



School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term: 2022-2023 School Year

School: North Stafford High School

Principal: Dr. Dashan Turner

School Improvement Team:

Dr. Dashan Turner, Principal

Catherine White, Assistant Principal

Dr. Jacinta Mayronne, Assistant Principal

Victoria Basile, Assistant Principal

Mark Coleman, Assistant Principal

Ryan Fair, ITRT

Trish Stillwell, Instructional Coach

Kim Andros, Literacy Coach

Brian Maynard, CTE Testing Coordinator/School Testing Coordinator

Teachers - Laura Slye, Chrissy Lukacs, Walisa Sabb, Erin Coultier

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School Vision Statement:

Enriching Lives and Building Futures

School Mission Statement:

To develop responsible and productive citizens through a culture of respect, compassion, and high expectations.

Community Meeting Schedule:

(At least quarterly)

(10/20/22, 2/1/23, 3/23/23)

URL Posted to School Website:

<https://www.staffordschools.net/Domain/7179>

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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

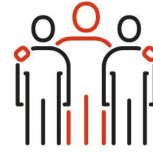
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Future Ready



Academic Excellence



Safe, Engaging & Welcoming



Supported Staff

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

STRENGTHS	CONCERNS
88% of students testing in EOC Math passed with at least a proficient score, including meeting each subgroup score proficiency level.	Only 47% of Students with Disabilities and 47% of English Language Learners passed an EOC Science Test.
93% of students testing in EOC Reading & Writing	Only **% of students were provided an opportunity

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passed with at least a proficient score, including meeting each subgroup score proficiency level.	to earn an Industry Certification prior to their 11th-grade year.
	Only **% of students with disabilities and ***% of English Language Learners demonstrated proficiency on an Industry Certification test.

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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.)

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STEP 2: PLAN, DO

Goal Statement 1 <i>(Written as a SMART goal)</i>		In the 21-22 School Year, 47% of Students with Disabilities and 47% of English Language Learners passed an EOC Science Test. In the 22-23 School Year, 70% of Students with Disabilities and 70% of English Language Learners will pass an EOC Science Test.		
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 the percentage of science teachers working through targeted interventions with students based on PLC data analysis.	In the 21-22 School Year, science teachers worked with their own classes, and 17% of earth science and biology teachers provided targeted remediation outside of class time.	In the 22-23 School Year, 100% of earth science and biology teachers will provide targeted remediation outside of class time in a subject model to students that are not performing at average levels on the Common Formative Assessments (CFA's).	Instructional Coach, Literacy Coach, Science Department Chair, PLC Leads for Biology and Earth Science, EL teachers, Earth Science teachers, Biology teachers, and Case Managers of EL and special education students.	Our school will tighten up PLC expectations. Mandate team tutoring for the students supported by the PLC. To measure the effectiveness of PLC meetings, the school administration will review PLC meeting notes to ensure staff are reviewing student work examples and needed data sets from each department. (PLC meeting notes, formative/summative assessments, benchmarks, sub-group data) New Teacher Coaching will be provided to assist in utilizing common formative assessments to target intervention strategies. Case managers will work with English

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				<p>Language Learners and Students with disabilities in order to connect teachers to students and to build relationships required to get students to the targeted interventions. Literacy Coach will provide strategies for science reading to make information more accessible to all students.</p> <p>Burns, M. K., Naughton, M. R., Preast, J. L., Wang, Z., Gordon, R. L., Robb, V., & Smith, M. L. (2018). Factors of professional learning community implementation and effect on student achievement. <i>Journal of Educational and Psychological Consultation</i>, 28(4), 394-412.</p>
<p>Increase the percent of identified students exceeding growth on the MAP reading assessment in their 9th-grade year through increased cross-curricular work between English and Science.</p>	<p>In the 21-22 school year, 41% of freshmen were at or above grade-level on the STAR assessment in the fall. This dropped to 38% in midyear and 35% in the spring.</p>	<p>Students participating in targeted reading interventions and cross-curricular vocabulary strategies will increase by 10% at Midyear, as measured by the MAPS assessment and the HMH reading assessment.</p>	<p>Instructional Coach, Literacy Coach, EL teachers, Earth Science teachers, Biology teachers, 9th grade English teachers, and Case Managers</p>	<p>Our School will utilize our Literacy coach to meet with English 9 and Earth Science and Biology PLC's to create learning targets to assist students in increasing their overall science literacy.</p> <p>Kaldenberg, E. R., Watt, S. J., & Therrien, W. J. (2015). Reading instruction in science for students with learning disabilities: A meta-analysis. <i>Learning disability quarterly</i>, 38(3), 160-173.</p>

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Goal Statement 2
(Written as a SMART goal)

In the 21-22 School Year, 11% of students were provided an opportunity to earn an Industry Certification prior to their 11th-grade year. In the 22-23 School Year, 100% of students eligible will be provided access to the eligible Industry Certification test.

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>
Expand the number of students taking an Industry Certification test in their 9th and 10th grade year.	11% of students were provided an opportunity to earn an Industry Certification prior to their 11th-grade year. Students were assessed on the W!SE test before being given access to the Workplace Readiness Test.	Students participating in CTE eligible tests will take the workplace readiness test or other appropriate assessment regardless of current grade.	Business and CTE teachers, Students with disabilities case managers, EL teachers, 504 Case managers, CTE Testing Coordinator, School Counselors	Our School will increase push-in support in CTE courses for EL and SWD. We will develop an additional course to support our EL and SWD students. We will also develop and increase CTE support during NSHS Wolverine Hour. We will measure the success of this strategy through the W!SE test and the Workplace Readiness Test. We will also measure the participation rate on the industry certification test against the percentage of students eligible to take the identified assessment. Review schedules for more testing opportunities

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Goal Statement 3

(Written as a SMART goal)

In the 21-22 School Year, 20% of all students were identified as chronically absent from school. In the 22-23 school year, NSHS will work to have less than 15% of students identified by the VDOE climate data as chronically absent

PLAN				DO
TARGET	BASELINE DATA	METRIC/TIMELINE	RESPONSIBILITY	STRATEGIES/TACTICS
<i>What objective are you trying to accomplish?</i>	<i>How do you know this is an area in need of improvement?</i>	<i>How will you measure this improvement?</i>	<i>Who will manage this effort?</i>	<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>
NSHS will Decrease the percentage of students that are identified as chronically absent	In the 21-22 School Year, 20% of NSHS students were identified as chronically absent	By the end of the 22-23 school year, the % of students that are identified as chronically absent will drop by 5% to 10%	School Administration, Counseling Department, Attendance Team, Lead Teachers, Attendance Clerk, Staffuly	<p>Communication</p> <ul style="list-style-type: none"> • The overall message about connection to the school, the importance of relationships, graduation rate connection • Target times where attendance may slump: Thanksgiving, Christmas, days leading up to spring break, end of year • Lindsey Long (Attendance marks during the announcement each morning) Improved dates and dates where we are reaching goals (play a favorite Song) • Missed your smile (postcard) three for teachers to send home • How do we talk to kids when they are absent:

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				<ul style="list-style-type: none"> ● Encourage staff to reach out to students and families when we miss a few days: ● Visual communication of attendance for students and staff. <p>Incentives</p> <ul style="list-style-type: none"> ● Increase the involvement of the renaissance program to assist in developing the culture needed for students to have a sense of belonging ● Recognize improved attendance as we do for other recognitions: Pictures and reading names over announcements ● Refrigerator magnets: 9, and you are fine ● ALL In chips to earn coffee, tickets, (coffee) ● Reach out to businesses to support incentives through gift cards ● Random All In Chip giveaway for coming to school on time <p>Climate</p> <ul style="list-style-type: none"> ● Frequent Data Meetings ● Survey students why they missed school: ● Options: Sick, No ride, Missed bus, Anxiety, or other ● Playing music during a class exchange on Friday. ● Making connections with each kid (Sr)
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				<ul style="list-style-type: none"> ● Increase enrichment activities for students during WH <ul style="list-style-type: none"> ○ Team of teachers seeking support donations from local business Tax-exempt letter ○ Local business ● You make my Day notes to students and staff <p>Relationships</p> <ul style="list-style-type: none"> ● Attendance Sweep (Like Tardy Sweep): Weekly members of the school or attendance goal team are given a list of chronically absent from school. ● Staff will make connections with chronically absent students by encouraging attendance and sharing how their presence in school makes the school better. Student connections with chronically absent students:
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Goal Statement 2 <i>(Written as a SMART goal)</i>	In the 21-22 School Year, 11% of students were provided an opportunity to earn an Industry Certification prior to their 11th-grade year. In the 22-23 School Year, 100% of students eligible will be provided access to the eligible Industry Certification test.	
	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>
Expand the number of students taking an Industry Certification test in their 9th and 10th grade year.	<ul style="list-style-type: none"> - WRS and WISE are not offered to 9th grade students. - CompTIA IT Fundamentals+ Certification is offered to 9th/10th grade students. - Currently, there are 238 seniors who need to pass an assessment (i.e., WISE, WRS, or other eligible Industry Certification) - CTE/Business teachers who administered the WISE pre-test and used the pre-test as their SMART goal, will administer the practice WISE assessment by December 20, 2022 as a mid-year check. - There are currently 51 seniors who are not enrolled in a CTE course who have not earned a certification. These students will be administered the WISE by December 20th. - Students who take the WISE assessment will have access to remediation (after school). - ESOL students have accommodations that will support them 	At this time, changes are not recommended as further investigation is needed regarding how the school budget plays a role in determining the number of certifications offered to students.

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	<p>through the WISE assessment.</p> <ul style="list-style-type: none"> - CTE Testing Coordinator began October 20, 2022. - CTE/Business Testing Calendar will be completed and submitted by October 31, 2022. - The CTE Testing Coordinator will track which students have taken either the WISE/WRS from 10-12th. 	
<p>Goal Statement 1 <i>(Written as a SMART goal)</i></p>	<p>In the 21-22 School Year, 47% of Students with Disabilities and 47% of English Language Learners passed an EOC Science Test. In the 22-23 School Year, 70% of Students with Disabilities and 70% of English Language Learners will pass an EOC Science Test.</p>	
<p>TARGET <i>What objective are you trying to accomplish?</i></p>	<p>DATA DIVE <i>What performance data did you observe?</i></p>	<p>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>
<p>Increase the percentage of science teachers working through targeted interventions with students based on PLC data analysis.</p>	<p>The key below is used by science teachers to track students that are attending targeted remediation. Teachers are using Google sheets to track identified students.</p> <p>Utilizing the following key: yellow = w/ another teacher blue = absent from school Red = Did not show up Green = present</p>	<p>In the 21-22 School Year, science teachers worked with their own classes, and 17% of earth science and biology teachers provided targeted remediation outside of class time.</p> <p>Utilizing Wolverine hour, and the key shown to track attendance, Earth Science teachers have increased to 60% providing additional support. This month 2 additional positions have been filled so that by the end of the quarter, 100% are targeted to be providing remediation. 24% of students that were pre-tested have been identified as requiring Tier 3 remediation in earth science and biology. Common Formative Assessment Data has been</p>

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		<p>collected looking for weaknesses and discussed in PLC. Students will be re-assessed with the same benchmark and a comparison done between students consistently remediate students in their improvement.</p> <p>100% of our special education staff who are assigned to level one, or a general education setting, are supporting students during Wolverine Hour in science and all other departments. Special education staff is either collaborating with general education partners or working with students in small groups or with individual students.</p> <p>11th Grade Writing Workkeys results: 95% of all eligible students currently tested. 11.1% of those tested have a 504 or IEP with a pass rate of 77.7%</p>
<p>Increase the percent of identified students exceeding growth on the MAP reading assessment in their 9th-grade year through increased cross-curricular work between English and Science.</p>	<p>We are amending the objective to utilize the Houghton Mifflin Harcourt (HMH) Reading growth measure for 9th and 10th graders currently enrolled in English Classes.(excluding students in AP English courses and those not currently not enrolled in an English class)</p>	<p>Preliminary data includes 1,334/1865 students taking the HMH end of August 2022. Students scoring on or above grade level is currently at 39%. The next HMH assessments will be administered by November 18th 2022.</p>

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<p>Goal Statement 1 <i>(Written as a SMART goal)</i></p>	<p>In the 21-22 School Year, 47% of Students with Disabilities and 47% of English Language Learners passed an EOC Science Test. In the 22-23 School Year, 70% of Students with Disabilities and 70% of English Language Learners will pass an EOC Science Test.</p>	
<p>TARGET <i>What objective are you trying to accomplish?</i></p>	<p>DATA DIVE <i>What performance data did you observe?</i></p>	<p>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>

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<p>Increase the percentage of science teachers working through targeted interventions with students based on PLC data analysis.</p>	<p>Science SOL tests began in the Fall with 2 full classes testing (One each of Biology and Earth Science) and several retests.</p> <ul style="list-style-type: none"> ● 60% of those students passed their Science SOL All Biology and Earth Science students tracked their progress utilizing benchmark testing. <ul style="list-style-type: none"> ● Out of the 450 Biology Students considered <ul style="list-style-type: none"> ○ Scores increased by 57% (from 34% at start of year to 54% at midterm) ○ 32 students with IEPs increased scores by 65% ○ 22 students with 504 plans increased scores by 61% ○ 27 ELL students increased scores by 100% ● Out of the 428 Earth Science Students considered <ul style="list-style-type: none"> ○ Scores increased by 16% (from 45% at start of year to 52% at midterm) ○ 15 students with IEPs increased scores by 9% ○ 19 students with 504 plans increased scores by 17% ○ 27 ELL students increased scores by 34% 	<p>Utilizing Wolverine hour, Earth Science and Biology teachers tracked a Wolverine Blast in which students were invited to additional tutoring targeted toward their SOL needs. Prior to the SOL, Earth Science teachers who were planning during the testing class volunteered their time by providing small group instruction in order to maximize results. Additionally, Biology utilized North Stafford's Science Coach to work with student needs.</p> <p>Because such a low percentage of students tested in EOC, Biology and Earth Science teachers used common benchmark tests to assess student knowledge and growth. This data is being utilized for 100% of Earth Science and Biology teachers to invite students to Wolverine hour utilizing the new flex scheduler. Students that are not attending are written referrals by teachers so that administration can mandate attendance.</p>
<p>Increase the percentage of identified students exceeding growth on the HMH reading assessment through increased cross-curricular work between English and Science.</p>	<p>We are amending the objective to utilize the Houghton Mifflin Harcourt (HMH) Reading growth measure for students currently enrolled in English Classes.(excluding those not currently not enrolled in an English class)</p>	<p>Current data includes 1,452/1865 students that took the HMH assessment in December 2022. Students scoring on or above grade level is currently at 48%. The next HMH assessments will be administered by the end of March 2022.</p>

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Goal Statement 2
(Written as a SMART goal)

In the 21-22 School Year, 11% of students were provided an opportunity to earn an Industry Certification prior to their 11th-grade year. In the 22-23 School Year, 100% of students eligible will be provided access to the eligible Industry Certification test.

STUDY		ACT
<p>TARGET <i>What objective are you trying to accomplish?</i></p>	<p>DATA DIVE <i>What performance data did you observe?</i></p>	<p>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>
<p>Expand the number of students taking an Industry Certification test in their 9th and 10th grade year.</p>	<ul style="list-style-type: none"> - Starting number of seniors needing to pass an industry certification = 116 - 102 seniors need to pass an industry certification assessment. - 86 of 102 seniors are enrolled in EPF. - 29 seniors were invited to remediation. - 31 seniors have tested/re-tested. Of the 31 seniors tested, 14 seniors have passed. - Students in the EPF course will be administered the WISE assessment in February. - If seniors do not pass the EPF course, they will have the opportunity to take the WRS assessment. - The WRS assessment is administered in March/April, which will be available to students in 9-12th based on the classes they are registered for. 	<ul style="list-style-type: none"> - Parent/student memo from CTE testing coordinator - 1 senior is night school - 2 seniors are now at the phoenix center - Calendar will be created specifically for principal - CTE testing coordinator will be invited to admin meeting after 2/15-2/16 testing date to provide updates

Goal Statement 3
(Written as a SMART goal)

In the 21-22 School Year, 20% of all students were identified as chronically absent from school. In the 22-23 school year, NSHS will work to have less than 15% of students identified by the VDOE climate data as chronically absent

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	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>
<p>NSHS will Decrease the percentage of students that are identified as chronically absent</p>	<p>NSHS Chronic Absenteeism Data is self-calculated. Students continue to miss school at a higher rate than desired. As of January 31, the chronic absenteeism rate for the 22-23 school year is 11%. This is a significant improvement from the 21-22 school year. However, as 11% is a great improvement, this number is still higher than it should be. We should continue to work for a chronic absenteeism percentage between 4% to 6%.</p> <p>While our daily attendance percentage has been static between 89% to 91%, a continued focus on absenteeism is warranted.</p> <p>NSHS also completed the student survey, where students responded to questions regarding their “Why” for missing school. Over 1300 students responded, sharing information regarding anxiety about school attendance, transportation, appointments, and missing the school bus.</p>	<ul style="list-style-type: none"> ● Use of both seasonal attendance communication and monthly attendance communication to ensure message to parents is received ● Moving forward with school anxiety groups for students who struggle with school attendance due to anxiety ● Writing “I missed your smile” and “You make my day” notes for students when they miss school or when they return to school from long days out. ● Encourage staff to reach out to students when chronically absent students miss school ● Follow through on student recognition for improved attendance.

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Goal Statement 2 <i>(Written as a SMART goal)</i>	In the 21-22 School Year, 11% of students were provided an opportunity to earn an Industry Certification prior to their 11th-grade year. In the 22-23 School Year, 100% of students eligible will be provided access to the eligible Industry Certification test.	
	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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<p>Expand the number of students taking an Industry Certification test in their 9th and 10th grade year.</p>	<ul style="list-style-type: none"> - Started with 116 seniors, currently 38 seniors left. - Out of the 89 seniors that were enrolled in EPF this year, 31 did not pass the WISE test - All 38 have tested at least once in WISE this year. Most have taken WISE 2-3 times this year - 35/38 are in school remediation. - The remaining 3 are in night school/post grad - If seniors do not pass the EPF course, they will have the opportunity to take the WRS assessment. - The WRS assessment is administered in March/April, which will be available to students in 9-12th based on the classes they are registered for. 	<ul style="list-style-type: none"> - 3 seniors are in night school - 2 seniors are now at the phoenix center - 75% of seniors have passed the WISE assessment
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<p>Goal Statement 3 <i>(Written as a SMART goal)</i></p>		<p>In the 21-22 School Year, 20% of all students were identified as chronically absent from school. In the 22-23 school year, NSHS will work to have less than 15% of students identified by the VDOE climate data as chronically absent</p>
<p>STUDY</p>		<p>ACT</p>
<p>TARGET <i>What objective are you trying to accomplish?</i></p>	<p>DATA DIVE <i>What performance data did you observe?</i></p>	<p>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>
<p>NSHS will Decrease the percentage of students that are identified as chronically absent</p>	<p>NSHS Chronic Absenteeism Data is self-calculated. Students continue to miss school at a higher rate than desired. As of January 31, the chronic absenteeism rate for the 22-23 school year is 11%. This is a significant improvement from the 21-22 school year. However, as 11% is a great improvement,</p>	<ul style="list-style-type: none"> ● In each addition of the Principal community newsletter, attendance information has been shared with families ● Counseling is starting a Zen room for students who struggle

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	<p>this number is still higher than it should be. We should continue to work for a chronic absenteeism percentage between 4% to 6%.</p> <p>Our daily attendance percentage continues to hover around 89% to 91%. A continued focus on absenteeism is warranted. Lastly, students tardies continues to trend higher with almost 200 students signing into our school software tardy on March 28.</p>	<p>with some level of anxiety.</p> <ul style="list-style-type: none"> • Writing “I missed your smile” and “You make my day” notes for students when they miss school or when they return to school from long days out. • Encourage staff to reach out to students when chronically absent students miss school • Follow through on student recognition for improved attendance.
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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>		
	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](#)

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