

Charles County Public Schools School Improvement Plan

Middle School: John Hanson Middle School

TSI/CSI Target Group: Special Populations (FARMS, ESOL, 504, M-V, SpEd)



Step 1—Build Collaboration

How will we engage others in this planning process?

List Team Members who developed this planning process (Name/Title)

Team leaders will be selected based on their content areas and area of expertise.

Ben Kohlhorst: Principal

Philip Jones: Instructional Assistant Principal

Shayna Gold: Assistant Principal, Special Ed Chair

Holly Michael: ESOL teacher

Michael Davis: PPW

Ann Windsor: RRT, ELA Dept Chair

Jeana Stanley: Math Resource Teacher, Math Department Chair

Kellie Harding: Teacher Mentor

Tori Davenport: Social studies Dept Chair

Michael Sechrengost: Science Department Chair

Letia Ballard: Climate and Culture Chair

Step 2—Examine Data - Root Cause Analysis

What Academic and Culture and Climate data will we use for a Root Cause Analysis (RCA) to determine student need?

The most recent iReady scores were used to complete our root cause analysis

43% of students grades 6-8 are 3 or more grade levels below in reading. 35% of students are 3 or more grade levels below in math. 72% of special ed students are 3 or more grade levels below in

reading. 73% of special ed students are 3 or more grade levels below in math. 73% of ESOL students are 3 or more grade levels below in reading. 53% of ESOL students are 3 or more grade levels below in math. 51% of FARMS students are 3 or more grade levels below in reading. 42% of FARMS students are 3 or more grade levels below in math. All data is based on the most recent iReady assessments.

Our school processed 1667 of incidents last year, 1248 minor incidents and 419 major incidents

Describe your identified student need?

Students need intensive interventions to close learning gaps in math and reading.

Our school needs to decrease the number of referrals by improving student behavior and make them available for learning.

Step 3— Set SMART Goals for Targeted Instructional Area and Culture and Climate

2023-2024 Focus-Writing Standard 2-Informative/Explanatory Texts

How will targeting Writing Standard 2 impact student learning across all content areas?

Writing to learn techniques will allow students an opportunity to demonstrate their learning of a concept across all content areas.

SMART goal for **ELA** impacted by Writing Standard 2 to improve MCAP scores:

75% of students will achieve at least a 2 in expression and a 2 on writing conventions in the identified embedded assessment by the end of the first semester.

SMART goal for **Math** impacted by Writing Standard 2 to improve MCAP scores and increase Algebra I enrollment:

75% of students will achieve a 3 on the identified quarterly common assessment constructed response question after reteaching by the end of the 1st semester. All exiting 8th graders including students with disabilities will leave with a high school credit (Algebra 1, Geometry, Exploring Comp Sci, Spanish I, Spanish II, Intro to computer design, and HNS I, II and III)

SMART goal for **Climate and Culture**:

We will reduce our incidents by 10% by incorporating Base-Ed lessons throughout the year, use CASEL strategies and expand student engagement.

Step 4—What action steps are needed to implement Writing Standard 2 across all content areas in support of the SMART goals?

List your actions and specific steps to implementing Writing Standard 2. Include actions to address any anticipated impediments.

The schedule has been created so that department will have a common planning period. During this time, teachers will be able to plan collaboratively and review data from standards-based formative assessments. This time will also be used grade and evaluate the common writing assessments and formulate next steps to teach students writing.

Step 5—What strategies will be implemented to build a positive culture and climate that incorporates welcoming activities, engaging pedagogy, and optimistic closure in order to achieve your SMART goal?

List your actions and specific steps to be implemented. Include actions to address any anticipated impediments. Identify resources needed.

- CASEL strategies will be shared with staff members throughout the year.
- We are looking to expand the PBIS program and offer more school events and celebrations.
- We are looking to expand our mentoring program to capture more students and create mentoring opportunities with neighboring elementary schools

Step 6—Plan a Cycle of Professional Learning to build expertise in the 2023-2024 Focus-*Writing Standard 2-Informative/Explanatory Texts*

The initial Cycle of Professional Learning Plan will begin to be developed in the summer and adjusted throughout the year. Enter link below for Professional Learning Plan.

- Peer coaching,
- Department meetings,
- Data analysis (formative assessment and alignment with standards),
- Ghost walks (climate and culture)
- Peer observations

Step 7—Align Resources (Time, People, Money, Talent) to Support the Implementation of This School Improvement Plan

This includes acknowledging what we need to Stop doing to focus on these goals for improved student learning.

- Identify team leaders and peer coaches

- Time in the schedule to meet
- Administrative oversight of department meetings when looking over student data
- Sub coverage for PLT days
- Sub coverage for peer observations
- Writing program TBD
- Funding for PBIS events and community celebrations
- BaseEd data to be shared with schools
- Money to expand after school programs

Step 8—What Actions do we need to take to guarantee access and opportunity for success to all of our students as part of this plan?

List your strategy and specific steps to address any impediments to full access/opportunity challenges. Include identifying resources and support needed.

- Transportation and food for after school programs
- We need to have dedicated time in school to complete assessments, and surveys. These cannot be taken home.
- Scheduling audit to ensure all 8th grade students are enrolled in at least one class for HS credit.