



# School Improvement Plan

Stafford County Public Schools

*Prepared to Excel*

## **Term: 2022-23**

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

## **School: Anne E. Moncure Elementary**

## **Principal: Greg Machi**

## **School Improvement Team:**

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

Clemente, Nicole - Assistant Principal

Council, Arlene - Kindergarten Rep

Haberkost, Erin - Reading Specialist

Habina, Janet - Fifth Grade Rep

Heatwole, Jamie - Focus Teacher

Hill, Amy - Intervention Specialist

Kutt, Susan - Math Specialist

Martin, Wendy - SIOP Coach

Newton, Tyler - ITRT

Price, Joe - Assistant Principal

Rivas, Jessica - Fourth Grade / Admin Internship

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Morris, Diane - Third Grade Rep  
Skeer, Lisa - Second Grade Rep  
Smith, Cindy - First Grade / Science Lead  
Stauffer, Michelle - SPED Teacher  
Thompson, Jasmina (Mina) - ESOL Teacher  
Tipple, Jessica - Fourth Grade Rep  
Watt, Amber - Reading Specialist  
West, Angelica - Fourth Grade / Admin Internship  
Wobbe, Mary Anne - Second Grade  
Zollner, Nancy - Paraprofessional

**School Vision Statement:**

The Anne E. Moncure Elementary School community inspires lifelong learners and respectful, productive citizens.

**School Mission Statement:**

Engage and Empower All Learners to Thrive

**Community Meeting Schedule:**

*(At least quarterly)*

- August 25, 2022
- October 13, 2022
- January 19, 2022
- March 23, 2022

**URL Posted to School Website:**

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**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	CONCERNS																
<p><b>Attendance</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Attendance %</th> </tr> </thead> <tbody> <tr> <td>KG</td> <td>92.90%</td> </tr> <tr> <td>1</td> <td>93.81%</td> </tr> <tr> <td>2</td> <td>94.60%</td> </tr> <tr> <td>3</td> <td>95.00%</td> </tr> <tr> <td>4</td> <td>94.62%</td> </tr> <tr> <td>5</td> <td>95.34%</td> </tr> <tr> <td><b>Comb</b></td> <td><b>94.37%</b></td> </tr> </tbody> </table>	Grade	Attendance %	KG	92.90%	1	93.81%	2	94.60%	3	95.00%	4	94.62%	5	95.34%	<b>Comb</b>	<b>94.37%</b>	
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<b>Comb</b>	<b>94.37%</b>																
<p><b>Enrollment / Demographics</b></p> <ul style="list-style-type: none"> <li>● We intentionally balance classrooms at the beginning of the school year.</li> <li>● Our ESOL team does a remarkable job supporting our diverse population.</li> <li>● We are proud of being the most diverse school in SCPS.</li> </ul>	<p><b>Enrollment / Demographics</b></p> <ul style="list-style-type: none"> <li>● 22% of our students start after the first day of school.</li> <li>● The movement of students between withdrawals and enrollments impacts the balance of classrooms.</li> <li>● Transient population impacts baseline data on various assessments.</li> <li>● Newly enrolled students who arrive after a screening window have made it difficult to provide Tier 3 support in a timely manner.</li> </ul>																

### **SOLs (Strengths)**

- Reading
  - 23% gain with EL population
  - 23% gain with Economically Disadvantaged
- Math
  - 30% overall gain
  - 31% gain White
  - 35% gain SWD
  - 34% gain EL
  - 33% gain Econ. Disadvantage
  - Measurement and Geometry scored 51.7%
  - Heavy on vocabulary in the Measurement and Geometry strand which are usually difficult with our ELL population and it was the highest strand.
- Science
  - 22% overall gain
  - 20% gain for EL
  - 29% gain for Black
  - 33% gain for SWD
  - Earth/Space Systems and Cycles scored 58%
- History
  - 18% overall gain
  - 28% gain Black
  - 31% gain Two or more
  - 20% gain with ELs

### **STAR (Growth)**

### **SOLs (Challenges)**

- Reading
  - 51% of our students were successful in demonstrating comprehension and using word analysis strategies
  - 49.5% of our students were successful in demonstrating comprehension of nonfiction texts and using word analysis strategies
- Math
  - 48% of our students were successful on Computation and Estimation
  - 44% of our students were successful on Number and Number Sense
  - 48% of our students were successful on Probability, Statistics, Patterns, Functions, and Algebra
  - 51% of our students were successful on Measurement and Geometry
- Science
  - Less instruction time with shortened school day
  - Force, Motion, Energy, and Matter scored 52%
- History
  - 57% Overall History score
  - Less instruction time with shortened school day
  - Hard concepts for students not from Virginia or even the USA
  - Civics scored 48%

### **STAR (Growth)**

<ul style="list-style-type: none"> <li>● 2nd <ul style="list-style-type: none"> <li>○ 30% met benchmark in fall, 38% met in spring we had 7% growth overall</li> </ul> </li> <li>● 3rd <ul style="list-style-type: none"> <li>○ 38% met benchmark in fall, 46% met in spring we had 8% growth overall</li> </ul> </li> <li>● 4th <ul style="list-style-type: none"> <li>○ 37% met benchmark in fall, 39% met in spring</li> <li>○ We had 2% growth overall. This grade level spent a lot of time digging into the new curriculum materials with Into Reading.</li> </ul> </li> <li>● 5th <ul style="list-style-type: none"> <li>○ 34% met benchmark in fall, 43% met in spring</li> <li>○ We had 9% growth overall. This grade level spent a lot of time reinforcing vocabulary and supporting background knowledge.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 2nd <ul style="list-style-type: none"> <li>○ Most of our students in need of intervention, need phonics support which affects their ability to read fluently and understand what they read.</li> </ul> </li> <li>● 3rd <ul style="list-style-type: none"> <li>○ Most of our students in need of intervention, need phonics support which affects their ability to read fluently and understand what they read. This grade level just adopted Open Court instruction.</li> </ul> </li> <li>● 4th <ul style="list-style-type: none"> <li>○ Most of our students in need of intervention, need phonics support which affects their ability to read fluently and understand what they read. This grade level only had about ½ year of Open Court before Covid shut down schools. This year behavior was a huge challenge as was large class sizes.</li> </ul> </li> <li>● 5th <ul style="list-style-type: none"> <li>○ Many of our students in need of intervention, need phonics support which affects their ability to read fluently and understand what they read. This grade level never got Open Court, it was adopted after they left 1st grade.</li> </ul> </li> <li>● Overall <ul style="list-style-type: none"> <li>○ Continued support of phonics instruction is needed in Open Court for grades K-3 as well as foundational instruction for grades 4 and 5</li> </ul> </li> </ul>
<p><b>PALs (Growth)</b></p> <ul style="list-style-type: none"> <li>● Kg</li> </ul>	<p><b>PALs (Growth)</b></p> <ul style="list-style-type: none"> <li>● Kg</li> </ul>

<ul style="list-style-type: none"> <li>○ Overall sum score: 68% meeting in fall to 81% in spring We had 13% growth and were the 3rd largest gain in the county. We beat the county average growth by 7!</li> <li>○ Spelling: shows good growth 66% in fall to 85% in spring</li> <li>● 1st <ul style="list-style-type: none"> <li>○ Overall sum score: 55% meeting in fall to 68% in spring. We are #2 in County for growth. Beat the county average growth by 8!</li> <li>○ Spelling: shows good growth 61% in fall to 83% in spring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ There are still about 10% of students who are struggling with identifying letters and letter sounds.</li> <li>● 1st <ul style="list-style-type: none"> <li>○ About 56% of 1st graders are not meeting the expectations for word list fluent reading. We anticipate this improving into 2nd grade as students master more features and apply them in reading. First grade also works on teaching decoding skills that match with Open Court pacing. PALS does not entirely match those features which also makes the word list more challenging.</li> </ul> </li> </ul>
<p><b>MAP MATH (Growth)</b></p> <ul style="list-style-type: none"> <li>● 3rd - 11.8 RIT growth</li> <li>● 4th - 9.3 RIT growth</li> <li>● 5th - 13.0 RIT growth</li> <li>● 5th - 8% growth overall (5% above county average)</li> </ul>	<p><b>MAP Math (Growth)</b></p> <ul style="list-style-type: none"> <li>● 3rd -3% growth (below county average)</li> <li>● 4th -7% growth (1% below county average)</li> </ul>
<p><b>EMAS</b></p> <ul style="list-style-type: none"> <li>● Kg <ul style="list-style-type: none"> <li>○ 2% gain overall from Fall data</li> <li>○ 26% gain in Geometry</li> <li>○ 36% gain in Patterning</li> </ul> </li> </ul>	<p><b>EMAS</b></p> <ul style="list-style-type: none"> <li>● Kg <ul style="list-style-type: none"> <li>○ Numeracy scored 51% (met county average)</li> </ul> </li> </ul>
<p><b>Family Engagement</b></p> <ul style="list-style-type: none"> <li>● Overall, as a school we sent out weekly bilingual communication.</li> <li>● Bear Talks (11 sessions) <ul style="list-style-type: none"> <li>○ High participation in sessions with take home manipulatives and family interaction.</li> </ul> </li> </ul>	<p><b>Family Engagement</b></p> <ul style="list-style-type: none"> <li>● Communication (meeting the needs of all our various family's languages)</li> <li>● As families become more diverse, we need to find a way to reach and communicate with all families through resources.</li> </ul>

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<ul style="list-style-type: none"> <li>● Family Engagement Specialist <ul style="list-style-type: none"> <li>○ Registration</li> <li>○ Community outreach</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Events in the building</li> <li>● Transparency with home language during registration process leads to communication challenges</li> <li>● Technology and connectivity issues with some families to stay in touch and receive communications</li> </ul>
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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 the end of the 2022-23 school year, 100 percent of our students will show growth and we will exceed all SOL benchmarks by a minimum of 5%. <i>(VDOE Benchmarks: Reading 75%, Math 70%, Science 70%, and VA History 70%)</i>		
<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>

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<p><b>All students will make measurable growth in literacy.</b></p>	<p>During the 2021-2022 School year, overall student proficiency in literacy grew from 35% in the Fall, to 38% at Mid Year, to 52% in the Spring according to STAR and PALS data.</p> <p>While our SOL data is positive, (overall 78.9% combined accreditation score), we know that 48% of students are still not reading proficiently enough to master grade level expectations as measured by PALS and STAR.</p>	<p>By the end of the 2022-23 school year, 100% of our students will display measurable literacy growth. (Tools: PALS (K-3), MAP (2-5), SOL Benchmark (3-5))</p>	<p>(All instructional Staff) Instructional Coaches, Licensed Teachers, Sped teachers, ESOL Teachers, Administrators, Paraprofessionals</p>	<p>Our school will implement instructional practices, across all tiers, that align with the Science of Reading.</p> <p>13 teachers are currently enrolled in LETRS Volume 1, 7 teachers have completed vol 1 and are currently working through LETRS volume 2</p> <p>All licensed staff will receive ongoing, Science of Reading aligned, coaching support and/or professional development.</p> <p><b>Science of Reading Research:</b>  <a href="#">4 Pillars of Literacy Equity.pdf</a>  <a href="#">Virginia Legislation</a>  <a href="#">LETRS Research Summary</a></p>
<p><b>Staff will receive training to improve Tier I instruction, through the implementation of Best Instructional Practices.</b></p>	<p>As of the end of the 2021-22 school year, none of Moncure's staff have participated in formal SIOP or Origo for ELLs training and we have spent one faculty meeting introducing Hattie's research.</p>	<p>By the end of the 2022-23 school year, 100% of Moncure's licensed staff will receive SIOP, Origo for ELLs, and Hattie professional development to support all students. We will also monitor our effectiveness through learning walks.</p>	<p>(All instructional Staff) Instructional Coaches, Licensed Teachers, Sped teachers, ESOL Teachers, Administrators, Paraprofessionals</p>	<p>All licensed staff will participate in SIOP Training.</p> <p><b>SIOP Research:</b>  <a href="https://core.ac.uk/reader/229009720">https://core.ac.uk/reader/229009720</a></p> <p>All licensed staff will participate in Origo for ELLs training.</p> <p><b>Origo for ELL Research:</b>  <a href="#">VA Strategies to Support ELLs in the Mathematics Classroom_11NOV2015 (2) (1).pdf</a></p>

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			<p>All licensed staff will receive training and ongoing support in the identified High Yields, Visible Learning Strategies based on John Hattie’s research to support ongoing implementation. <i>Areas of focus:</i></p> <ul style="list-style-type: none"> <li>● Teacher Estimates of Achievement 1.29</li> <li>● Cognitive task analysis 1.29</li> <li>● Strategy to integrate with prior knowledge 0.93</li> <li>● Classroom discussion 0.82</li> </ul> <p><b>Hattie Research:</b>  <a href="#">Research and Testimonials   Stepping Stones   ORIGO Education</a></p> <p>Design and utilize a learning walk tool that collects evidence of the efficacy of best practices.</p> <p><b>Learning Walk Research:</b>  <a href="https://drive.google.com/file/d/0B6yGe6TYPOvUaUowb0QtQ3AtY3c/view?usp=sharing&amp;resourcekey=0-YXKWp5bp0EkL2UtwBdkPXw">https://drive.google.com/file/d/0B6yGe6TYPOvUaUowb0QtQ3AtY3c/view?usp=sharing&amp;resourcekey=0-YXKWp5bp0EkL2UtwBdkPXw</a></p>
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**Plan - Do - Study - Act**

**FORM 3-1**

**Strategic Objective Action Plan**

**DUE: October 6, 2022**

**Goal Statement**

*(Written as a SMART goal)*

By the end of the 2022-23 school year, 100 percent of our students will show growth and we will exceed all SOL benchmarks by a minimum of 5%.  
*(VDOE Benchmarks: Reading 75%, Math 70%, Science 70%, and VA History 70%)*

**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?*

**All students will make measurable growth in literacy.**

**Fall 2022 Literacy Data:**

Grade	Tier I	Tier II	Tier III
KG	TBD	TBD	TBD
1	43%	40%	17%
2	37%	29%	34%
3	36%	44%	20%
4	50%	28%	22%
5	43%	36%	21%

Data comes from fall MAP and PALS grades 2-5  
 Fall PALS Grades K & 1

In first grade, of the 57% of students who are below benchmark, 51% have deficits in phonemic awareness, 49% have deficits in phonics.

In second grade, of the 63% of students who are below benchmark, 67% have deficits in phonics, 16% have deficits in phonemic awareness, 8% in fluency and 9% in comprehension.

Teachers continue to implement instructional practices, and routines, that align with the science of reading. Our school follows a structured literacy approach for tier 1 instruction.  
 Teachers are using county adopted curriculum resources, Into Reading and Open Court.

Using our Fall (2022-2023) baseline data from MAP and PALS we have analyzed student performance and identified targeted areas of intervention.

Students in grades 1-5 have been tiered based on specific county-based criteria. Interventions have been aligned and implemented to target their specific deficits.

For tier 2 and tier 3, teachers and paraprofessionals will be using science of

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	<p><u>In third grade</u>, of the 63% of students who are below benchmark, 77% have deficits in phonics, 2% are weak in phonemic awareness, 10 % have deficits in fluency &amp; 11% have deficits in comprehension.</p> <p><u>In fourth grade</u>, of the 50% of students who are below benchmark, 18% have deficits in fluency &amp; 53% have deficits in phonics, and 29% in comprehension.</p> <p><u>In fifth grade</u>, of the 57% of students who are below benchmark, 37% have deficits in phonics, 40% in fluency &amp; 23% have deficits in comprehension.</p>	<p>reading aligned interventions such as SPIRE, Heggerty, &amp; Lexia in addition to core instruction starting on 10/11/22.</p> <p>19 teachers are currently enrolled in LETRS Volume 1, 7 teachers have completed vol 1 and are currently working through LETRS volume 2</p> <p>All licensed staff will receive ongoing, Science of Reading aligned, coaching support and/or professional development.</p>
<p><b>Staff will receive training to improve Tier I instruction, through the implementation of Best Instructional Practices.</b></p>	<p><b>SIOP Update</b> All but 3 of our licensed teachers have completed SIOP training. (2 of those licensed staff members joined our staff after the beginning of the year, 1 staff member was experiencing extensive family change and could not keep up.)</p> <p><b>Origo for ELLs Training Confirmed</b> All licensed staff will complete math training, “Origo for ELLs, November 7th.</p> <p><b>Hattie Work</b> Work has begun to connect Hattie’s research strategies to SIOP. The purpose of this work is to provide a resource for lesson planning. <a href="#">Document Link</a></p> <p><b>Learning Walk Plan</b> We have no new data to present at this time.</p>	<p><b>Implementation of SIOP Learning:</b> As we transition from training to implementation and acknowledging our educational deficits in Science, our initial focus will be in Science with other content areas to follow.</p> <p>We will develop:</p> <ul style="list-style-type: none"> <li>● lesson plans using our school’s SIOP lesson template.</li> <li>● Create a Hub for lesson plans.</li> <li>● Use assessment data to address student misconceptions</li> </ul> <p><b>Origo for ELLs</b> All licensed staff will complete math training, “Origo for ELLs, November 7th.</p> <p><b>Hattie’s Work</b> All licensed staff will receive training during upcoming faculty meetings and ongoing conversations will take place during EPLCs to support the identified High Yields, Visible Learning Strategies based on John Hattie’s</p>

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		<p>research to support ongoing implementation.</p> <p><i>Areas of focus:</i></p> <ul style="list-style-type: none"> <li>● Teacher Estimates of Achievement 1.29</li> <li>● Cognitive task analysis 1.29</li> <li>● Strategy to integrate with prior knowledge 0.93</li> <li>● Classroom discussion 0.82</li> </ul> <p><b>Learning Walks</b></p> <p>Now that our staff has completed SIOP training, we are prepared to develop our Learning Walk tool to begin this action step.</p>
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<p><b>Goal Statement</b> <i>(Written as a SMART goal)</i></p>	<p>By the end of the 2022-23 school year, 100 percent of our students will show growth and we will exceed all SOL benchmarks by a minimum of 5%. <i>(VDOE Benchmarks: Reading 75%, Math 70%, Science 70%, and VA History 70%)</i></p>
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STUDY		ACT																																																	
<p><b>TARGET</b> <i>What objective are you trying to accomplish?</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 changes (if any) do you intend on making? When will these changes be implemented and how?</i></p>																																																	
<p><b>All students will make measurable growth in literacy.</b></p>	<p><b>Mid-Year 2022 Literacy Data:</b> Data comes from Mid-Year MAP and PALS (Grades 2-5) Mid-Year PALS Grades K &amp; 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Fall Tier 3</th> <th>Mid Tier 3</th> <th>Fall Tier 2</th> <th>Mid Tier 2</th> <th>Fall Tier 1</th> <th>Mid Tier 1</th> </tr> </thead> <tbody> <tr> <td>Grade K</td> <td>14%</td> <td>8%</td> <td>40%</td> <td>46%</td> <td>46%</td> <td>46%</td> </tr> <tr> <td>Grade 1</td> <td>17%</td> <td>11%</td> <td>41%</td> <td>49%</td> <td>42%</td> <td>40%</td> </tr> <tr> <td>Grade 2</td> <td>33%</td> <td>22%</td> <td>30%</td> <td>44%</td> <td>37%</td> <td>34%</td> </tr> <tr> <td>Grade 3</td> <td>19%</td> <td>19%</td> <td>44%</td> <td>47%</td> <td>37%</td> <td>34%</td> </tr> <tr> <td>Grade 4</td> <td>20%</td> <td>22%</td> <td>28%</td> <td>23%</td> <td>51%</td> <td>55%</td> </tr> <tr> <td>Grade 5</td> <td>20%</td> <td>20%</td> <td>36%</td> <td>22%</td> <td>43%</td> <td>58%</td> </tr> </tbody> </table> <p><b>In Kindergarten</b> of the 54% of students below benchmark, 90% have deficits in early phonological and phonemic awareness while 10% have deficits in phonics.</p> <p><b>In First grade</b> of the 60% of students below benchmark, 87% have deficits in phonics, while 13% have deficits in phonemic awareness.</p> <p><b>In Second grade</b> of the 66% of students below benchmark, 62% have deficits in phonics, 8% in phonemic awareness, and 31% have deficits in comprehension.</p> <p><b>In Third grade</b> of the 66% of students below benchmark, 3% have deficits in phonemic awareness, 75% have deficits in phonics, 19% have deficits in fluency, and 3% in comprehension.</p> <p><b>In Fourth grade</b> of the 45% of students below benchmark, 57% have a deficit in phonics, 33% in fluency and 10% in comprehension.</p>		Fall Tier 3	Mid Tier 3	Fall Tier 2	Mid Tier 2	Fall Tier 1	Mid Tier 1	Grade K	14%	8%	40%	46%	46%	46%	Grade 1	17%	11%	41%	49%	42%	40%	Grade 2	33%	22%	30%	44%	37%	34%	Grade 3	19%	19%	44%	47%	37%	34%	Grade 4	20%	22%	28%	23%	51%	55%	Grade 5	20%	20%	36%	22%	43%	58%	<p>While our work may look similar to the second quarter, the students and prescribed literacy supports have adjusted to match student needs. Teachers continue to implement instructional practices, and routines, that align with the science of reading. Our school follows a structured literacy approach for tier 1 instruction.</p> <p>Teachers are using county adopted curriculum resources, Into Reading and Open Court.</p> <p>Using our Mid-Year (2022-2023) baseline data from MAP and PALS we have analyzed student performance and identified targeted areas of intervention.</p> <p>Students in grades 1-5 have been tiered based on specific county-based criteria. Interventions have been aligned and implemented to target their specific deficits.</p> <p>For tier 2 and tier 3, teachers and paraprofessionals will be using science of reading aligned interventions such as SPIRE, Heggerty, &amp; Lexia in addition to core instruction starting on 2/7/23.</p> <p>19 teachers are currently enrolled in LETRS Volume 1, 7 teachers have completed vol 1 and are currently working through LETRS volume 2</p> <p>All licensed staff will receive ongoing, Science of Reading aligned, coaching support and/or professional development.</p>
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Grade 1	17%	11%	41%	49%	42%	40%																																													
Grade 2	33%	22%	30%	44%	37%	34%																																													
Grade 3	19%	19%	44%	47%	37%	34%																																													
Grade 4	20%	22%	28%	23%	51%	55%																																													
Grade 5	20%	20%	36%	22%	43%	58%																																													

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	<p><b>In Fifth grade</b> of the 44% of students below benchmark, 55% have deficits in phonics, 26% in fluency and 19% in comprehension.</p> <p><b>Grade Level Literacy Growth Charts</b></p> <p>The following link illustrates growth from fall to winter in spelling, a key indicator of phonics growth for grades K-3. The last slides illustrate comprehension growth as tested by MAP and/or SOLS for grades 4 and 5.</p> <p><a href="#">MES Literacy Data Dig '22-'23</a></p>	
<p><b>Staff will receive training to improve Tier I instruction, through the implementation of Best Instructional Practices.</b></p>	<p><b>SIOP Update</b> Over the past quarter, our staff has:</p> <ul style="list-style-type: none"> <li>● developed and implemented Science (SIOP formatted) lesson plans, (We officially began collecting SIOP formatted science plans during the first week in November) <ul style="list-style-type: none"> <li>○ Science Unit Plans Developed <ul style="list-style-type: none"> <li>■ K - 2</li> <li>■ 1 - 1</li> <li>■ 2 - 1</li> <li>■ 3 - 2</li> <li>■ 4 - 1</li> <li>■ 5 - 1</li> </ul> </li> </ul> </li> <li>● created a Google Drive to store these plans <ul style="list-style-type: none"> <li>○ A central location was created so that all licensed staff could access plans and increase collaboration across teams and among specialists.</li> </ul> </li> <li>● conducted a lesson plan gallery walk (November Faculty Meeting) <ul style="list-style-type: none"> <li>○ Reflection: <ul style="list-style-type: none"> <li>■ The following EPLC meetings were used to review gallery walk feedback to enhance future lesson plans.</li> </ul> </li> </ul> </li> </ul>	<p><b>SIOP</b> During the third quarter, we will continue our SIOP Lesson Plan implementation. While we will still continue to compile Science Units, we will also begin to integrate aspects of SIOP into other content areas.</p> <p>Looking ahead, we plan to enhance our assessment development, analysis, and remediation/enrichment.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> <li>● Creating assessments that are aligned to the depth of knowledge, within the standards, using a backward design model. <ul style="list-style-type: none"> <li>○ Assessments will be used to build unit plans.</li> </ul> </li> <li>● Grade level teams, ESOL teachers, and SPED teachers will collaboratively modify assessments appropriately for all students.</li> <li>● Grade level teams, ESOL teachers, and SPED teachers will collaboratively</li> </ul>

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	<ul style="list-style-type: none"> <li>● analyze our Science unit assessments for student understanding. <ul style="list-style-type: none"> <li>○ Teams are collaboratively reflecting on unit assessments and looking for performance trends.</li> <li>○ Teams have begun to match individual students to appropriate remediation.</li> </ul> </li> </ul> <p><b>Origo for ELLs Training Update</b></p> <ul style="list-style-type: none"> <li>● # Trained (52)</li> <li>● Exit ticket data <ul style="list-style-type: none"> <li>○ 48 <a href="#">Responses</a></li> </ul> </li> </ul> <p><b>Hattie Work Update</b></p> <ul style="list-style-type: none"> <li>● All teams received Hattie training during December EPLC meetings. Areas of focus: <ul style="list-style-type: none"> <li>○ Teacher Estimates of Achievement 1.29</li> <li>○ Cognitive task analysis 1.29</li> <li>○ Strategy to integrate with prior knowledge 0.93</li> <li>○ Classroom discussion 0.82</li> </ul> </li> <li>● Discussions were recorded on EPLC agendas.</li> </ul> <p><b>Learning Walk Update</b></p> <ul style="list-style-type: none"> <li>● We developed, shared and practiced our learning walk tool.</li> </ul>	<p>reflect on unit assessments and look for performance trends.</p> <ul style="list-style-type: none"> <li>● Following assessment analysis, teams have begun to match individual students to appropriate remediation.</li> <li>● 4th and 5th grade teams will collaborate to develop a science predictor assessment and analyze for enrichment or remediation. <ul style="list-style-type: none"> <li>○ This assessment will be developed and reviewed by the end of the third quarter.</li> </ul> </li> </ul> <p><b>Origo for ELLs Training</b></p> <ul style="list-style-type: none"> <li>● Review at upcoming EPLCs, and during our February PD Day <ul style="list-style-type: none"> <li>○ Vertical Conversations (Start 4th/5th grade and work down). <ul style="list-style-type: none"> <li>■ Reflect on the most common take-aways at an upcoming Faculty Meeting. <ul style="list-style-type: none"> <li>● Academic Language</li> <li>● Positioning</li> </ul> </li> <li>■ Focus on common language</li> </ul> </li> </ul> </li> <li>● Create review / follow-up strategies, based training (Prepare for in 4th quarter)</li> </ul> <p><b>Hattie Work</b></p> <ul style="list-style-type: none"> <li>● During the third quarter, teams will intentionally discuss and analyze Hattie strategies to be implemented during the planning process. <ul style="list-style-type: none"> <li>○ Discussions will be tracked on</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>● EPLC planning documents.</li> <li>● <b>Learning Walk</b></li> <li>● Expectations for Second Semester Learning Walks <ul style="list-style-type: none"> <li>○ Science (Invited Walks)</li> <li>○ Grade levels will announce Science units</li> <li>○ 2 walks for each licensed staff member</li> <li>○ Other subject areas</li> <li>○ 1 walk for each licensed staff member</li> </ul> </li> </ul>

**Stafford County Public Schools**  
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**Committed to Continuous Improvement**  
**Plan - Do - Study - Act**

**FORM 3-3**  
**Strategic Objective Action Plan**  
**DUE: March 9, 2023**

**Goal Statement**  
*(Written as a SMART goal)*

By the end of the 2022-23 school year, 100 percent of our students will show growth and we will exceed all SOL benchmarks by a minimum of 5%.  
*(VDOE Benchmarks: Reading 75%, Math 70%, Science 70%, and VA History 70%)*

**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?*

**All students will make measurable growth in literacy.**

Due to our mid-year assessment window and data conversations taking place in January, we do not have updated data. Please refer to p. 14 for our most recent data.

Further learning about interventions and data collection took place on our PD day (February 17th). Teams will continue to meet to discuss interventions on a bi-weekly basis to review progress. A common form was created to track intervention data and have a clearer picture of each student's historical intervention growth.

To build reading motivation among students and families we enrolled in One Book, One School. Every staff member and student received a copy of J.D. and the Great Barber Battle. We kicked off with an assembly featuring a local barber, recorded the book chapters in English and Spanish, and posted

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		<p>them as audio files on our website for families to listen to each night. We ask daily trivia questions about the previous night's chapters and teach vocabulary on the announcements each morning. Students earn prizes (books and literacy games) for correct answers. This is a two week event from February 27- March 9.</p>
<p><b>Staff will receive training to improve Tier I instruction, through the implementation of Best Instructional Practices.</b></p>	<p><b>SIOP Update</b> Over the past quarter, our staff has:</p> <ul style="list-style-type: none"> <li>● Continued to develop and implement Science (SIOP formatted) lesson plans, (We officially began collecting SIOP formatted science plans during the first week in November) <ul style="list-style-type: none"> <li>○ Science Unit Plans Developed <ul style="list-style-type: none"> <li>■ K - 6</li> <li>■ 1 - 3</li> <li>■ 2 - 5</li> <li>■ 3 - 8</li> <li>■ 4 - 9</li> <li>■ 5 - 8</li> </ul> </li> </ul> </li> <li>● Science plans continue to be stored in our designated Google Drive. <ul style="list-style-type: none"> <li>○ A central location was created so that all licensed staff could access plans and increase collaboration across teams and among specialists.</li> </ul> </li> <li>● Analyze our Science unit assessments for student understanding. <ul style="list-style-type: none"> <li>○ Teams are collaboratively reflecting on unit assessments and looking for performance trends.</li> <li>○ Teams have begun to match individual students to appropriate remediation.</li> </ul> </li> </ul> <p><b>Origo for ELLs Training Update</b></p> <ul style="list-style-type: none"> <li>● # Trained (52)</li> <li>● Exit ticket data</li> </ul>	<p><b>SIOP</b></p> <ul style="list-style-type: none"> <li>● Teams continue to focus on Science lesson plans and constructing Content and Language Objectives for other subject areas. To monitor student instructional understanding, common assessments are being created, monitored, tracked, and discussed during EPLC meetings. <ul style="list-style-type: none"> <li>○ The SIOP coach meets with each team twice a month to discuss SIOP planning and assessments (excluding WIDA test dates).</li> </ul> </li> </ul> <p><b>Origo for ELLS Training</b></p> <ul style="list-style-type: none"> <li>● Unfortunately we were unable to get to the development of vertical conversations during the third quarter. We ultimately chose to incorporate one of our meetings to solely focus on Thinking Classroom. <ul style="list-style-type: none"> <li>○ During the fourth quarter, we will start 4th and 5th grade vertical conversations and work down and create follow up discussion at an upcoming staff meeting.</li> </ul> </li> </ul> <p><b>Hattie Work</b></p>

	<ul style="list-style-type: none"> <li>○ 48 <a href="#">Responses</a></li> </ul> <p><b>Hattie Work Update</b></p> <ul style="list-style-type: none"> <li>● All teams received Hattie training during December EPLC meetings. Areas of focus: <ul style="list-style-type: none"> <li>○ Teacher Estimates of Achievement 1.29</li> <li>○ Cognitive task analysis 1.29</li> <li>○ Strategy to integrate with prior knowledge 0.93</li> <li>○ Classroom discussion 0.82</li> </ul> </li> <li>● Discussions were recorded on EPLC agendas.</li> <li>● We have implemented Hattie based strategies in weekly grounding EPLC activities with staff and developed discussions around integrating these strategies with students in the classroom.</li> <li>● Hattie strategies are identified and discussed during each EPLC and integrated into power standard lessons each week.</li> </ul> <p><b>Learning Walk Update</b></p> <ul style="list-style-type: none"> <li>● 36 learning walks have been completed across grade levels since the beginning of second semester.</li> </ul>	<ul style="list-style-type: none"> <li>● During the fourth quarter, teams will continue to intentionally discuss and analyze Hattie strategies to be implemented during the planning process. <ul style="list-style-type: none"> <li>○ Discussions will be tracked on EPLC planning documents.</li> <li>○ EPLC meeting agendas will continue to incorporate Hattie strategies as grounding activities.</li> </ul> </li> </ul> <p><b>Learning Walk</b></p> <ul style="list-style-type: none"> <li>● Teachers will continue to work towards meeting the goal of observing 2 science lessons and 1 other content area as part of our learning walk goal.</li> </ul> <p><b>Creating a Thinking Classroom</b></p> <ul style="list-style-type: none"> <li>● Coaches have introduced Vertical spaces and thinking tasks to some staff. Additional EPLC grounding activities will be developed to integrate a Thinking Classroom for staff to experience and continue discussion on implementing into instruction. <ul style="list-style-type: none"> <li>○ All instructional staff were provided PD focused on thinking classrooms to improve student centered classrooms.</li> <li>○ In the 4th quarter we will analyze feedback to determine next steps.</li> </ul> </li> </ul>
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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>
<<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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## 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](#)