IS District Math ISS	ongoing
5. Lion Talks and Lion Walks for Vertical Collaboration amongst grade levels. Lion Talks-Collaboration-1st & 3rd Monday-vertical collaboration 1st Monday-K/1, 2/3,4/5 3rd Monday-K/3,1/4, 2/5 Lion Walks-Sign up for a teacher observation of teaching a modeling and reasoning activity that the teacher will in turn implement in their classroom	Feb. 2021	May 2021	Administration	ongoing

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

Baseline Score	Middle of Year Score	End-of-Year Score	SMART Goal Met/Not Met
18/19 Grades 3-5 DoDEA Summative	20/21 Grades 3-5 Interim I & Interim II rubric item	20/21 3-5 DoDEA Summative 20/21 K-2 Americas Summative	

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):
- EA White students in grades K-3 will achieve 60% proficiency on the Reading Proficiency Tool in SY 20-21.
- EA White students in grades 3-5 will achieve 50% scoring in Meets and Exceeds in Literacy on the CCRS Summative Assessment in SY 20-21."

Information that supports the selection of SMART Goal(s)

Data Source	Domain or Sub-skill	Measure	Scores
RPT CCRS Summative Assessment	Comprehension	Proficiency at grade level band	

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

Strategy Name	Strategy Description

Strategy 1 – K-5 teachers will provide Readable Writing lessons to include reading, analyzing and writing constructed responses, across content areas, from multiple text and multimedia sources and informational text activities and assessments.	Readable writing which requires students to clarify and organize their thinking to develop constructed responses.			
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**
1. Teachers will implement the RACES strategy for students to use to explain their writing in response to reading.	Sept. 2018	June 2021	Classroom Teacher Reading IS District Reading ISS	ongoing
2. Provide students with frequent opportunities in work stations and Writer's Workshop to work on provisional, readable, and polished writing tasks to inform, narrate, and express an opinion.	Sept. 2018	June 2021	Classroom Teacher Reading IS District Reading ISS	ongoing
3. Teachers will model written tasks in routine instruction.	Sept. 2018	June 2021	Classroom Teacher Reading IS District Reading ISS	ongoing
Strategy Name	**Strategy Description**			
Strategy 2 – K-5 teachers will provide daily guided reading instruction.	**Develop proficient readers that can comprehend, analyze, and evaluate a wide span of complex texts.**			
Activities	**Begin Date**	**End Date**	**Staff Responsible**	**Completed Y/N**
1. Target skill based on students needs to include phonemic awareness, phonics, fluency, comprehension, and vocabulary through the use of Leveled Readers.	Sept. 2018	June 2021	Classroom Teacher Reading IS District Reading ISS	ongoing
2. Analyze ongoing reading data[i.e. Reading Proficiency Tool (RPT), running records, teacher observation, BA unit assessments] to adapt lessons in response to student needs, altering classroom goals, and modifying student grouping as needed.	Sept. 2018	June 2021	Classroom Teacher Reading IS District Reading ISS	ongoing

Strategy Name	Strategy Description
Strategy 3 – K-5 teachers will provide close reading opportunities within all content areas.	**Close reading strategies develop thoughtful readers through strategies that help students comprehend, analyze, and think critically about a wide span of complex texts across all content areas.**

Activities	Begin Date	End Date	Staff Responsible	Completed Y/N
1. Annotate and revisit text in all content areas to focus on using evidence to demonstrate a broader range of reading comprehension to answer text-dependent questions.	Sept. 2018	June 2021	Classroom Teacher Reading IS District Reading ISS	ongoing
2. Expand the use of Benchmark Advance annotations practice across all content areas.	Sept. 2018	June 2021	Classroom Teacher Reading IS District Reading ISS	ongoing

Evidence that demonstrates the effectiveness of the strategy (Use same data source and measures used to select SMART Goal)					
Baseline Score	**End of Quarter 1 Score**	**End of Quarter 2 Score**	**End of Quarter 3 Score**	**End-of-Year Score**	**SMART Goal Met/Not Met**
RPT CCRS Summative					