



School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term:

2022-2023 Academic Year

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

School:

Rodney Thompson Middle

Principal:

Michael Archambault

School Improvement Team:

Caitlin McClung, Diana Smithey, Ashley Whirlow, Tanesha Hamilton, Craig Vann, Jeffrey Howard, Vanessa Askins-Wood, Rose Averett

School Vision Statement:

Rodney E. Thompson Middle School prepares students to be intellectually engaged in the 21st Century through critical thinking, collaboration, communication, citizenship, creativity, and wellness.

School Mission Statement:

The mission of Rodney E. Thompson Middle School is to create a student-centered community that challenges and develops inquiring, knowledgeable, actively involved learners who have the tools to successfully participate in a global society.

Community Meeting Schedule:

(At least quarterly)

10/05/22; 12/14/22; 3/1/23; 5/24/23 All meetings are 5pm-6pm in the RTMS Library

URL Posted to School Website:

<https://www.staffordschools.net/rtns>

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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.

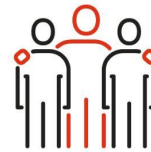
OUR GOALS IN STAFFORD



**Future
Ready**



**Academic
Excellence**



**Safe, Engaging &
Welcoming**



**Supported
Staff**

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Stafford County Public Schools <i>Inspire Empower Excel</i>	Committed to Continuous Improvement Plan - Do - Study - Act	FORM 2-1 Strategic Objective Action Plan
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STEP 1: Needs Assessment; Root Cause Analysis (See Resources & Tools)

STRENGTHS	CONCERNS
Our overall 2021 - 2022 SOL Pass rates in English (82%), Mathematics (79%), and History (81%) exceed the requirements to meet federal accountability standards.	Our Students with Disability pass rates on the 2021-2022 SOL assessments are below the benchmark to meet federal accountability standards in all content areas.
<p>During the 2021-2022 School year RTMS students demonstrated positive growth on the STAR Reading Assessment from the Fall '21 screener to the Spring '22 screener.</p> <p>6th grade above benchmark grew from 61% to 65%.</p> <p>7th grade above benchmark grew from 61% to 66%</p> <p>8th grade our above benchmark declined from spring to fall but we did see a reduction in students considered needing urgent intervention from 10% in the fall down to 7% in the spring.</p>	In 2021-2022 the 8th grade writing SOL pass rate was overall 70% and below the accreditation requirements in 4 out of 7 subgroup reporting categories. The overall pass rate is a decrease from the previous year from 75% pass rate to 70% pass rate.
All students at Rodney Thompson are offered multiple opportunities for intervention and	

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remediation built into their daily schedule and offered outside of regular school hours. These included Just in Time intervention during FLEX block; SOL Tutoring / Learning Loss Recovery after school, Homework Club and ZAP (Zero's Aren't Productive), Tier 2 and Tier 3 remediation classes for both mathematics and reading, and tier 2 support during their regular instructional blocks.	
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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 1 <i>(Written as a SMART goal)</i>				
In 2022-2023, students in each reporting category will meet federal accreditation requirements for the 6th-8th Grade Reading SOL. (Click Here to see our Fishbone Diagram for this Goal)				
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>
Target #1 During the 2022-2023 school year 69% of students with disabilities will pass their Reading SOL(including 8th grade Writing) in grades 6-8.	In 2021-2022, 31% of students with disabilities passed their 8th grade Writing SOL. Students in grades 6-8 had a combined pass rate of 56% on the grade 6, 7, and 8 spring reading SOL.	August 2022 - RTMS teachers will receive information through a whole staff professional development session on collaborative teaching strategies and effective tier 1 instructional strategies to support students with disabilities.	Administration and the Reading Specialist will design and instruct all staff on High leverage practices / high yield practices. Read 180 and Lexia teachers will implement proper usage of the Read	Implementation of High Leverage Practices to improve instruction for students with disabilities and all students at Tier 1 instruction. These strategies will be taught during teacher return week and reinforced through weekly PLC meetings and monthly Faculty meetings. ; Research: How can teachers improve instruction for students with disabilities and all students at tier 1? Research: 9 High-Yield Instructional Strategies by

		<p>August 2022 - Students will complete the 2022 Reading Growth SOL assessment and the NWEA MAP for reading fluency. These screener assessments will be reviewed to determine correct student placement in Tier 2 Lexia or Tier 3 Read 180 courses. These assessments will be administered again in the December / January timeframe and results reviewed for monitoring / adjustment purposes.</p> <p>January: By the end of January 2023 we will have completed the winter administration of the Growth Test for Reading in grades 6-8. This assessment will provide us with current and accurate performance for all students towards the essential reading standards. Will allow us to focus our instructional approach for each student for the second semester.</p>	<p>180 / System 44 program and Lexia programs in the Tier 2 and Tier 3 courses.</p> <p>Quarterly RTMS admin, lexia teachers, reading specialist and a Lexia representative if available, to review our Lexia usage and progress charts.</p> <p>Reading Specialist, Classroom teacher, Students. After each reading benchmark and growth assessment the teacher will lead their students in a self reflection and goal setting exercise.</p>	<p>Robert J. Marzano.</p> <p>Tiered Instructional Approach for Students with Learning Disabilities: Implementation of an RTI model. Students will have access to Tier 1, 2, and 3 supports as needed based on current and past performance. This will be accomplished by reviewing fall growth assessment data to make sure students are correctly placed in the tier 2 or 3 courses if needed. Students will be progress monitored through R180 and Lexia progress monitoring tools and receive the appropriate and suggested individualized learning supports. Research: Tiered approach to the Education of Students with Learning Disabilities.</p> <p>After each benchmark and screening assessment, all students will engage in an academic goal setting activity. Students will review their most recent NWEA MAP for Reading and Growth Measurement results, discuss their strengths and areas of growth with their English Language Arts Teacher(s) and set goals and strategies to reach those goals in the future. Students and teachers will partner to progress monitor and adjust their success plans as necessary. Research: The Art and Science of Teaching / When Students Track their Progress (Marzano)</p>
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>

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<p>Target #2 During the 2022-2023 school year each reporting category will achieve pass rates to meet federal accountability standards and the overall pass rate will be at 75% or higher on the 8th grade writing SOL.</p>	<p>In 2021-2022, the pass rates for the Spring Writing SOL scores for 8th grade were 70% overall, 59% for black students, 31% for students with Disabilities, 68% for hispanic students; 57% for EL students, and 50% for economically disadvantaged students.</p>	<p>August 2022 - Grade level ELA teachers, Administrators, and reading specialist will meet to review the RTMS Reading and Writing Vertical alignment chart, establish school wide and departmental writing expectations.</p> <p>At the end of each marking period (Quarterly) ELA teachers in grades 6-8 will issue a writing prompt in alignment with the Wit and Wisdom End of Module assessment or related writing prompt.</p>	<p>General Education Teachers, Special Education Teachers, Administrators, Reading Specialists will meet in August to review the RTMS Vertical alignment document and discuss a schoolwide approach to writing.</p> <p>Reading Specialist and English Department Chair will summarize and present evidence based practices to support writing to the english / reading teachers. This will be completed by the end of August 2022.</p>	<p>Implementation of a writing curriculum aligned across the grade levels with incorporation of evidence based writing strategies. Reading teachers, Reading Specialists, and administrators will meet in August to vertically align our writing expectations and approach. Resource: RTMS Vertical Alignment Document Research: Changing how Writing is Taught Research: Evidence Based Practices for Writing Instruction</p> <p>SCPS Determined Wit and Wisdom End of Module Writing Prompts given quarterly. Research: Writing to Learn and Learning to Write with Wit & Wisdom. Research: Why Include Writing</p> <p>For each quarterly writing assignment students will receive common schoolwide writing rubric and will engage in peer to peer feedback exercises as well as receiving individualized feedback from their teachers. Research: Improving Student Writing through Effective feedback: Best Practices and Recommendations.</p>
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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, 2022
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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>
<<different target 1 for this goal>> (copied from previous page)		
<<different target 2 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)		
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<<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>
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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](#)