



School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term: August 2022- May 2025

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

School: KATE WALLER BARRETT

Principal:- Rachel Novak

School Improvement Team:

Veronica Fair - Assistant Principal
Erin Barker - Assistant Principal
Patty Breland - Reading Specialist
Wendy Wright - Reading Specialist
Shelly Metz - ESOL Teacher
Morgan Aldinger - Special Education Teacher
Laura Dosser - 1st grade Teacher
Kim Edwards - 2nd Grade Teacher
Cynthia Ensley - 3rd Grade Teacher
Heather Wright - 3rd Grade Teacher
Emma Keeton - 5th Grade Teacher
Jane Simonpietri - ITRT

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School Vision Statement: The Kate Waller Barrett Community envisions all members being engaged in the learning environment where expectations for achievement are high, diversity is respected, safety is assured and communication is open and honest while collaboration is used by all members to ensure students reach their fullest potential.

School Mission Statement: **WE ARE BARRETT:** Engage, Empower, Inspire, Excel

Community Meeting Schedule: TBD

(At least quarterly)

URL Posted to School Website: www.staffordschools.net/bes

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<p>Stafford County Public Schools <i>Inspire Empower Excel</i></p>	<p>Committed to Continuous Improvement Plan - Do - Study - Act</p>	<p>FORM 1-1 Strategic Objective Action Plan</p>
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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.

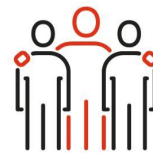
OUR GOALS IN STAFFORD



Future Ready



Academic Excellence



Safe, Engaging & Welcoming



Supported Staff

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

STRENGTHS	CONCERNS
Commitment to PLCs and growing skill sets	Definition of “All In”
Investment in Kids	Building Relationships across all Stakeholders
Skilled Coaches/Strong sense of teams	Community Involvement/Partnership
Focused commitment to closing gaps w/ subgroups	Teacher Recruitment and Consistency
High expectations for academics and behavior (kids and staff)	Ensuring Sub Groups meet growth goals
Investment Vertically and Laterally	Inconsistent Progress Monitoring
Collaboration	Inconsistent Tier 1 & Tier 2 instructional strategies across grade levels

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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>		In the 2022-2023 school year 100% of our scholars will show a minimum of one year’s growth in literacy and/or meet or exceed the designated end-of-year benchmark as determined by PALS, MAP Reading, or SOL score. Scholars who are more than a year below grade level in literacy will demonstrate a minimum of 1.3 years of growth. Students accessing the Virginia Alternative Assessment Program (VAAP) in literacy will demonstrate growth by earning a pass/passed advanced score and will demonstrate progress toward individualized literacy goals.		
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>
A structured literacy approach based on the science of reading will be implemented with fidelity across all grade levels.	At the end of 2022, 74% of students in grades 3-5 met or exceeded the benchmark for the Reading SOL. 74% of kindergarten students met or	Growth will be measured using fall, mid-year, and end-of- year assessment data along with consistent progress monitoring.	Admin, Teachers, Paras, Coaches, ESOL Teachers, SPED Teachers, FOCUS teacher, Academic	Professional development on the science of reading (Letrs) provided by Reading Specialists with support from Academic Program Coordinator.

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	exceeded the benchmark in PALS. 66% of 1st graders met or exceeded the benchmark in PALS. 55% of students in grades 2-5 met or exceeded the benchmark for STAR. (This measure will change to MAP Reading for 2022-2023)		Program Coordinator	Targeted PLC time with a focus on effective Tier 1 instructional strategies: (https://icrr.org/), Open Court, Into Reading Using RTI Resources to build understanding of the process and ways to strengthen RTI practices: http://www.rtinetwork.org/essential/tieredinstruction/tier1
Designated, intentional time (WIN Time - What I Need) will be built into the master schedule for grades K-5.	For the 2021-22 school year, only designated time for 2nd grade was incorporated into the schedule.	Every 6 weeks during common planning time and/or PLC time, grade level teachers along with instructional coaches will meet to review data and student grouping will be fluid based on need(s).	Admin, Teachers, Paras, Coaches, ESOL Teachers, SPED Teachers, and FOCUS teacher	Intentional, research-based planning with resources to support targeted learning objectives for each group.
Collaborative design team composed of ESOL Teachers and Reading Specialists will create Professional Learning for PLCs to reinforce best instructional practices in literacy.	Scheduling over the past two school years did not provide the opportunity for Reading Specialists and the ESOL Team to work collaboratively in this capacity.	Collaborative PLCs to include ESOL Teachers will be scheduled for grades K-5.	Admin, Instructional Coaches, ESOL teachers	Scheduled collaborative time with Reading Specialists and ESOL teachers to review WIDA Standards and Handbook using WIDA reading resources. Develop a learning module to share during PLCs.

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Goal Statement <small>(Written as a SMART goal)</small>		
STUDY		ACT
TARGET <small>What objective are you trying to accomplish?</small>	DATA DIVE <small>What performance data did you observe?</small>	CHANGES <small>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?</small>
<p>A structured literacy approach based on the science of reading will be implemented with fidelity across all grade levels.</p>	<p>-Tier I strategies that are currently strong: *vocabulary instruction *solid understanding of text features *explicit and systematic phonics-based instruction in K-3 *overall reading comprehension when text is read aloud</p> <p>-Teachers and Specialists have a better understanding of where students are truly performing based on Fall assessment data (MAP Reading, PALS)</p> <p>-Fall Assessment Data is as follows: MAP Reading: Fall Percentile Grade 2: 46% of students are meeting expectations Grade 3: 50% of students are meeting expectations Grade 4: 64% of students are meeting expectations Grade 5: 77% of students are meeting expectations PALS: Fall Sum Score Kindergarten: 71% of students are meeting expectations</p>	<p>*Increase the frequency of meaningful checks for understanding that provide real-time feedback for students (October “look for” in classrooms and an ongoing initiative)</p> <p>*LETRS training and resources for teachers (implementation TBD)</p> <p>*Intentional integration of writing to explain mathematical thinking and increasing opportunities for writing across the curriculum (at least weekly)</p>

	Grade 1: 73% of students are meeting expectations	
Designated, intentional time (WIN Time - What I Need) will be built into the master schedule for grades K-5.	<ul style="list-style-type: none"> ● WIN Time was built into the master schedule with 30 minutes of intervention, remediation, or enrichment/extension allotted during literacy blocks K-5 ● Many grade levels began Literacy WIN during the week of September 26th. Literacy WIN will be fully up and running in grades 1-5 by the week of October 10th. 	<p>*Continue to be intentional and reflective with student groupings during intervention (WIN) as well as maintain fluidity among groupings</p> <p>*Incorporate extension and enrichment resources from GATES teacher as a part of WIN</p>
Collaborative design team composed of ESOL Teachers and Reading Specialists will create Professional Learning for PLCs to reinforce best instructional practices in literacy.	<ul style="list-style-type: none"> ● ESOL teachers and Specialists attend after-school PLC meetings on a weekly basis. ● Science of Reading Professional Development will be provided for all licensed staff by Reading Coaches on November 7th. 	<p>*Continue discussions at PLC Meetings that are genuinely collaborative and focused on maintaining effective structuring and intentional, research-based instruction during literacy WIN Time</p> <p>*Work with ESOL teachers to ensure students are grouped intentionally according to common needs and maintain fluidity/flexibility in this process</p>

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Goal Statement <i>(Written as a SMART goal)</i>			
		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>	
<p>A structured literacy approach based on the science of reading will be implemented with fidelity across all grade levels.</p>	<p>Professional Development focused on Structured Literacy has been embedded during weekly PLC meetings and a structured literacy approach has been put into practice during both whole-group Tier I instruction as well as during WIN Time. The current focus is on finding text evidence to support student responses to comprehension questions. Teachers and interventionists have also been focusing on developing question stems that are more intentional to best reflect the way questions will be presented to students on standardized assessments.</p> <p>In recent months, many of our teachers who work with Tier III students have participated in Orton-Gillingham training and training with the Wilson Reading System.</p> <p><u>Midyear MAP Assessment Percentile Data</u> Grade 2: 49% of students are meeting expectations Grade 3: 52% of students are meeting expectations Grade 4: 71% of students are meeting expectations Grade 5: 70% of students are meeting expectations</p> <p><u>Midyear PALS Sum Score Data</u> Kindergarten: 73% of students are meeting expectations</p>	<p>In December, we used Title I funding to purchase a variety of decodable books for our Tier II and Tier III students. We will purchase additional decodables this month as this has helped us to present scholars with a text that is accessible to them at their current reading level while simultaneously focusing instruction on grade-level standards.</p>	

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	Grade 1: 63% of students are meeting expectations	
Designated, intentional time (WIN Time - What I Need) will be built into the master schedule for grades K-5.	WIN Time continues to take place daily and student groups remain fluid as progress-monitoring data is routinely analyzed by teachers and coaches.	We recently started a new initiative for our Tier I upper elementary students in need of extension/enrichment during their WIN Time: they have teamed up with lower elementary students as “writing buddies” to review/reinforce Writing Standards of Learning for both groups of students.
Collaborative design team composed of ESOL Teachers and Reading Specialists will create Professional Learning for PLCs to reinforce best instructional practices in literacy.	Grade-level teams recently participated in Team Blocks during which PD focused on the Science of Reading was incorporated as was a data dive using Winter screeners. This data was used to restructure tiered student groups to ensure WIN Time is providing targeted interventions to students based on their most current literacy needs.	‘Meaningful checks for understanding’ continues to be an instructional focus area, as is frequent informal progress-monitoring by general education teachers, SPED teachers, ESOL teachers, coaches, and interventionists to ensure we have multiple data points on which to make decisions regarding targeted instruction during WIN Time.

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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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<<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>
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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 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](#)