



School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term:	2022-2023
<i>(One-year or three-year term; three-year plan contingent on Executive Director of School Leadership approval)</i>	
School:	Falmouth Elementary
Principal:	Sallie Burch
School Improvement Team:	D. Heller (1st); A. Formica (3rd); J. Johnson (4th); R. Weaver (Interventionist); S. Frazier (ESOL); A. Murphy (Sped); M. Repass (AP); and S. Burch (Principal)
<i>(List names and roles of individuals on the School Improvement Team)</i>	
School Vision Statement:	All students should be given opportunities to learn with passion, lead with confidence, and live with character.
School Mission Statement:	Falmouth Elementary will provide a caring, accepting, and safe environment to motivate and challenge students to become lifelong learners and responsible citizens.
Community Meeting Schedule:	September 6, 2022; November 1, 2022; February 7, 2023; and April 4, 2023
<i>(At least quarterly)</i>	
URL Posted to School Website:	https://www.staffordschools.net/Domain/11

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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.

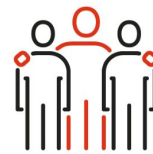
OUR GOALS IN STAFFORD



**Future
Ready**



**Academic
Excellence**



**Safe, Engaging &
Welcoming**



**Supported
Staff**

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Stafford County Public Schools <i>Inspire Empower Excel</i>	Committed to Continuous Improvement Plan - Do - Study - Act	FORM 2-1 Strategic Objective Action Plan DUE: July 1, 2022
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STEP 1: Needs Assessment; Root Cause Analysis (See Resources & Tools)

STRENGTHS	CONCERNS
Staff Climate and Culture	Lowest VA Studies (4th) and Science (5th) scores in 2021-2022 (compared to past 5 years)
Family and Community Engagement	3rd Grade Reading (63%) and Math (59%) SOL Scores
Extended-Planning for Instructional Staff	Shifting pedagogy from balanced-literacy to the science of reading
Support Staff for SEL (Full-Time SSW; Full-Time Counselors (2); Instructional Specialists/Coaches (2) and Special Education Chair)	Instructional Engagement
Benefit of ESSER Paraprofessionals to support RTI Efforts	Developing and conducting assessments in a manner in which it enhances teaching and learning and minimizing the impact on instructional time

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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 these document pages.)

STEP 2: PLAN, DO

Goal Statement

(Written as a SMART goal)

All students will be challenged and supported to achieve a high academic performance and growth standard by implementing a standards-based instructional program aligned to the Virginia Standards of Learning.

Kg, 1st, and 2nd Grades: Vocabulary and Spelling

3rd, 4th, and 5th Grades: Vocabulary and Comprehension

Academic performance will be measured as follows:

Kg and 1st Grades: PALS

2nd Grade: PALS and MAP Reading

3rd-5th Grades: MAP Reading and Reading SOL

By May 2023, Falmouth Elementary School will achieve the following:

Kindergarten:

Tier 1 - 80%; Tier 2 - 10-15%; and Tier 3 - 5% (according to PALS data)

*EOY 21-22 Tier 1 - 65%; Tier 2 - 29%; and Tier 3 - 7% (PALS)

First Grade:

Tier 1 - 80%; Tier 2 - 10-15%; and Tier 3 - 5% (according to PALS data)

*EOY 21-22 Tier 1 - 40%; Tier 2 - 48%; and Tier 3 - 12% (PALS)

Second Grade:

Tier 1 - 80%; Tier 2 - 10-15%; and Tier 3 - 5% (according to MAP data)

*EOY 21-22 Tier 1 - 50%; Tier 2 - 26%; and Tier 3 - 24% (STAR)

Third Grade:

Tier 1 - 80%; Tier 2 - 10-15%; and Tier 3 - 5% (according to MAP data)

*EOY 21-22 Tier 1 - 41%; Tier 2 - 32%; and Tier 3 - 27% (STAR)

Reading SOL Goal: 80% proficient

*EOY 21-22 SOL: 63%

Fourth Grade:
 Tier 1 - 80%; Tier 2 - 10-15%; and Tier 3 - 5% (according to MAP data)
 *EOY 21-22 Tier 1 - 47%; Tier 2 - 24%; and Tier 3 - 29% (STAR)
 Reading SOL Goal: 85% proficient
 *EOY 21-22 SOL: 81%

Fifth Grade:
 Tier 1 - 80%; Tier 2 - 10-15%; and Tier 3 - 5% (according to MAP data)
 *EOY 21-22 Tier 1 - 49%; Tier 2 - 23%; and Tier 3 - 28% (STAR)
 Reading SOL Goal: 85% proficient
 *EOY 21-22 SOL: 83%

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 Student Reading Performance - Instruction will focus on building background knowledge to increase reading comprehension.	Reading Data: PALs/STAR Performance Kindergarten - 65% 1st Grade - 40% 2nd Grade - 50% SOL Performance 3rd Grade: Reading - 63% 4th Grade: Reading - 81% 5th Grade: Reading - 83%	Mid-Year to End-of-Year Growth in Performance on PALs Assessments, Reading MAP Assessment, and SOL Growth Assessment (BOY to EOY)	Instructional Staff Support Staff Administration	Build instructional capacity through: (June/July) Focused Team Agenda (Aug.) Guest Speaker: Natalie Wexler (Aug.-Oct.) Book Study - The Knowledge Gap (Nov.-May) Revisit the importance of background knowledge and review key strategies during PLCs (UVA Grant Research - Cabell, Sonia, 2016-2021) (UVA Grand Research - Grissmer, David, 2009-2015) (CKLA Project) Using Open Court and Into Reading with fidelity: Grades 1-2 Vocabulary Routine.pdf Grades 1-2 Building Knowledge Networks.pdf
Increase Student Engagement - Instruction will focus on high-yield engagement strategies and hands-on learning	Attendance Data: Membership Report 9/1/2021 - 615/615 10/1/2021 - 565/618 11/1/2021 - 565/618 12/1/2021 - 570/621 1/6/2022 - 629/629 2/1/2022 - 579/621 3/1/2022 - 587/626 4/1/2022 - 586/629 5/2/2022 - 549/632 (Coupled w/ Reading Data)	Review and Comparison of attendance data every 9-weeks Scheduled Instructional Rounds (3 per 9-weeks) and responses to reflection questions to be reviewed during extended planning PLCs Student Survey	Instructional Staff Support Staff Administration	Provide and direct professional development opportunities for all staff in high-quality instructional planning and student engagement. Scheduled peer observation (Instructional Rounds) and guided reflection with a focus on standards-based instruction and student engagement (Hattie and Marzano: http://www.evidencebasedteaching.org.au/ro

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		Summaries (given in November and March)		bert-marzano-vs-john-hattie/
Strengthen the Tiered Instructional Model to provide appropriate interventions, both within the classroom and pull-out settings, to monitor and address gaps in achievement for all students in the areas of literacy.	3rd-5th Grade Reading SOL Black Students: 68% Students w/ Dis: 52% EL Students: 70% Eco. Dis: 68% Scores for 3rd: Black Students: 52% Students w/ Dis: 44% EL Students: 55% Eco. Dis: 48%	Mid-Year to End-of-Year Growth in Performance on PALs Assessments, Reading MAP Assessment, and SOL Growth Assessment (BOY to EOY) Agendas for RTI Meetings and PLCs Certifications and Records of Attendance Mastery Objectives and 45-day plans	Instructional Staff Support Staff Administration	Master Scheduled designed to include a core extension time to address RtI instruction. FES 2022-2023 Schedule Incorporate RtI data review 1x per month through both benchmark assessments and progress monitoring. Provide General Education Teachers w/ LETRS Training Provide Special Education Teachers Orton-Gillingham Training Provide EL Teachers w/ SIOP Training Implement Into Reading and Open Court with Fidelity (Hattie and Marzano: http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/) *Collective Teacher Efficacy
Increase Academic Performance - Focus on the instructional core and alignment between content standard and... *Type of Task *Cognitive Level *Assessment/Application	Reading Data: PALs/STAR Performance Kindergarten - 65% 1st Grade - 40% 2nd Grade - 50% SOL Performance 3rd Grade: Reading - 63% 4th Grade: Reading - 81% 5th Grade: Reading - 83%	Student work samples will provide evidence of problem-solving, creative thinking, and knowledge in core academic subjects. Lesson planning and facilitation will demonstrate student engagement in hands-on, inquiry-based investigations, problem-solving of real-world activities, and oral/written communication of information and opinions. Accurate mastery objectives are provided in 45-day plans, daily lesson plans, and kid-friendly language displayed for students	Instructional Staff Support Staff Administration	Provide Professional Development on high-yield engagement strategies (Hattie) and core instruction in science and social studies. (Hattie and Marzano: http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/)

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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](#)