



School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term: 2022-2023

School: Hartwood Elementary School

Principal: Brian Raska

School Vision Statement:

As a result of graduating from Hartwood Elementary and our STEM+AI (Arts Integration) program, all students will behave like scientists, engineers, artists, and other professionals in the STEAM fields. We will produce effective problem solvers, critical thinkers, and risk-takers who persevere through challenges and failures. Our students will use, access, and communicate creatively and effectively through a variety of media. Students will work collaboratively to become producers who solve global problems and manipulate their world in creative and positive ways. Hartwood students will give back to the school and community and be prepared for the changing world of work and careers in the 21st century, including human interaction and collaboration competencies.

School Mission Statement:

To challenge each child to reach his or her potential and to encourage the skills needed for lifelong learning and productive social interactions, thus laying the foundation and preparing children for being active, contributing citizens.

Community Meeting Schedule: Quarterly PTA Meetings: October 18, 2022, January 17, 2023, April 17, 2023

URL Posted to School Website: <https://www.staffordschools.net/Page/23406>

School Improvement Team

- Brian Raska, *Principal*
- Alissa Fraser, *AP*
- Leslie Lausten, *Reading Specialist*
- Amy Davitt, *Math Specialist*
- Casey Clark, *Arts Integration Specialist*
- Heather Eland, *ITRT*
- Stephanie McKeever, *Focus Teacher*
- Michelle McGowan - *Special Education*
- Sarah Tate - *K Teacher*
- Mia Boleis - *1st Gr. Teacher*
- Liz Trento - *2nd Gr. Teacher*
- Stephanie Hensen - *3rd Gr. Teacher*
- Jessica Flaherty - *4th Gr. Teacher*
- Kristina Kelly - *5th Gr. Teacher*
- Jessica Dye - *Specialist*

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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.

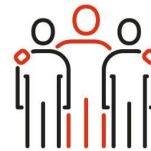
OUR GOALS IN STAFFORD



**Future
Ready**



**Academic
Excellence**



**Safe, Engaging &
Welcoming**



**Supported
Staff**

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

STRENGTHS - Reading	CONCERNS - Reading
Overall STAR growth and achievement - 1st in the county for growth	SWD 49% SOLs
SOL overall scores- 79% raw, above district average	Subgroups- Black, SWD, Hispanic, EL; Overall pass rates below 70%
11% higher in SOLs than Spring STAR	STAR scores still in 60s; 5th grade STAR growth below the division
Huge growth from last year to this year for SOLs	2nd & 3rd grade Spelling PALS; Decline from fall to spring
SWD & ELs SOL scores increased from last year	1st grade word list below county average
3rd grade had 80% EL pass rate	K alphabet rec lowest in county
1st grade PALS spelling; K PALS growth	5th- low % of pass advanced
STRENGTHS - Math	CONCERNS - Math
Overall pass rate for SOLs	5th SOL scores below expected according to MAP
Overall MAP data; 2nd overall in county; Great growth in 3rd & 4th	5th- low % of pass advanced
3rd grade bubble MAP kids passed the SOL	SOL sub groups - Black, SWD, Hispanic- red; EL- yellow
5th gr. Math black students- 75%	MAP low growth; Not moving out of tiers at the rate we would like
69% or better for all teachers-4th grade	
7% pass advanced- 3rd	

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>		PLAN			DO
In the 2021-2022 school year, 79% (raw data) of 3rd-5th students passed the Reading SOL test and 76% (raw data) passed the Math SOL test. In the 2022-2023 school year, our 3rd-5th grade students will increase their End-of-Year Math and Reading SOL Test pass percentages by 5% (84%- Reading, 81%- Math).					
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 % of SWD meeting the EOY benchmark on Reading & Math MAP	In 21-22, 32% of SWD met the benchmark on Math MAP In 21-22, 35% of SWD met the benchmark on Reading MAP	In 22-23, 42% of SWD will meet the benchmark on Math MAP In 22-23, 45% of SWD will meet the benchmark on	Math Specialist, Reading Specialist, Classroom Teachers, Instructional Staff, Special Education Teachers, Administrators	<ul style="list-style-type: none"> • All SPED teachers will be trained in Orton-Gillingham strategies and utilize them in small groups • Create a master schedule that allows for co-teaching and small group instruction • Teachers will utilize STEAM + AI 	

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		Reading MAP		<ul style="list-style-type: none"> ○ Rationale for Arts Integration ○ Why Arts Integration? ● Teachers will utilize thinking strategies in their lessons <ul style="list-style-type: none"> ○ Building Thinking Classrooms ○ Reading Resources: Hattie - Deeper motivation and approach (.69) Reading, Writing and the Arts .47 ○ Hattie: Creativity programs 0.62, Play programs .50, Questioning .48, classroom discussions .82 ● PLCs will be used to guide instruction: <ul style="list-style-type: none"> ○ Collaboration and use of common assessments increase teacher knowledge and collective efficacy (effective size = 1.57 (Hattie)) ● Utilizing Spaced Learning in curriculum delivery and implementation <ul style="list-style-type: none"> ○ Spaced learning: .6 (Hattie) ● Building Relationships- Responsive Classroom, Acting Right → trust, student expectations <ul style="list-style-type: none"> ○ Student expectations- 1.44 (Hattie) ○ Teacher and student relationships- .52 (Hattie) ○ Connecting Arts Integration to SEL and Students with Disabilities ● Teachers will participate in coaching cycles <ul style="list-style-type: none"> ○ Impact of Student Centered Coaching ○ Joyce & Showers (2002) Coaching in Classrooms
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<p>Increase the % of Black & Hispanic students meeting EOY benchmark on Reading & Math MAP</p>	<p>In 21-22, 44% of Black and 50% of Hispanic met the benchmark on Math MAP</p> <p>In 21-22, 59% of Black and 47% of Hispanic met the benchmark on Reading MAP</p>	<p>In 22-23, 54% of Black and 60% of Hispanic will meet the benchmark on Math MAP</p> <p>In 22-23, 69% of Black and 57% of Hispanic will meet the benchmark on Reading MAP</p>	<p>Math Specialist, Reading Specialist, Classroom Teachers, Instructional Staff, Special Education Teachers, Administrators</p>	<ul style="list-style-type: none"> Teachers will utilize STEAM + AI <ul style="list-style-type: none"> Rationale for Arts Integration Why Arts Integration? STEM- 3 ways students can improve STEM learning for black students Teachers will utilize thinking strategies in their lessons <ul style="list-style-type: none"> Building Thinking Classrooms Hattie: Creativity programs .62, Play programs .50, Questioning .48, classroom discussions .82 Reading Resources: Hattie - Deeper motivation and approach (.69) Reading, Writing and the Arts .47 PLCS will be used to guide instruction: <ul style="list-style-type: none"> Collaboration and use of common assessments increase teacher knowledge and collective efficacy (effective size = 1.57 (Hattie)) Utilizing Spaced Learning in curriculum delivery and implementation <ul style="list-style-type: none"> Spaced learning: .6 (Hattie) Building Relationships- Responsive Classroom, Acting Right → trust, student expectations <ul style="list-style-type: none"> Student expectations- 1.44 (Hattie) Teacher and student relationships- .52 (Hattie) Connecting Arts Integration to SEL and Students with Disabilities Teachers will participate in coaching cycles <ul style="list-style-type: none"> Impact of Student Centered Coaching Joyce & Showers (2002) Coaching in Classrooms
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Goal Statement
(Written as a SMART goal)

In the 2021-2022 school year, 79% (raw data) of 3rd-5th students passed the Reading SOL test and 76% (raw data) passed the Math SOL test. In the 2022-2023 school year, our 3rd-5th grade students will increase their End-of-Year Math and Reading SOL Test pass percentages by 5% (84%- Reading, 81%- Math).

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 % of SWD meeting the EOY benchmark on Reading & Math MAP

Math (2nd):
 SWD- 7/9 = 78% passed benchmark

Reading (2nd):
 SWD- 1/10 = 10% passed benchmark

Math (3rd):
 SWD- 13/23 = 57% passed benchmark

Reading (3rd):
 SWD- 11/23 = 47% passed benchmark

Math (4th):
 SWD - 5/17 = 29% passed

- All SPED teachers will be trained in Orton-Gillingham strategies and utilize them in small groups
- Create a master schedule that allows for co-teaching and small group instruction
- Teachers will utilize STEAM + AI
- Teachers will utilize thinking strategies in their lessons.
- PLCs will be used to guide instruction
- Utilizing Spaced Learning in curriculum delivery and implementation
- Building Relationships- Responsive Classroom, Acting Right → trust, student

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	<p>Reading (4th): SWD - 4/16 = 25% passed</p> <p>Math (5th): SWD - 6/20 = 30% passed benchmark</p> <p>Reading (5th): SWD - 7/18= 39% passed benchmark</p>	<p>expectations</p> <ul style="list-style-type: none"> Teachers will participate in coaching cycles
<p>Increase the % of Black & Hispanic students meeting EOY benchmark on Reading & Math MAP</p>	<p>Math (2nd): Black - 15/20 = 75% passed benchmark (41%+) Hispanic - 8/16 = 50% passed benchmark</p> <p>Reading (2nd): Black - 7/20 = 35% passed benchmark Hispanic - 6/16 = 38% passed benchmark</p> <p>Math (3rd) Black - 8/16 = 50% passed backmark Hispanic - 8/24 = 75% passed benchmark</p> <p>Reading (3rd) Black - 9/16 = 56% passed benchmark Hispanic- 18/24 = 75% passed benchmark</p> <p>Math (4th): Black - 9/16 = 56% passed benchmark Hispanic - 10/15 = 66% passed benchmark</p> <p>Reading (4th): Black - 8/16 = 50% passed benchmark Hispanic - 12/15 = 80% passed benchmark</p> <p>Math (5th): Black - 10/19= 53% passed benchmark Hispanic- 8/16= 50% passed benchmark</p> <p>Reading (5th): Black - 10/18= 56% passed benchmark Hispanic- 8/14= 52% passed benchmark</p>	<ul style="list-style-type: none"> All SPED teachers will be trained in Orton-Gillingham strategies and utilize them in small groups Create a master schedule that allows for co-teaching and small group instruction Teachers will utilize STEAM + AI Teachers will utilize thinking strategies in their lessons. PLCs will be used to guide instruction Utilizing Spaced Learning in curriculum delivery and implementation Building Relationships- Responsive Classroom, Acting Right → trust, student expectations Teachers will participate in coaching cycles

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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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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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<<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](#)