<h1 style="text-align:center">Charles County Public Schools
School Improvement Process</h1>

School Improvement Overview

The purpose of the CCPS Continuous School Improvement Plan is to provide a comprehensive framework that schools will use to support teacher capacity, student achievement, and school culture and climate. The continuous improvement process helps education practitioners agree on specific challenges they face, identify change practices that can address those challenges, implement those change practices, study their implementation and outcomes, and decide whether the change practices are worthwhile and should be implemented or scaled up in their specific contexts.

Continuous improvement is based on the three principles:

1. Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
2. Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
3. Focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change (Derrick-Mills, Sandstrom, Pettijohn, Fyffe, & Koulish, 2014; Hawley, 2006; Park, Hironaka, Carver, & Nordstrum, 2013; Snow, Dismuke, Zenkert, & Loffer, 2017).

The instructional focus of CCPS will continue to be standards-aligned instruction with a focus on Writing Standard 2.

School Improvement Process

Step 1: *Organizing for Collaborative Work*

Schools will develop a collective efficacy statement describing the type of culture they would like to create. This statement should empower staff to own the work and solution.

Step 2: *Examining Relevant Data*

Before the School Improvement Team can engage in a continuous improvement effort, it is important to identify a problem of practice. To determine this**,** school teams must examine relevant data using a data analysis protocol. School teams should include key takeaways inclusive of areas of strength and growth for ELA and Math.

From the key takeaways, schools will develop a **problem of practice**. A problem of practice is Problem of practice refers to a specific type of challenge that schools or districts face that has a significant impact on teaching and learning.

Teams will use a **Fishbone Diagram** to dig deeply into the problem of practice statement. The main idea behind a fishbone diagram is to brainstorm all possible factors and then drill down to identify what might be causing the problem. First, the team will revisit the data to identify contributing factors to the problem, and then identify potential causes for each factor.
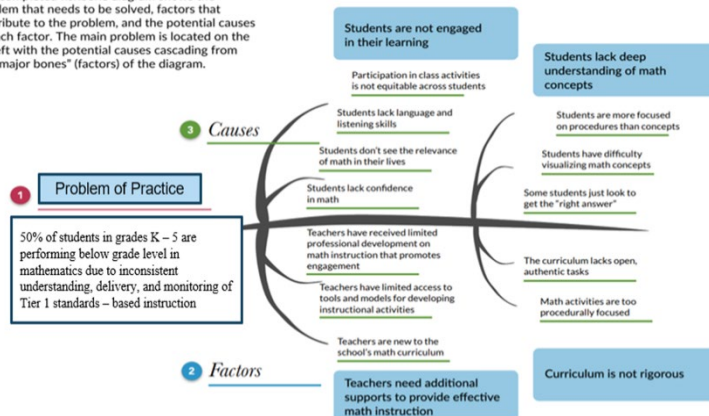
Step 3: *Planning for Improvement*
Smart Goals

Based upon the data analysis protocol and the fishbone diagram, schools will create a Smart Goal for Reading and Mathematics. The Smart Goal will address the problem and contributing factors and causes and will align to the Maryland Department of Education accountability measure MCAP (Maryland Comprehensive Assessment Program).
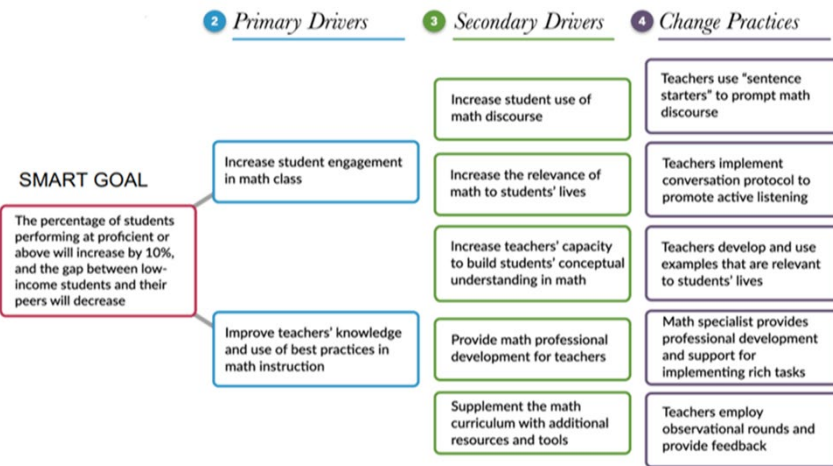

Teams will complete a **Driver Diagram**. A driver diagram is a tool that helps translate the work from the fishbone diagram. The driver diagram identifies a logical set of smaller, tangible goals.

From the Driver Diagram, school teams will prioritize and select a **change practice**. Change practices are the interventions or specific work practices that are predicted to affect the secondary and, in turn, the primary drivers to impact teaching and learning.

Step 4: *Implementing the Plan*

These actions that will be used to develop the schools' **Cycle of Professional Learning**. Each cycle will be aligned to Writing Standard 2. The Cycle of Professional Learning is a plan designed to build the school teams capacity to effectively implement the identified change practice.
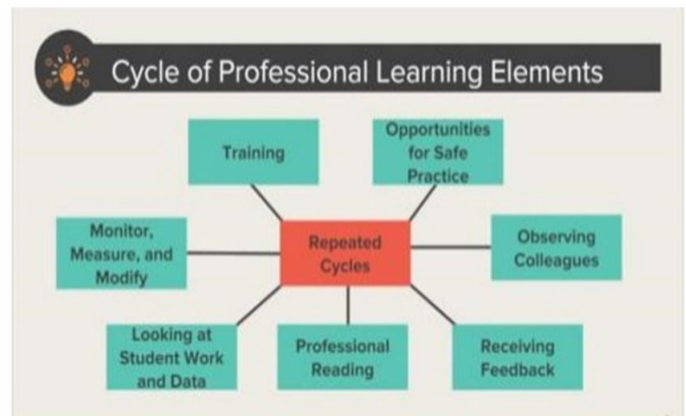
Schools will engage in 3 Cycles of Professional Learning during the 2024-2025 school year.

To measure the impact of each Cycle of Professional Learning school teams will develop monitoring tools and engage in Improvement Science using the Plan, Do, Study, Act (PDSA) protocol.

Based upon the findings schools will determine if they adopt, adapt, or abandon the change practice.

After completing the PDSA protocol school teams repeat steps 3 and 4 using the same or a different change practice.

Stakeholder Involvement

The SIP is a collective work designed to improve teaching and learning, school culture and climate, teacher capacity, and student achievement. As such, parent voice matters in the development of the plan. Principals are asked to have one parent on the SIP committee and to seek input from others. Input will be gathered in a variety of ways based upon school administrators' preference. The principal also has the autonomy to appoint a member of the school community to participate in the development and monitoring of the plan.

Parents are significant stakeholders in their child/children's education. To better understand how to support your student at home, take a moment to review your school's improvement plan. You can find the document on the school website Principals will also share their School Improvement Plans with the school community at the start of the year and at the conclusion of each cycle. These presentations will take place during PTO meetings or school events. During these sessions, parents will also be equipped with strategies to support school improvement efforts. The improvement of our schools is a collective effort, and this means it is important for all of us to do our part.

The School Improvement plan is a living document; this means changes and updates will occur throughout the year based upon qualitative and quantitative data sources. If you have specific questions, please do not hesitate to contact your school administration.

The model for improvement consists of three main questions:

| What problem are we trying to solve? | What change might we introduce and why? | How will we know that a change is actually an improvement? |

Plan-Do-Study-Act (PDSA) Cycle

1. PLAN
Select a change practice to test. Select measures and develop a data collection plan.

2. DO
Implement the change practice. Collect data to inform improvement.

4. ACT
Based on data study, make improvements to the change practice, take steps to scale the change practice, and/or choose to try another change practice.

3. STUDY
Collectively examine data to inform improvement.

PLAN   DO   ACT   STUDY