



# School Improvement Plan

Stafford County Public Schools

*Prepared to Excel*

**Term:** One Year

**School:** The Conway Elementary

**Principal:** JR Raybold

**School Improvement Team:** Lisa Snow, Teresa Burden, Sarah Truslow, Marcy Kuker, Jackie Cacciola, Bobbi Blunkall, Marykate Coulter, Brooke Partner, Michelle Benke, Bev Copenrath, Kim Pretts, Tammy Hunt, Kelly Gray, Stephanie Yealy, Rita Furchak, Sara Butler, Karrie Franks, Latrice Knight, Niki Simms, and JR Raybold

*(List names and roles of individuals on the School Improvement Team)*

**School Vision Statement:** A CAREing and safe place where all children will become leaders of their lives.

**School Mission Statement:** Building a community of thinkers and leaders.

**Community Meeting Schedule:**

*Inspire and empower all learners to thrive.*

- **August 25th at 6:00 PM**
- **November 24th at 6:00 PM**
- **January 26th at 6:00 PM**
- **April 27th at 6:00 PM**
- **June 27th via Youtube Video and 4:00 PM**

*(At least quarterly)*

**URL Posted to School Website:**

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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.

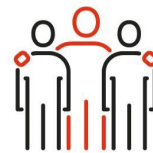
**OUR GOALS IN STAFFORD**



**Future Ready**



**Academic Excellence**



**Safe, Engaging & Welcoming**



**Supported Staff**

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

Detailed Data analysis can be found at

[https://docs.google.com/presentation/d/13HKeAc1sZXR043swyS9FLIXcg8IzmUGOZqeTCapz1fk/edit#slide=id.g131394d8643\\_0\\_109](https://docs.google.com/presentation/d/13HKeAc1sZXR043swyS9FLIXcg8IzmUGOZqeTCapz1fk/edit#slide=id.g131394d8643_0_109)

STRENGTHS	CONCERNS
<p><u>Emotional Well-Being of our students</u> - Supportive relationships was a strength.</p>	<p><u>Emotional Well-Being of our students</u> - two areas below the division - self efficacy and social awareness.</p> <p>565 instances of reset (child having to leave the classroom due to emotional dysregulation or behavior that is impacting the classroom environment or others)</p> <p>Anecdotal data: Students came with far more complex behaviors than ever before. Many students struggled with boundaries, conflict resolution, emotional dysregulation, and making appropriate choices for the context they were in.</p>

<p>Literacy: Moving in the right direction (above county in most areas). <a href="#">Click here for county data</a></p>	<p>Major subgroup gaps K-5 in math and reading (except 1st grade)</p>
<p>Literacy:</p> <ul style="list-style-type: none"> <li>● K/1: Above all benchmarks for Spelling</li> <li>● Increased Tier 1 and decreased tier 3</li> <li>● K-3: PALs performance and STARs performance indicated strong growth in literacy. Summed scores, specific areas of PALs, overall % on STARs and growth on STARs was among the best or was the best in the division.</li> <li>● K/1 all decreased tier 3 and increased tier 1 %</li> </ul>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>● K-5: each grade level had at least one classroom that was an outlier in their performance on STARs or PALs.</li> <li>● Students with disabilities, economically disadvantaged, and students of color performed below expected benchmarks in most assessments (except 1st grade PALs).</li> <li>● 5th grade's tier movement and their overall % on STARs was below county benchmark</li> </ul>
	<p>Attendance: Worst overall attendance % in the past four years. An entire % below last year.</p>
<p>School Community Survey (parents): Out of 100 families that returned the survey, the results show that the majority of our community believes we are living into our mission and vision.</p>	<p>School Community Survey: The survey results demonstrated that a small sampling of parents feel that we have some areas to grow, specifically in the area of communication about their child's progress and ways they can support their child at home.</p>
<p>MAP: pockets of greatness at each grade level.</p>	<p>MAP:</p> <ul style="list-style-type: none"> <li>● Overall student performance - significant % of students and classrooms that demonstrated low growth.</li> </ul>

	<ul style="list-style-type: none"> <li>● Subgroups performed below expected benchmarks in all grade levels.</li> <li>● Lack of Tier movement (% of tier 1 decreased and % of tier 2 and 3 increased)</li> <li>● % meeting benchmark from the Fall to the Spring dropped 3rd - 5th grade.</li> </ul>
SOLs: Pockets of greatness at each grade level.	SOLs: Overall pass rates were far below our students' true abilities in more classrooms than not.
	Math: Major growth needed. 2nd from worst growth in the division according to MAP overall. <u>Each grade level's growth is below the county in 3rd - 5th.</u>

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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

<b>Goal Statement</b> <i>(Written as a SMART goal)</i>	By May 2023 100% of our Conway Leaders will meet or exceed expected benchmark or make expected growth in Math and Reading on MAP and PALs. (The MAP percentile rank for Growth and Achievement expectation will be 41 % or higher for reading and math at every grade level, and every time of the year. See further explanation below. PALs - all students are expected to make benchmark or demonstrate significant growth).			
<b>PLAN</b>			<b>DO</b>	
<b>TARGET</b> <i>What objective are you trying to accomplish?</i>	<b>BASELINE DATA</b> <i>How do you know this is an area in need of improvement?</i>	<b>METRIC/TIMELINE</b> <i>How will you measure this improvement?</i>	<b>RESPONSIBILITY</b> <i>Who will manage this effort?</i>	<b>STRATEGIES/TACTICS</b> <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>
<b>Increase teacher capacity for best instructional practices in reading and mathematics.</b>	Half of our teachers have not taken the LETRS course. We will have to ensure that all teachers develop this understanding so they can teach with effective methods and understand the why of Into Reading and Open Court.	K-3 PALs - Beginning, Middle, and End of Year.  2nd - 5th - MAP for reading and math. Heavy analysis will be done on growth. We should see high growth for all students.	Coaches  Principals	Teachers will be provided on-going professional development through LETRS training and job embedded training on LETRS in PLCs ( <a href="#">source</a> )

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	Anecdotal - over the last two years, we have been forced to pivot so many times for how we teach children - virtual then hybrid, then concurrent, no touching or sharing or collaborating. This caused an erosion of some of the best instructional and planning practices	Walk through % for school - develop these based on the LETRS training and Loose and Tight task. Different look for every 3 weeks.		Teachers will be provided on-going professional development on conceptual mathematics blocks and best practices for teaching mathematics at all grade levels.  Teachers will be led through a tight and loose activity at the beginning of the year that will determine expectations for highly effective planning and highly effective instructional methods.
<b>Increase teacher and principal capacity to provide meaningful and effective feedback:</b> <ul style="list-style-type: none"> <li>● <b>Teacher to students</b></li> <li>● <b>Formative evaluations / assessments</b></li> <li>● <b>Principals to teachers and teachers to principals</b></li> <li>● <b>Students to teachers and principals</b></li> </ul>	<p>We did not intentionally provide meaningful feedback this year through 1 on 1 conversations; through CFAs; or walkthroughs.</p> <p>Interventions - we had too many pull outs for interventions which did not allow for the teachers to be in the driver's seat on the development, teaching, and progress monitoring</p>	<p>CFAs will be given for every unit or every 2 weeks. Results will be charted and analyzed.</p> <p>Intervention progress monitoring and changes in interventions. (number of children changing tiers every quarter)</p>	Principals Coaches	<p>Professional Learning Communities: We will utilize professional learning communities as our means for providing adults the opportunity to work collaboratively to implement a guaranteed viable curriculum; know our standards, develop common formative assessments, analyze our results of common formative assessments, and use that analysis as feedback for our instruction and for developing interventions (DuFour and Hattie - Hattie reports Feedback has a .73 effect size)</p> <p>Teachers and principals will be provided professional development on how to develop CFAs; how to analyze CFAs; how to use the results of CFAs to drive their own growth, instruction, and intervention.</p> <p>Principals will meet with teachers 1 on 1 three times a year to discuss benchmark data, student progress on benchmark and CFAs, and will provide meaningful and relevant feedback that will help the teacher to grow their practice. Principals will also be in every classroom once a week to provide direct feedback (Hattie)</p> <p>We will provide teachers and principals professional development on how to provide meaningful feedback teacher to teacher; teacher to student; student to teacher; principal to teacher; and teacher to principal.</p>
		# of CFAs and the outcomes for grade level for each one by quarter.	Grade level teachers Coaches Principals	
		Walk through analysis (above) 1 on 1 meeting documentation	Principals Coaches Teachers	
		Walk through % for school - develop these based on the LETRS training and Loose and Tight task. Different look for every 3 weeks.	Principals	

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<p><b>Climate: We will build a positive, empowering, high expectation, child-centered, well-managed, predictable, and caring environment in every single classroom and school-wide at Conway.</b></p>	<p>Schoolwide reset data ( child having to leave the classroom due to emotional dysregulation or behavior that is impacting the classroom environment or others).</p> <p>Panorama data reported that we had two areas below the division - self efficacy and social awareness.</p> <p>Anecdotal: Students came with far more complex behaviors than ever before. Many students struggled with boundaries, conflict resolution, emotional dysregulation, and making appropriate choices for the context they were in.</p>	<p>Walk through to analyze Responsive Classroom methods - rule establishment, reset, routines and expectations established, and how teachers address misbehaviors.</p>	Principals	<p>We will provide professional development on Responsive Classroom methods - how to interactive model / explicitly teach routines; how to utilize natural consequences and praise to address behaviors; how to build strong student to student and student to teacher relationships through morning meeting, greetings, and sharing. (Hattie and Marzano - effects of well managed classrooms that are free of disruptive behavior)</p> <p>3 rules will be developed for the whole school to follow. We will model how students meet these expectations in every setting in our school via videos, assemblies, and classroom modeling in those settings.</p> <p>7 Habits of Highly Effective People will be taught school-wide to build our children’s self efficacy (Covey).</p> <p>We will adapt or develop a systematic SEL curriculum that ensures our students “ develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” <a href="#">(CASEL)</a></p>
		<p>Walk throughs will be used to drive 1 on 1 conversations with teachers for constructive feedback. In addition, we will provide a % of implementation for school-wide to the leadership team in October.</p>	Counselors Principals	
		<p>Developed over the summer and implemented on day 1.</p> <p>Schedule for implementation. Taught school-wide on announcements and in guidance sessions each month.</p> <p>By September, we will determine if we need to adopt or develop an SEL curriculum to support our response to our students’ needs as identified on Panorama and referral data.</p>	Counselors  SISP Team	
<p><b>We will build our students’ schema in the area of science and they will be able to</b></p>	<p>Our pass rate was 40 % lower on 5th grade science last year. This is because we did not dedicate enough time to teach our content areas and we focused primarily on reading and</p>	<p>CFAs will be given in every unit of science from 3rd - 5th grade. These will be outlined on pacing guides for the entire year.</p>	Principal Science lead Grade level guides	<p>We will develop pacing guides with dates of CFAs in 3rd - 5th grade.</p> <p>We will give CFAs at the end of every unit and we will analyze the results to help inform our</p>

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<p><b>demonstrate this understanding on on-going CFAs and end of year assessments.</b></p>	<p>math. In addition, we did not have an effective pacing guide going in 4th and 5th grade science.</p>			<p>instruction and possible reteaching.</p> <p>4th grade will work with 5th grade to develop a transition system that will provide 5th grade teachers each child's science journal with vocabulary and anchors for their learning from the learning experiences they have in 4th grade.</p> <p>We will work with Mike Pratt, the science lead for SCPS in 5th grade.</p> <p>5th grade will teach 4th and 5th grade science standards and will use effective instructional methods to teach this content to include projects and experiments.</p>
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\*\*\*\* **Conditional Growth Percentile** is the statistic that compares a child's observed growth (RIT) to grade level and achievement peers. Average growth (or approximately 1 years growth including standard error) is indicated by the 41st percentile or higher.

The **achievement percentiles** are distributed across 5 categories (quintiles) and NWEA uses 41st percentile to provide the lower threshold of "Average" or ready to learn grade level content.

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<p><b>Goal Statement</b> <i>(Written as a SMART goal)</i></p>					
		<p><b>STUDY</b></p>		<p><b>ACT</b></p>	
<p><b>TARGET</b> <i>What objective are you trying to</i></p>	<p><b>DATA DIVE</b> <i>What performance data did you observe?</i></p>	<p><b>CHANGES</b> <i>Based on the performance data that you observed, what</i></p>			

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<i>accomplish?</i>		<i>changes (if any) do you intend on making? When will these changes be implemented and how?</i>
<b>&lt;&lt;different target 1 for this goal&gt;&gt; (copied from previous page)</b>		
<b>&lt;&lt;different target 2 for this goal&gt;&gt; (copied from previous page)</b>		
<b>&lt;&lt;different target 3 for this goal&gt;&gt; (copied from previous page)</b>		

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<b>Goal Statement</b> <i>(Written as a SMART goal)</i>		
	<b>STUDY</b>	<b>ACT</b>
<b>TARGET</b> <i>What objective are you trying to accomplish?</i>	<b>DATA DIVE</b> <i>What performance data did you observe?</i>	<b>CHANGES</b> <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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<b>Goal Statement</b> <i>(Written as a SMART goal)</i>		
	<b>STUDY</b>	<b>ACT</b>
<b>TARGET</b> <i>What objective are you trying to accomplish?</i>	<b>DATA DIVE</b> <i>What performance data did you observe?</i>	<b>CHANGES</b> <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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<b>Goal Statement</b> <i>(Written as a SMART goal)</i>		
	<b>STUDY</b>	<b>ACT</b>
<b>TARGET</b> <i>What objective are you trying to accomplish?</i>	<b>DATA DIVE</b> <i>What performance data did you observe?</i>	<b>CHANGES</b> <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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<b>Goal Statement</b> <i>(Written as a SMART goal)</i>		
	<b>SUMMARY</b>	<b>PLAN - 2</b>
<b>TARGET</b> <i>What objective are you trying to accomplish?</i>	<b>DATA DIVE</b> <i>What performance data did you observe? Was your goal accomplished?</i>	<b>CHANGES FOR NEXT CYCLE</b> <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](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](#)