



School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term: <small>(One-year or three-year term; three year plan contingent on Executive Director of School Leadership approval)</small>	2023- 2024
School:	Anthony Burns Elementary School
Principal:	Caroline Goddard
School Improvement Team: <small>(List names and roles of individuals on the School Improvement Team)</small>	D. Gabriel, Asst. Principal, R. Hicks, Reading Coach, C. Viverito, Math Coach, L. Ireland, Counselor, J. Aiman, SPED, C. Anderson, Kinder, V. Karicofe, First Gr., N. Malack, Second Gr., H. Love, Third Gr., H. Portell, 4th Gr., H. Scott, 5th Gr., J. LeDoux, ENCORE, A. Donahue, GIFTED, A. Gulcin, Title 1 Interventionist, I. Patrick, Para
School Vision Statement:	As the Anthony Burns community, we are committed to empowering lifelong learners with the tools they need to become productive citizens.
School Mission Statement:	Provide a safe and respectful learning environment that inspires, engages and motivates students to achieve.
Community Meeting Schedule: <small>(At least quarterly)</small>	Tuesday, August 15th, Tuesday, October 17th, Tuesday, January 16th, Tuesday, March 19th,

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URL Posted to School Website:

Stafford County Public Schools
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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.

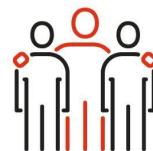
OUR GOALS IN STAFFORD



Future



Academic



Safe, Engaging &



Supported

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Ready

Excellence

Welcoming

Staff

Stafford County Public Schools

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Plan - Do - Study - Act

FORM 2-1

Strategic Objective Action Plan

DUE: July 10, 2023

STEP 1: School Narrative: Anthony Burns is a suburban school that has a population of 776 students from Kindergarten to Fifth grade. Our school is located in a subdivision but more than half of our students are bussed in from neighborhoods outside of the community. Our student population is very diverse with thirty four percent of our students representing the African American community, twenty eight percent from the White community, twenty percent representing the Hispanic community and eight percent representing the Asian community. Our community speaks over twenty six different languages in the homes of our students. Fourteen percent of our students are English Language Learners. Last year over fifty seven percent of our students were identified as qualifying for free or reduced lunch.

Our students are supported by a diverse staff including three teachers from the Participate Learning program. They represent both Mexico and Jamaica and over thirty percent of the staff as a whole represent the Hispanic, Asian, African American communities. Ninety two percent of the staff are female and forty-five percent of the staff has attained a master's degree in their field.

This past school year was the first year a climate survey was conducted in the fall and the spring to two stakeholder groups; parents and staff. The data showed that our parents feel they have positive relationships with their teachers, and our school counselors. While there were strong feelings of connectedness, the overall percentage of satisfaction for parents was forty seven percent in the spring compared to fifty four percent for the division level survey. The staff survey showed that teachers felt they had a peer to lean on and, in fact, that score increased from fall to spring showing the collective efficacy of teachers improved throughout the year. The teacher surveys also showed that staff felt supportive by administrators, but needed more clear communication.

Our school's vision and mission centers on collaboration and staff planning and developing lessons and unit plans together in conjunction with special education teachers and English Language Learner staff. This collaboration allows for teachers to plan lessons that allow our students to make connections in their learning from each setting.

Our Parent Teacher Organization (PTO) has partnered with us this year to set a goal to improve community engagement. This year we held many school wide events that were well attended. Our PTO sponsored our Fall Festival, in which over five hundred people attended. We also had a

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curriculum night called SMARTS night that offered families the opportunity to learn about educational games they could play with their child, free books and math tools for at home learning. On SMARTs night, we had over nine hundred people attend.

STEP 2: Comprehensive Needs Assessment (See Resources & Tools)

Where are we? (examine aggregate and disaggregated quantitative data as well as qualitative data)

Area	STRENGTHS	CONCERNS
Academic Indicators*	<ul style="list-style-type: none"> ● Preliminary reading data showed that our overall SOL data has a pass rate of 89%. Hispanic students passed at 93% and our economically disadvantaged students at 87%. These scores are an indication that our students are demonstrating growth on the SOL from the previous year. ● Preliminary math data showed that our overall SOL pass rate was 88%. Hispanic students passed at 95% and our economically disadvantaged students passed at 88%. These scores are an indication that our students are demonstrating growth on the SOL from the previous year. ● This past school year the students were surveyed four times specifically about their relationships with teachers. The data showed that the majority of students have a trusting adult. 	<ul style="list-style-type: none"> ● Preliminary raw data shows that we have not met the benchmark in reading, 65%, math 61% and science at 61%. ● Raw data also shows a discrepancy between subgroups. White students are passing at a 78% while black students are passing at 57%. This trend is also seen in K-2 data based on AMC and PALs data. <ul style="list-style-type: none"> ■ Kinder Spring Reading scores - White 83%, Blacks 63%, and Hispanic 17% ■ 1st Grade Spring Math - White 68%, Black 51%, and Hispanic 55% on grade level ■ 2nd Grade - Spring Reading Scores - White 67%, Black 53% and Hispanic 56% on grade level ● Students were surveyed about their self-efficacy four times throughout the year. The data showed that about half of the students do not have that belief in themselves and their ability to tackle a difficult task. We also noticed a pattern of self efficacy dropping from Kinder to 5th grade. <ul style="list-style-type: none"> Kindergarten - 73% First Grade - 60% Second Grade - 54%

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		Third Grade - 35% Fourth Grade - 30%
Culture/Climate Indicators*	<ul style="list-style-type: none"> ● In both Spring and Fall Staff felt supported by Administration and the mean grew throughout the year (Fall m=3.79, Spring m=4.04) ● Staff felt they had clear expectations set forth by administration (Fall m=4.06, Spring m=4.61) ● Staff felt support from peers and it grew through the year (Fall m=4.26, Spring m=4.48) ● Parents reported feeling more supported by counselors in the spring than in the fall (Fall m=3.81, Spring m=3.94) 	<ul style="list-style-type: none"> ● Staff wanted clearer communication from administration (Fall m=3.34, Spring m=3.09) and the principal throughout the year. (Fall m=3.91, Spring m=3.65) ● While the overall level of satisfaction from staff was higher than the division in the fall, it dropped in the spring and fell two percent below the division rating. ● Parent reported a drop in their positive relationship with their teachers (Fall m=4.61, Spring m=4.42) ● The overall satisfaction for parents dropped by five percent from the fall to the spring and was below the county average
Behavioral Indicators	<ul style="list-style-type: none"> ● As a school there were only twenty referrals in the first semester of the school year 	<ul style="list-style-type: none"> ● The number of referrals doubled in the third quarter and increased by sixty percent in the fourth quarter.
Attendance Indicators		
Family Engagement Indicators**	<ul style="list-style-type: none"> ● Parent engagement at school wide events is high. At our Fall event more than half of the families attended the event and for our Spring Curriculum Night there were over nine hundred people in attendance <ul style="list-style-type: none"> ○ On the parent survey, parents reported (Fall m=3.80, Spring m=3.95) on extracurricular involvement ● Parenting Classes were offered by the Title I social worker 	<ul style="list-style-type: none"> ● While parents are attending family events, we do not have parents coming in to volunteer. ● Parenting classes were offered, but only six parents attended the two sessions

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Other		
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* Required for all schools

**Required for Title I schools

Stafford County Public Schools <i>Inspire Empower Excel</i>	Committed to Continuous Improvement Plan - Do - Study - Act	FORM 2-2 Strategic Objective Action Plan DUE: July 10, 2023
<p><i>Schools will have <u>at least</u> one overarching <u>measurable</u> objective dedicated to student achievement. Family engagement and school culture and climate should be addressed either as targets/strategies or as stand-alone goals/objectives. Additional goals and/or objectives are optional, and dependent upon the school's needs assessment. Each objective may have multiple targets along with numerous corresponding strategies. (Pro Tip: To have more than one goal or objective, schools may duplicate this document, pages.)</i></p>		

STEP 3: PLAN, DO

<u>Strategic Plan Goal</u>	Goal 2: Support high expectations for academic performance and expand opportunities for every student.																											
<u>Strategic Plan Objective</u>	Objective 4: Stafford County Public Schools will close performance gaps between reporting categories, improving performance for every student.																											
<u>School Baseline Data</u> <small>(How do you know this is an area in need of improvement?)</small>	<ul style="list-style-type: none"> Spring 2023 percentage of Tier II and III students per grade and content area based on SCPS criteria for math and reading <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="2">Math</th> <th colspan="2">Reading</th> </tr> <tr> <th>Tier II</th> <th>Tier III</th> <th>Tieri II</th> <th>Tier III</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>20/105=19%</td> <td>9/105=8%</td> <td>22/107=21%</td> <td>15/107=14%</td> </tr> <tr> <td>First</td> <td>28 /122=25%</td> <td>11/122=9%</td> <td>23 /125=20%</td> <td>32/125=25%</td> </tr> <tr> <td>Second</td> <td>22/105=20%</td> <td>16/105=15%</td> <td>19/106=18%</td> <td>14/106=13%</td> </tr> </tbody> </table>				Grade	Math		Reading		Tier II	Tier III	Tieri II	Tier III	Kindergarten	20/105=19%	9/105=8%	22/107=21%	15/107=14%	First	28 /122=25%	11/122=9%	23 /125=20%	32/125=25%	Second	22/105=20%	16/105=15%	19/106=18%	14/106=13%
Grade	Math		Reading																									
	Tier II	Tier III	Tieri II	Tier III																								
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Second	22/105=20%	16/105=15%	19/106=18%	14/106=13%																								

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PLAN						
		Third	39/150=26%	31/150=21%	49/143=34%	31/143=22%
		Fourth	30/125=24%	30/125=24%	25/127=20%	25/127=20%
		Fifth	24/116=21%	19/116=16%	23/117=20%	18/117=15%
		OVERALL	163/723=23%	116/723=16%	161/725=22%	135/725=19%
		DO				
SHORT TERM TARGETS	STRATEGIES	TACTICS	TIMELINE	ARTIFACT/ EVIDENCE	RESPONSIBILITY	
<p>What interim targets/measures will help you assess progress toward the long-term goal? Note: Targets may align with multiple strategies and tactics.</p> <p>Ex: Using the XX PALS quick-check as a CFA, XX% of first graders will perform at Tier 1 by the end of 1st quarter.</p>	<p>List the element from the Framework for Student Learning that will be a key lever for moving this effort forward.</p>	<p>Align Strategies, Tactics, Timeline, Responsible Parties and Artifacts/Evidence Consider selecting specific indicators from the Framework as tactics for your building. Tactics may also include specific professional learning plans.</p> <p>Link to research base for tactics</p>	<p>When do you expect to have data or evidence to monitor this tactic?</p>	<p>What artifacts/evidence will show progress toward the goal and/or implementation of the strategy?</p> <p>Sample artifacts</p> <p>Link evidence upon completion</p>	<p>Who will manage this effort? (specific job titles should be listed as project managers)</p>	
<p>Target 1: Using Tierring Data, by the end of the first semester, we will reduce the percentage of students in Tier 2 by 5%</p> <p>Target 2: Using Tierring Data, by the end of the first semester, we will reduce the percentage of students in Tier 3 by 5%</p> <p>Target 3: Using Tierring</p>	High Expectati...	Professional Development on Effective Instructional Approaches. (Hattie, Visible Learning Strategies monthly will be introduced at Staff Meetings)	Quarter 1, 2, 3, & 4	<ul style="list-style-type: none"> Materials for Presentation Lesson Plans Teacher Observation Data on the implementation of the strategies taught throughout the year 	<ul style="list-style-type: none"> Administration, SIP Leaders, and Instructional Coaches 	
	Evidence-Base...	Teachers will participate in quarterly data meeting Monitor Tierring Data	Quarter 1, 2, 3, & 4	<ul style="list-style-type: none"> Data meeting notes Grade Level Data Sheets 	<ul style="list-style-type: none"> Title 1 Interventionist 	
		Increase Parental Involvement via outreach for classroom volunteers, school wide events,	Quarter 1, 2, 3, & 4	<ul style="list-style-type: none"> Number of Parent volunteers Attendance Sheets Parent 	<ul style="list-style-type: none"> Family Engagement Team 	

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Data, by the end of the school year, we will reduce the percentage of students in Tier 2 by 10% Target 4: Using Tierring Data, by the end of the school year, we will reduce the percentage of students in Tier 3 by 10%				Workshops/Training	
		Through the use of weekly PLC meetings, setting up routines and high expectations in subject areas that will be translated to highly engaging instruction	Quarter 1 , 2, 3, & 4	<ul style="list-style-type: none">● Data Notebooks<ul style="list-style-type: none">○ Goal Setting○ Book Challenge○ Fluency Practice● PLC agendas/Notes● Lesson Plans● Behavior data● Instructional Rounds outcomes	<ul style="list-style-type: none">● Administration and Instructional Coaches
		Two sets of Instructional Rounds will be completed shadowing a Tier II or III student and learn about their school experience	Quarter 1 and 2	<ul style="list-style-type: none">● Instructional rounds findings shared with staff at staff meeting	<ul style="list-style-type: none">● Administration and SIP team
BUDGET IMPLICATIONS & ALIGNMENT TO TITLE 1 COMPONENTS <i>If applicable, which components of the school-wide Title 1 plan does this target address?</i>		<ul style="list-style-type: none">● Our interventionist will be working with Tier II and III students in two grade levels providing that evidence based instruction. The interventionist will also monitor all grade level data spreadsheets to ensure data is collected and will be a part of data conversations about our Tier II and III students.● Our Title I para will be working with students with evidenced based instructional strategies with STEAM activities and projects that support all content areas.			

STEP 3: PLAN, DO #2

<u>Strategic Plan Goal</u>	Goal 3: Ensure every student, staff, and family member receives a safe, engaging, and welcoming environment in our schools.
Strategic Plan Objective	Objective 1: Ensure all students and staff are physically, mentally, and emotionally safe in their learning and working environments.
School Baseline Data <i>(How do you know this is an area in need of improvement?)</i>	Staff <ul style="list-style-type: none"> • Staff wanted clearer communication from administration (Fall m=3.34, Spring m=3.09) and the principal throughout the year. (Fall m=3.91, Spring m=3.65)

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Student

- Survey Data results from Spring 2023 student Survey of self efficacy

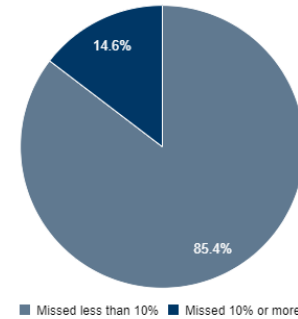
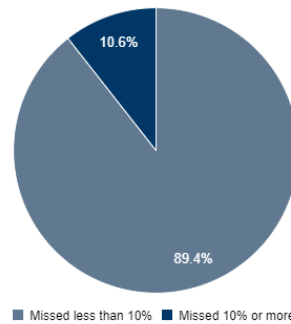
Grade	Percent
Kindergarten	71%
First Grade	61%
Second Grade	37%
Third Grade	21%
Fourth Grade	14%
Fifth Grade	15%

Attendance Data comparing 20-21 and 21-22

Chronic Absenteeism

Chronic Absenteeism 2020-2021 School Year: All Students

Chronic Absenteeism 2021-2022 School Year: All Students



Attendance Data for 22-23 (preliminary)

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<p>Target 3: The overall number of school specific behavior referrals will drop by 10% by the end of the school year</p> <p>Target 4: By the end of the 1st quarter, 90% of the 135 students who were chronically absent will have missed no more than two days of school.</p> <p>Target 5: By the end of the second quarter 90% of students will have missed fewer than 5 days of school.</p> <p>Target 6: Annual Chronic absenteeism will be no more than 15% or level one</p>		Staff will participate in Peer Observations at least once per quarter with the goal of observing other staff foster a growth mindset or students engaging in productive struggle	Quarter 1 , 2, 3, & 4	<ul style="list-style-type: none"> Notes from monthly SIP meetings where findings from peer observations are shared. Classrooms observations will focus on student level of discourse. 	<ul style="list-style-type: none"> Administration and SIP team
		Training on maintaining and teaching routines and procedures for all students and staff.	Quarter 1 , 2, 3, & 4	<ul style="list-style-type: none"> Referral Data Training Documents ABES Routine expectations calendar Number of Soaring Dragons submitted 	<ul style="list-style-type: none"> Administration and SOAR Committee
		SIP Team will meet in August to review staff survey data from the previous year and determine action steps for communication between admin	Quarter 1	<ul style="list-style-type: none"> SIP Team agenda and notes 	<ul style="list-style-type: none"> Administration and SIP team
		Engage students and parents: <ul style="list-style-type: none"> Every student who was chronically absent last year will have a staff member who checks in on them weekly. 	Quarter 1 , 2, 3, & 4	<p>Student/staff check-in assignments</p> <p>Communication about goals & tips for staff and parents</p>	Administrator and School Counselor assigned to the team/grade
		Recognize good and improved attendance <ul style="list-style-type: none"> Monthly awards giving to each class per grade level with the best attendance Share Dragons Show Up program at 	Quarter 1 , 2, 3, & 4	<p>Communication about goals & tips for staff and parents</p> <p>Check-in tracking sheet highlighting recognition points</p>	SISP team, Attendance secretary and Administration

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		Welcome Assemblies in the first two weeks of school			
		Monitor attendance data <ul style="list-style-type: none">Form an attendance team that meets bimonthly in the first quarter, then monthly for the remainder of year.	Quarter 1 , 2, 3, & 4	Attendance committee minutes	Administrator/Social Worker/Counselor/Office Personnel
		Monitor attendance data <ul style="list-style-type: none">Teacher outreach to families after 2 consecutive unexplained absences.	Quarter 1 , 2, 3, & 4	Synergy contact logs	Check-In Teachers
BUDGET IMPLICATIONS & ALIGNMENT TO TITLE 1 COMPONENTS <i>If applicable, which components of the school-wide Title 1 plan does this target address?</i>		<ul style="list-style-type: none">Our School Social Worker/Parent Liaison will be holding parenting classes in person and on line for parents on how to support students at home and on what growth mindset looks like at home. The social worker will hold small group social/emotion groups throughout the school year and lead restorative justice circles with students.			

STEP 4: STUDY, ACT

Stafford County Public Schools <i>Inspire Empower Excel</i>	Committed to Continuous Improvement Plan - Do - Study - Act	FORM 3-1 Strategic Objective Action Plan DUE: October 6, 2023
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Objective		
STUDY		ACT
TARGET	DATA DIVE	CHANGES
<i>What short-term targets are you trying to accomplish?</i>	<i>What performance data did you observe? What accounts for what you observed?</i>	<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>
Target 1		
Target 2		
Target 3		

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STEP 4: STUDY, ACT

Stafford County Public Schools <i>Inspire Empower Excel</i>	Committed to Continuous Improvement Plan - Do - Study - Act	FORM 3-2 Strategic Objective Action Plan DUE: January 17, 2024
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Objective		
STUDY		ACT
TARGET <i>What short-term targets are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe? What accounts for what you observed?</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>
Target 1		
Target 2		
Target 3		

STEP 4: STUDY, ACT

Stafford County Public Schools <i>Inspire Empower Excel</i>	Committed to Continuous Improvement Plan - Do - Study - Act	FORM 3-3 Strategic Objective Action Plan DUE: March 28, 2024
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Objective		
STUDY		ACT
TARGET <i>What short-term targets are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe? What accounts for what you observed?</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>
Target 1		
Target 2		
Target 3		

STEP 4: STUDY, ACT

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 30, 2024
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Objective		
STUDY		ACT
TARGET <i>What short-term targets are you trying to accomplish?</i>	DATA DIVE <i>What performance data did you observe? What accounts for what you observed?</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>
Target 1		
Target 2		
Target 3		

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](#)

Resources for Equity:

- [Presentation: Equity Pause for SIP](#)
- [Equity Pause for SIP Template](#)

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