



School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term: 2022 - 2023

School: Grafton Village Elementary

Principal: Mike Sidebotham

School Improvement Team:

**Logan Armstrong, Katie Hall, Stacie Batchelor Leland Brooks,
Jennifer Greven, Lindsey Longo, Judy Morgan, Ashley Motley, Jen Raybold, Belinda Rippon,
Lisa Talkington, Laura Van Dyk**

School Vision Statement: Grafton Village Elementary will engage students in a variety of learning experiences where students are equipped with skills and knowledge to afford them success in their future endeavors.

School Mission Statement: Grafton Village Elementary School will foster a balance of academic, social and emotional development of all students.

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Community Meeting Schedule:

(At least quarterly)

URL Posted to School Website: <https://www.staffordschools.net/domain/1116>

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Stafford County Public Schools

Inspire | Empower | Excel

Committed to Continuous Improvement

[Plan - Do - Study - Act](#)

FORM 1-1

Strategic Objective Action Plan

WHY?

Our students and teachers deserve schools where everyone is welcome, seen, heard, and included. Our families deserve schools that inspire and empower our students to grow into productive adults, prepared to excel in life after high school. In order to do that we need to get better.

HOW?

Getting better is not easy; however, when done correctly, small and incremental changes can have a big impact. Stafford's school improvement methodology is based on the Improvement Science and PDSA cycles. [The idea of PDSA cycle \(or Plan, Do, Study, Act\) is not new and comes from W. Edwards Deming \(1993\), but has its roots dating back to early iterations of the Scientific Method and Galileo Galilei in the 1600s.](#) Stafford County Public Schools has chosen to endorse this methodology because it works.

WHAT & WHEN & WHO?

Based on data collected from a previous term and areas in need of improvement are identified. A guiding coalition sets targets, identifies metrics, and creates strategies to address and monitor the area in need of improvement. In short cycles (~45 days), strategies and data are reviewed and modified, as needed. Each year, the process repeats.

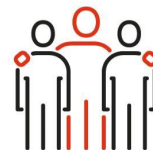
OUR GOALS IN STAFFORD



**Future
Ready**



**Academic
Excellence**



**Safe, Engaging &
Welcoming**



**Supported
Staff**

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STEP 1: Needs Assessment; Root Cause Analysis (See Resources & Tools)

STRENGTHS	CONCERNS
Year over year improvement in SOL performance compared to 2021	SOL scores still lag behind preCOVID levels with the exception of 3rd grade reading which was commensurate with prior scores
2nd grade STAR performance improved significantly with an 18% increase in the number of on level readers by spring	2nd grade on level STAR is still low, at 57%
GV ranked 3rd in SCPS for the number of students reading on level in grades 2 - 5 on the STAR assessment	SOL reading ranking for 3rd - 5th combined was 5th which is below the STAR prediction
Decrease in out of school suspension days issued compared to preCOVID	Behavior referrals increased as the school year progressed and teachers shared concerns about lack of clarity on what options were available in addressing behavioral concerns

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STEP 2: PLAN, DO

Goal Statement 1 <i>(Written as a SMART goal)</i>		MATH - All students will meet or exceed expected growth as measured by the growth percentile score (GP) on the NWEA Map Growth Math assessment by the end of the 2022 - 2023 school year (a GP of 40 or higher is the target).		
PLAN				DO
TARGET <i>What objective are you trying to accomplish?</i>	BASELINE DATA <i>How do you know this is an area in need of improvement?</i>	METRIC/TIMELINE <i>How will you measure this improvement?</i>	RESPONSIBILITY <i>Who will manage this effort?</i>	STRATEGIES/TACTICS <i>How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?</i>
Collaboration, Critical thinking, Creativity, and Communication using mathematical problem solving	GVES MAP assessment data (Spring 2022)	Quarterly Progress Monitoring Assessment	Math Specialist Classroom Teachers Collaborative Teachers	Structured Problem of the Day, focused on 5 C's <i>Importance of Critical Thinking for Students</i> https://learnfromblogs.com/importance-of-critical-thinking-for-students Use Think Tank resources to strengthen critical thinking applicable to mathematical skills..
Math outreach and engagement	GVES MAP assessment data (Spring 2022)	Quarterly	Math Specialist Classroom Teachers Collaborative Teachers	Math Family/Curriculum Night <i>Family Math Night-ESEA- What the Research Says.</i> https://www.familymathnight.com/blog/?p=4617#:~:text=They%20gain%20skills%20and%20strategies,home%20contributing%20to%20academic%20success.&text=A%20Family%20Math%20Night%20event,that%20support%20high%20academic%20achievement.

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Intervention fidelity - specifically with SWD and ELLs	GVES MAP assessment data (Spring 2022)	Every 2 weeks or as new intervention curriculum dictates	Instructional delivery staff	<ul style="list-style-type: none"> Professional development for teachers and paraprofessionals on interventions, progress monitoring, etc. RTI Team Meetings - including special education teachers, ELL teachers, FOCUS, etc. 1:1 meetings between teachers and administration about underperforming students Frequent communication need - documentation log with what was taught community, data for progress monitoring, etc.
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Goal Statement 2 <i>(Written as a SMART goal)</i>		LITERACY - All students will meet or exceed expected growth as measured by the growth percentile score (GP) on the NWEA Map Growth Reading assessment by the end of the 2022 - 2023 school year (a GP of 40 or higher is the target).		
PLAN				DO
TARGET <i>What objective are you trying to accomplish?</i>	BASELINE DATA <i>How do you know this is an area in need of improvement?</i>	METRIC/TIMELINE <i>How will you measure this improvement?</i>	RESPONSIBILITY <i>Who will manage this effort?</i>	STRATEGIES/TACTICS <i>How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?</i>
Targeted and Responsive Instruction Students will experience instruction and intervention that considers their individual needs and supports their Literacy development along a continuum.	The 2021-2022 pass percentage for Reading in Grades 3-5 is 80%. Subgroups with scores below the expected benchmark include Black, Asian, Students with Disabilities, and English Learners. GVES School Literacy Data GVES Change in Literacy Data GVES SOL Data	MAP Reading assessment data Progress monitoring data RTI Meeting data sorts and reflection protocols Collaborative communication logs including data sharing RTI meeting minutes Classroom visit notes	Administration Reading Specialist Classroom Teachers Special Education Teachers ELL Teachers Paraprofessionals	<ul style="list-style-type: none"> Professional development for teachers and paraprofessionals on interventions, progress monitoring, the Science of Reading, etc. Monthly meetings with the Reading Specialist and Special Education teachers and English Language teachers RTI Team Meetings - including special education teachers, ELL teachers, FOCUS, etc. 1:1 meetings between teachers and administration about underperforming students Frequent communication - documentation log with what was taught, data for progress monitoring, etc.

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<p>Engaging Instruction</p> <p>Students will be active learners during instruction with different opportunities to practice skills in word recognition and language comprehension after instruction.</p> <p>Teachers of Literacy will use engaging instructional strategies when teaching word recognition and language comprehension lessons that are aligned to the Science of Reading.</p>	<p>2021 PLC survey results, walk through observations, and anecdotal notes from CFA cycles and vertical PLC meetings indicate an interest in peer observations and a need for engaging strategies during instruction and differentiated practice times.</p>	<p>Classroom visit summaries</p> <p>Student and PLC Surveys</p> <p>CFA process notes</p> <p>Professional development deliverables</p> <p>Peer observations schedules, protocols, and reflection deliverables</p>	<p>Reading Specialist</p> <p>Teachers</p> <p>Paraprofessionals</p>	<ul style="list-style-type: none"> Professional development for teachers - curriculum refreshers, strategy/resource share Peer observations - structured Teachers of Literacy will provide targeted and responsive instruction and intervention to all students with a specific focus on Students with Disabilities and English Learners. for all teachers, scheduled and prioritized (focus on new teachers in the fall but extend the opportunity to all teachers) Focus on engaging strategies that support the curriculum and the Science of Reading during grade level planning with specialist support Content area coaches will hold an engagement fair in the fall to showcase materials and strategies Reflection and action steps will be embedded in a collaborative CFA process
<p>Community Outreach</p> <p>Students will be able to practice Literacy skills at home with the appropriate resources and support.</p> <p>Families will understand their student's current level of Literacy performance and will have strategies and resources to support practice at home by participating in community outreach events.</p>	<p>Teacher surveys of Leave, Keep, Bring Back indicate interest in increasing community involvement.</p> <p>The Virginia Literacy Act identified Communication as 1 of the 4 Levers.</p> <p>The Virginia Department of Education is developing a plan for more transparent communication of data and is building at-home resources for families to support their students.</p>	<p>Family exit ticket surveys at the conclusion of sessions including indicators for relevancy and use of materials</p> <p>Student surveys</p>	<p>Administration</p> <p>Reading Specialist</p> <p>Teachers</p>	<ul style="list-style-type: none"> Reading Specialist and teachers will host Literacy family outreach efforts at a minimum of 3 times this year (Offer in-person and virtual options) <ul style="list-style-type: none"> Topics may include - Explaining data, clarifying the role of the family, specifically modeling and communicating what support looks like - provide resources, sharing expectations by age with time management boundaries

Goal Statement 3

(Written as a SMART goal)

BEHAVIOR MANAGEMENT - During the 2022-23 school year the number of office referrals remain consistent or decline quarter by quarter as measured in October, December, March, and May.

PLAN

DO

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TARGET <i>What objective are you trying to accomplish?</i>	BASELINE DATA <i>How do you know this is an area in need of improvement?</i>	METRIC/TIMELINE <i>How will you measure this improvement?</i>	RESPONSIBILITY <i>Who will manage this effort?</i>	STRATEGIES/TACTICS <i>How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?</i>
Design a whole school behavior matrix based on “PAWS” (Positive, Accepting, Willing, Safe)	GVES currently does not have a matrix. Rules are shared at behavior assemblies and posted in the cafe but are otherwise not commonly shared	Completed matrix by August 15, 2022. Posted through school by Sept 1, 2022.	PAWS Committee (Frohnappfel, Menezes, Longo, Hall, Taylor, Motley, Morgan, Richardson, Fravel, Armstrong, Emerson)	Small committee to create a “PAWS” matrix to create a common set of Grizzly expectations around the school PAWS expectations specific to different areas (restrooms, cafe, etc) will be posted Classrooms will elicit student feedback and input to define more specific expectations for each location
Provide clarity on behavior management practices across the school	GV teachers reported concerns with how behaviors are addressed and inconsistent understanding of what options were available when responding to behavioral concerns	Training completed by September 15, 2022 to include deliverables for teachers such as a list of tools teachers can use in addressing behaviors.	Whole staff	Professional development on behavior and consequences. Objectives include sorting behaviors between classroom and admin response, reflecting on how consequences impact behaviors and clarifying what tools are at the teacher’s disposal to address behaviors.
Increase engagement through community building	Students have had fewer opportunity to learn how to interact in collaborative communities due to school closures and varied instructional models that were implemented due to COVID	Anecdotal and observational evidence. Possibly a student survey to assess how their perceptions changed as a result of the work.	Teachers, students, and families, facilitation support by Armstrong and Van Dyk	Using grant funds, we have created a Think Tank Closet that features games and activities to encourage collaboration and critical thinking. ITRT and gifted teachers will assist with .setting up classroom communities with positive social/emotional and authentic growth mindset opportunities using Think Tank activities focused on communication and collaboration
Improve and target family engagement	GVES has shared expectations in written form but not engaged parents in behavioral expectations through in-person events or at-home connected activities		Teachers, students, and families	Grizzly Game Night (in place of our previous “Curriculum Night”) will incorporate PAWS descriptors while engaging with families including a scavenger hunt. Game nights can still have activities with a curricular focus but should offer ideas for how parents can support academics and behaviors at home and school

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Goal Statement <i>(Written as a SMART goal)</i>					
			STUDY		ACT
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>		CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>		
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<<different target 3 for this goal>> (copied from previous page)					

Goal Statement <i>(Written as a SMART goal)</i>					
			STUDY		ACT
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>		CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>		

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Goal Statement <i>(Written as a SMART goal)</i>		
	STUDY	ACT
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>	CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>
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Goal Statement <i>(Written as a SMART goal)</i>		
STUDY		ACT
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>	CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>
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Goal Statement <i>(Written as a SMART goal)</i>		
STUDY		ACT

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TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>	CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>
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Goal Statement <i>(Written as a SMART goal)</i>		
STUDY		ACT
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>	CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>
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Goal Statement <i>(Written as a SMART goal)</i>		
STUDY		ACT
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>	CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>
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Goal Statement <i>(Written as a SMART goal)</i>		
STUDY		ACT

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TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>	CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>
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Goal Statement <i>(Written as a SMART goal)</i>		
STUDY		ACT
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>	CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>
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Stafford County Public Schools <i>Inspire Empower Excel</i>	Committed to Continuous Improvement Plan - Do - Study - Act	FORM 3-4 Strategic Objective Action Plan DUE: May 25, 2023
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Goal Statement <i>(Written as a SMART goal)</i>		
STUDY		ACT
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe?</i>	CHANGES <i>Based on the performance data that you observed, what changes (if any) do you intend on making? When will these changes be implemented and how?</i>
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Stafford County Public Schools <i>Inspire Empower Excel</i>	Committed to Continuous Improvement Plan - Do - Study - Act	FORM 4-1 Strategic Objective Action Plan DUE: May 30, 2023
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Goal Statement <i>(Written as a SMART goal)</i>		
SUMMARY		PLAN - 2
TARGET <i>What objective are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe? Was your goal accomplished?</i>	CHANGES FOR NEXT CYCLE <i>Based on your performance during the last school year, what changes do you intend on incorporating into your next School Improvement Plan?</i>
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Resources & Tools

Resources for the Plan-Do-Study-Act Process:

- Continuous Improvement in Education: A Toolkit for Schools and Divisions. National Institute of Education Sciences. 2020. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021014.pdf

Resources for Building Logic Models:

- Logic Model Development Guide. W. K. Kellogg Foundation. 2006.
<https://wkkf.issuelab.org/resource/logic-model-development-guide.html>

Resources for Root Cause Analysis:

- Fishbone Diagram:
 - Institute for Education Sciences Segment on the Fishbone Diagram:
<https://youtu.be/OCqn5WEaOPk>
- [Fishbone Diagram Sample](#)