

School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term: 2022-2023

(One-year or three-year term; three year plan contingent on Executive Director of School Leadership approval)

School: Rocky Run Elementary

Principal: Nick Roman

School Improvement Team:

Nick Roman - Principal - Nick Roman

Asst. Principals - Robin Lloyd & Allie Ward

Reading Specialists - Amy Antholzner & Liz Stoffan

Math Specialist - Shannon Gallagher

ITRT - Nina Passmore

Focus - Casey Stewart

P.E. - Clyde Meredith

ESL - Tia Jewell

Counselors - Allison Adams, Daphne Hill, Courtney James

Kdg. - Kayla Vadasz

1st Grade - Emily Machi

2nd Grade - Brittany Wiese

3rd Grade - Christine Potter

4th Grade - Donna Clark

5th Grade - Kelly Gearhart

Special Education Sydney Himes

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School Vision Statement: Rocky Run Elementary is a diverse learning community committed to academic excellence through innovative instruction and collaboration.

School Mission Statement: To empower students to achieve their potential and acquire the skills they need to be successful learners and citizens.

Community Meeting Schedule:

Thurs., Aug. 25

Thurs., Oct. 27

Thurs., Jan. 19

Thurs., Mar. 23

URL Posted to School Website:

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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.

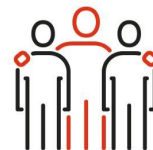
OUR GOALS IN STAFFORD



**Future
Ready**



**Academic
Excellence**



**Safe, Engaging &
Welcoming**



**Supported
Staff**

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

STRENGTHS	CONCERNS
Established extended PLC time with expectations using the 4 PLC Pathways for Collaboration.	Master schedule needs to have staggered times to ensure coaching opportunities as well as intervention groups.
SIP Team having three committees with many teacher leaders provided opportunities for different perspectives to have a voice in the School Improvement process.	Tier I Instruction needs to become the focus with an emphasis on best practices = “Instructional Frameworks.” (This past year more time was placed on Tier 2 & 3...PLC Pathway 3.)
Validation Visits positively impacted culture and allowed teachers the opportunity to learn from one another and provide feedback that validated both the visiting and the visited teacher.	Need more time for vertical collaboration to help better understand where students are coming from and where they need to go.
Solid SOL Accreditation Scores: <ul style="list-style-type: none"> ● 3rd = 86% (R) and 88% (M) <ul style="list-style-type: none"> ○ w/ 95% growth from Fall to Spring! 	Growth Achievement Gap b/w Reading (lower) & Math (higher) in grades 3, 4, and 5: <ul style="list-style-type: none"> ● 3rd = 26% gap b/w R & M

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- 4th = 81% (R) and 78% (M)
- 5th = 86% (R) and 88% (M)

- 4th = 17% gap b/w R & M
- 5th = 31% gap b/w R & M
- *** ALL gaps reflect a lower growth in Reading

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Schools will have at least one overarching measurable goal dedicated to student achievement. Additional goals are optional. Goals can be focused on enhancing strengths or addressing concerns. Each goal may have multiple objectives or targets along with numerous corresponding strategies. (Pro Tip: To have more than one goal, schools may duplicate this document, pages.)

STEP 2: PLAN, DO

Goal Statement <i>(Written as a SMART goal)</i>		By the end of the 2022-2023 school year, RRES will have decreased the achievement gap of all students as measured by an increase in our percentage of Tier 1 students and a decrease in our percentage of Tier 3 students identified by student performance on Reading and Math MAP, PALS, and VKRP from Fall to Spring. (A specific percentage will be defined after the completion of our Fall benchmark assessments.)		
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>
Increase the effectiveness of Tier 1 instruction.	ECD scores on benchmark & SOL assessments have historically been 12%-20% below grade level avg.	Weekly PLC Meetings Weekly progress monitoring and student conferencing	Licensed Staff	<ul style="list-style-type: none"> Emphasize the focus on PLC Pathways 1 & 2 during grade level PLC meetings to create CFAs for “power standards.” Commit to the Literacy and Mathematics instructional frameworks Pilot student-centered conferences with select teachers

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<p>Increase parent/family participation, representation, and voice through Family Engagement Council.</p>	<ul style="list-style-type: none"> • 24% of survey respondents “agree” with the statement, “I have an understanding of the parent compact.” • 30% “agree” that they understand the purpose of the FAC. • 56% “agree” that there are opportunities to actively participate at this school. 	<p>Quarterly Community/FAC Meetings</p>	<p>SIP Team</p>	<p>Utilize Spring 2022 Family Feedback Survey data to address key items impacting parent engagement.</p> <ul style="list-style-type: none"> • Utilize weekly grade level folders for sending paper copies of flyers home. • Utilize the Text Messaging feature on parent link in response to parents’ answer to Q21 re: preferred means of communication.
<p>Based on Spring 2022 Panorama survey data, emotional regulation skills presented as the greatest need of improvement therefore we will increase awareness and strategies in this area.</p> <p>* Panorama discontinued for this school year.</p>	<p>47% or within 40th – 59th percentile of grade 3-5 students, as compared nationally, felt they had favorable emotional regulation skills</p>	<p>Emotional Regulation skills will be assessed using the Panorama surveys for Fall 2022 and Spring 2023</p>	<p>SCPS – provide Panorama survey RRS – administration of survey (teachers); analysis of data (teachers, SIS team, admin)</p>	<ul style="list-style-type: none"> • Panorama Playbook strategies will be shared with teachers • SIS and SIP teams will analyze survey data • School Counselors will target skills in guidance lessons, small groups, and with individuals • Effectiveness will be measured through Spring 2023 survey results

Goal Statement
(Written as a SMART goal)

STUDY

ACT

TARGET

What objective are you trying to accomplish?

DATA DIVE

What performance data did you observe?

CHANGES

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?

Increase the effectiveness of Tier 1 instruction.

Grade Level Reading & Math "Tiered" Data is as follows:

		Tier 3	Tier 2	Tier 1
Kdg.	Reading	4%	44%	52%
	Math	13%	20%	68%
1st	Reading	15%	36%	49%
	Math	15%	40%	45%
2nd	Reading	25%	31%	44%
	Math	27%	22%	51%
3rd	Reading	9%	45%	46%
	Math	4%	29%	49%

This Tiered data reflects the achievement scores on our Fall Benchmark Assessments, by grade level.

Grade levels will select ONE subject (Reading or Math) for which to create a SMART goal. The subject selected should be the subject for which the grade level has the LOWER % of Tier 1 students.

	<table><tr><td>4th</td><td>Reading</td><td>20%</td><td>23%</td><td>56%</td></tr><tr><td></td><td>Math</td><td>25%</td><td>23%</td><td>52%</td></tr><tr><td>5th</td><td>Reading</td><td>11%</td><td>28%</td><td>61%</td></tr><tr><td></td><td>Math</td><td>18%</td><td>24%</td><td>58%</td></tr></table>	4th	Reading	20%	23%	56%		Math	25%	23%	52%	5th	Reading	11%	28%	61%		Math	18%	24%	58%	
4th	Reading	20%	23%	56%																		
	Math	25%	23%	52%																		
5th	Reading	11%	28%	61%																		
	Math	18%	24%	58%																		
<p>Increase parent/family participation, representation, and voice through Family Engagement Council.</p>	<p>According to the 2021 Title 1 Family Feedback Survey, a number of items indicated a need for increasing parent awareness and understanding in certain Title 1 components:</p> <table><tr><th colspan="2">“I understand...”</th></tr><tr><th>Survey Item</th><th>% Disagree</th></tr><tr><td>“...what it means to be a Title 1 school.”</td><td>25% (22% neutral)</td></tr><tr><td>“...how the school uses Title 1 & Family Engagement funds.”</td><td>44% (24% neutral)</td></tr><tr><td>“...the purpose/goals of the school’s Parent Advisory Council.”</td><td>45% (23% neutral)</td></tr><tr><td>“...the Parent Compact.”</td><td>52% (23% neutral)</td></tr></table> <p>This survey also provided information on how our families feel about the (top 3) most efficient ways to communicate with them:</p> <ul style="list-style-type: none">• Email = 33%• App = 20%• Folder = 19%	“I understand...”		Survey Item	% Disagree	“...what it means to be a Title 1 school.”	25% (22% neutral)	“...how the school uses Title 1 & Family Engagement funds.”	44% (24% neutral)	“...the purpose/goals of the school’s Parent Advisory Council.”	45% (23% neutral)	“...the Parent Compact.”	52% (23% neutral)	<p>This data will be shared during our October Title 1 Family Info Mtg. Additionally, a video explaining these components of Title 1 will be shared electronically with our Rocky Run community for anyone who was unable to attend the mtg.</p>								
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Survey Item	% Disagree																					
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<p>Based on Spring 2022 Panorama survey data, emotional regulation</p>																						

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<p>skills presented as the greatest need of improvement therefore we will increase awareness and strategies in this area.</p> <p>* Panorama discontinued for this school year.</p>		
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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>
<<different target 1 for this goal>> (copied from previous page)		
<<different target 2 for this goal>> (copied from previous page)		
<<different target 3 for this goal>> (copied from previous page)		

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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>
<<different target 1 for this goal>> (copied from previous page)		
<<different target 2 for this goal>> (copied from previous page)		
<<different target 3 for this goal>> (copied from previous page)		

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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>
<<different target 1 for this goal>> (copied from previous page)		
<<different target 2 for this goal>> (copied from previous page)		
<<different target 3 for this goal>> (copied from previous page)		

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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>
<<different target 1 for this goal>> (copied from previous page)		
<<different target 2 for this goal>> (copied from previous page)		
<<different target 3 for this goal>> (copied from previous page)		

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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](#)