



School Improvement Plan

Stafford County Public Schools

Prepared to Excel

Term:

One Year. 2022-2023

School: Edward E. Drew Middle School

Principal: Ms. Amy Ivory

School Improvement Team: Amy Ivory, Cathie Tobin, Ashley Dwyer, Rachel Schuster, Katy-Lynn Demars, Stephanie Lee, Nikki Irizarry, Jennifer Kurucz, Mobeena Murad, Rebecca Musso, Alayna Nichols

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

School Vision Statement:

Drew's vision is to create a culture of collaboration that develops lifelong learners.

School Mission Statement:

Our mission is to provide a safe environment where all students can learn at a high level and to their fullest potential.

Inspire and empower all learners to thrive.

Community Meeting Schedule:

Thursday, October 6th at 6 pm in the library

Thursday, January 5th at 6 pm in the library

Thursday, March 9th at 6 pm in the library

(At least quarterly)

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.

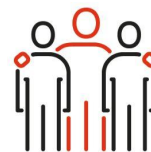
OUR GOALS IN STAFFORD



**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
Tier III students demonstrated 20% growth from the winter MAP assessment to spring.	SOL scores showing proficiency in Grades 6 - 8 Math are below the state and local standards.
During Flex Time, students were given at least thirty minutes in differentiated, targeted instruction through MAP Accelerator and/or ALEKS.	<p>Self efficacy was reported by students at 44% and emotional regulation was at 45% based on Panorama surveys over 2021 - 2022.</p> <p>Additionally, of the 44% of students struggling with self efficacy, 46% were identified as SWD.</p> <p>8th grader students in FY22 had the lowest self efficacy at 40%.</p>
65% of Tier III students scored a 35 or higher with the Student Growth Percentile (SGP) on the STAR assessment from the winter to spring.	

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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 - 23 school year, all students will show at least one year's growth from the fall MAP assessment to the spring MAP assessment as defined in the following point values: In Math 6, students will increase by at least 8 RIT points. In Math 7, students will increase by at least 6 RIT points. And, In Math 8, students will increase by at least 5 RIT points.				
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>
To get all students on or above grade level for Math 6, Math 7, and	Based on Spring 2022 data, 18% of current 8th grade students were	Winter MAP assessment for midyear progress	Math Coach Math Teachers	<ul style="list-style-type: none"> Improve tier one instruction by utilizing math workshop instruction

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Math 8.	<p>considered tier one (on grade level) and 37% of the students were considered tier two (need additional time with on grade level).</p> <p>27% of the current 7th grade students were considered tier one (on grade level) and 34% were considered tier two (need additional time on grade level).</p>		<p>Special Education Teachers Administrators ITRT Focus Resource Reading Specialists Counselors</p>	<p>when class data had a large standard deviation(International Journal of Instruction).</p> <ul style="list-style-type: none"> - Teachers will do tiered stations once every two weeks. The tier groupings will be data driven. - Variety of the different stations. - Spiraled warm ups. • PLC teams will engage in phases of collaborative work. Unpacking standards and looking at curriculum standards, planning and data analysis. • Students set goals for their MAP Assessment. The teachers will have a discussion with students on what an appropriate goal is and follow up after the assessment to discuss their performance. (NWEA.org) • A series of family engagement nights will take place monthly and will be tied to data review of their specific students in the areas of reading and math. The purpose is to improve self-efficacy of the family and student with the end result of improving the overall well being of the student and an increase of their math score. (School Community Journal)

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FORM 3-1

Strategic Objective Action Plan

DUE: October 6, 2022

Goal Statement

(Written as a SMART goal)

In the 2022 - 23 school year, all students will show at least one year's growth from the fall MAP assessment to the spring MAP assessment as defined in the following point values:

In Math 6, students will increase by at least 8 RIT points. In Math 7, students will increase by at least 6 RIT points. And, In Math 8, students will increase by at least 5 RIT points.

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?

To get all students on or above grade level for Math 6, Math 7, and Math 8.

- Students' performance is being monitored by their math teacher and the math coach both formally and informally. When students do not appear to be mastering the content, teachers and the math coach will work with students during Ram Time and small group instruction to meet their needs.
- The students will take the Winter MAP Assessment November 29 - December 19. For this assessment, we are hoping that 6th graders will improve by at least 4 points, math 7 students will increase by 3 points and math 8 will increase by at least 3 points. This increase will be half of our goal for the year.
 - For this assessment, students will set personal goals based on their fall assessment scores. On the [goal sheet](#), students will set a goal that they will grow by and determine their prize for meeting or exceeding that goal. Students will also conference

- We are working to improve our tier one instruction.
 - Each month, the math department receives continued professional development on utilizing stations in their classroom.
 - Teachers have also read Making Math Workshop Work: Getting Math Workshop Started in the Middle School Grades by Alex O'Connor.
 - Math teachers are spiraling content in their classes through the use of warm ups. Each set of warm ups has four

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	<p>with a teacher before the assessment to make sure that they are setting a realistic goal. After the assessment, they will conference again, to discuss their growth and what may or may not have impacted it.</p>	<p>days with four problems. The fourth warm up is collected for a grade. Here is an example of one of the 6th grade warm up sets.</p> <ul style="list-style-type: none"> • PLC teams have restructured their meetings using the PLC cycle to ensure that teachers are utilizing county and state documents and evaluate assessments. Upon evaluating assessments, staff members make a plan for instruction based on the needs of students. • Teachers will also lead sessions during our Conference night on October 10 to engage families in their students' MAP data, Math Talks, MAP Accelerator (Math 6-8), and ALEKS (Algebra and Geometry).
To increase students' pass rates on the Science SOL		

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FORM 3-2

Strategic Objective Action Plan

DUE: December 20, 2022

Goal Statement

(Written as a SMART goal)

In the 2022 - 23 school year, all students will show at least one year's growth from the fall MAP assessment to the spring MAP assessment as defined in the following point values:

In Math 6, students will increase by at least 8 RIT points. In Math 7, students will increase by at least 6 RIT points. And, In Math 8, students will increase by at least 5 RIT points.

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?

To get all students on or above grade level for Math 6, Math 7, and Math 8.

- Math 6
 - There are 136 Math 6 students who took the Winter MAP Assessment. For the halfway point in the year, ideally we would like to see students grow by at least four points.
 - Of the 136 students, 5 were not enrolled in SCPS and did not take the Fall assessment, so no growth is able to be measured.
 - There were 30 of the 136 students who did not show growth (22%).
 - 19 students have made growth, but have not progressed as we had expected (14%). These students progressed by 1-3 points.
 - 28 have made 4-7 points growth and are on track to

- All students will have the opportunity to work on their math skills during Ram Time every Monday and Tuesday through the use of MAP Accelerator.
- Depending on students' needs, students will also have the opportunity to work with their teacher in a small group setting either during class or Ram Time to support their needs.
- Math 6
 - Of the 30 students who have not made sufficient progress, 22 have been recommended to stay or be added to a math elective for second semester.
- Math 7

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	<p>grow by 8 RIT points by the end of the school year (20.6%).</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> 54 students have already met their growth of at least 8 RIT points (39.7%). Math 7 <ul style="list-style-type: none"> There are 124 Math 7 students who took the Winter MAP Assessment. For the halfway point in the year, ideally we would like to see students grow by at least three points. <ul style="list-style-type: none"> Of the 124 students, 6 were not enrolled in SCPS and did not take the Fall assessment, therefore no growth is able to be measured. There were 29 of the 124 students who did not show growth (23.4%). 15 students have made growth, but have not progressed as we had expected (12.1%). These students progressed by 1-2 points. 19 students have made 3-5 points growth and are on track to grow by 6 RIT points by the end of the school year (15.3%). 55 students have already met their growth of at least 6 RIT points (44.4%). Math 8 <ul style="list-style-type: none"> There are 128 Math 8 students who took the Winter MAP Assessment. For the halfway point in the year, ideally we would like to see students grow by at least 2.5 points. <ul style="list-style-type: none"> Of the 128 students, 6 were not enrolled in SCPS and did not take the Fall assessment, therefore no growth is able to be measured. There were 32 of the 128 students who did not show growth (25%). 15 students have made growth, but have not progressed as we had expected (11.7%). These students progressed by 1-2 points. 12 students have made 3-4 points growth and are on track to grow by 5 RIT points by the end of the school year (9%). 63 students have already met their growth of at least 6 RIT points (49.2%). 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Of the 29 students who have not made sufficient progress, 21 have been recommended to stay or be added to a math elective for second semester. Math 8 <ul style="list-style-type: none"> Of the 32 students who have not made sufficient progress, 21 have been recommended to stay or be added to a math elective for second semester. Our next MAP Assessment testing window is scheduled for April 3 - April 14. This will be the final MAP Assessment for the school year.
<p>Increase the pass rate for the Science SOL for 8th grade students.</p>	<p>Full utilization of Mastery Connect.</p> <p>Purchased MAP Science resource to have more accurate data and intentional instruction.</p> <p>Re-assessments done through exit tickets and three-tiered master connect scale by using Mastery Connect.</p> <p>Improved use of Ram Time Intervention</p> <p>Spiraled warm-ups with previous standards from other grade levels that connect to</p>	

	<p>current grade level standards.</p> <p>Adjusted lesson plan format followed to include the Five-E Model. This aligns with the Discovery Ed curriculum.</p> <p>Increased focus on labs and application learning both in assignments and in assessments which require the students to apply their knowledge more practically.</p> <p>Department and PLC meetings with all grade level teachers - vertical alignment and a team approach to success on the 8th grade science SOL.</p> <p>Sent staff to the Science SOL Assessment Conference for two days in Richmond where she worked with science admin/teachers from across the state. Staff also attended the VAST conference where they were able to procure more free resources for Science instruction.</p>	
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FORM 3-3

Strategic Objective Action Plan

DUE: March 9, 2023

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>
To get all students on or above grade level for Math 6, Math 7, and Math 8.	<ul style="list-style-type: none"> Students' performance is being monitored by their math teacher and the math coach both formally and informally. When students do not appear to be mastering the content, teachers and the math coach will work with students during Ram Time and small group instruction to meet their needs. The students will take the Spring MAP Assessment April 3- April 14. For this assessment, we are hoping that 6th graders will improve by at least 8 points, math 7 students will increase by 6 points and math 8 will increase by at least 5 points from the fall assessment to the spring assessment. <ul style="list-style-type: none"> For this assessment, students will set personal goals based on their winter assessment scores. On the goal sheet, students will set a goal that they will grow by and determine their prize for meeting or exceeding that goal. Students will also conference with a teacher before the assessment to make sure that they are setting a realistic goal. After the assessment, they will conference again, to discuss their growth and what may or may not have impacted it. 	<ul style="list-style-type: none"> To boost student engagement during I&E, we have planned a March Madness event for students to complete using MAP Accelerator and ALEKS to work on their math skills.

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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>
To get all students on or above grade level for Math 6, Math 7, and Math 8.	<ul style="list-style-type: none"> • Math 6 <ul style="list-style-type: none"> ○ There were 125 Math 6 students whose data was continuously monitored for multiple MAP Assessments. Some students moved and are no longer being monitored. ○ For our goal, we hoped to see students grow by at least four points for the midyear and at least eight points from fall to spring. <ul style="list-style-type: none"> ■ Of the 125 students, 7 students did not demonstrate growth during the school year (5.6%). <ul style="list-style-type: none"> • Of these 7 students, three were enrolled in either Knowing Math or Knowing Mathematics Essentials. Another student qualified for it, but was opted out by the parent. The two remaining students scored higher than the criteria for Knowing Math Essentials at the mid year. ■ 35 students did not meet the goal of eight points but still demonstrated growth during the school year (28%). ■ 83 students showed growth of at least 8 points during the school year (66.4%). 	<ul style="list-style-type: none"> • The Math and English department have received county wide professional development on best teaching practices which include Utilization of Block Time, Use of Data to Drive Instruction and Differentiation to Meet the Needs of All Students.

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	<ul style="list-style-type: none"> • Math 7 <ul style="list-style-type: none"> ○ There were 117 Math 6 students whose data was continuously monitored for multiple MAP Assessments. Some students moved and are no longer being monitored. ○ For our goal, we hoped to see students grow by at least three points for the midyear and at least six points from fall to spring. <ul style="list-style-type: none"> ■ Of the 117 students, four students did not demonstrate growth during the school year (3.4%). <ul style="list-style-type: none"> • Of these four students, three were enrolled in Knowing Mathematics. The other student was opted out by a parent. ■ 27 students did not meet the goal of six points but still demonstrated growth during the school year (23%). ■ 86 students showed growth of at least 6 points during the school year (73.5%). • Math 8 <ul style="list-style-type: none"> ○ There were 124 Math 8 students whose data was continuously monitored for multiple MAP Assessments. Some students moved and are no longer being monitored. ○ For our goal, we hoped to see students grow by at least 2.5 points for the midyear and at least five points from fall to spring. <ul style="list-style-type: none"> ■ Of the 124 students, nine students did not demonstrate growth during the school year (7.3%). <ul style="list-style-type: none"> • Of these nine students, seven were enrolled in Knowing Mathematics. Two students scored higher than the Knowing Mathematics placement criteria. ■ 19 students did not meet the goal of five points but still demonstrated growth during the school year (15.3%). ■ 95 students showed growth of at least 5 points during the school year (76.6%). • 	

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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>
To get all students on or above grade level for Math 6, Math 7, and Math 8.		

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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](#)