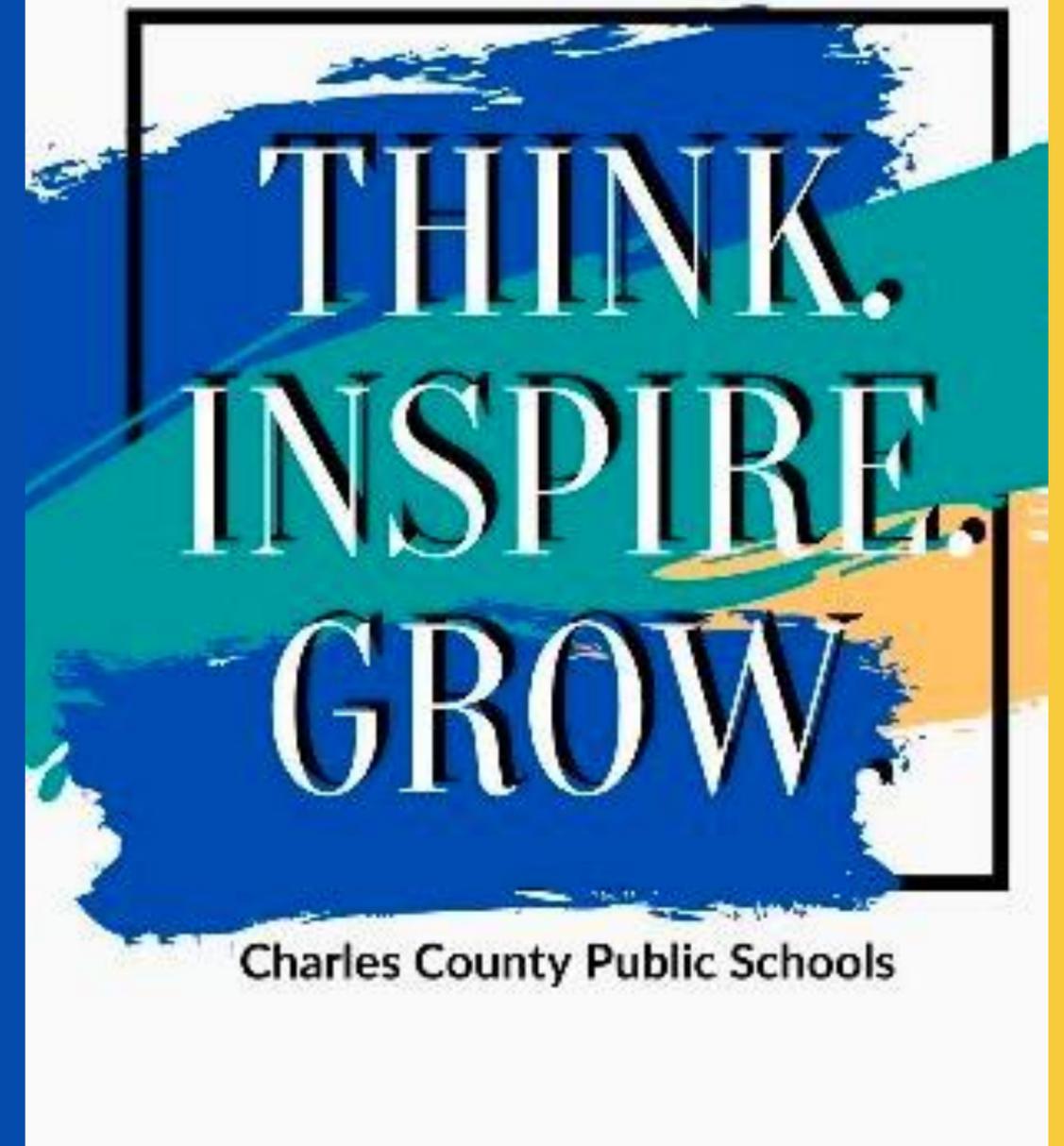
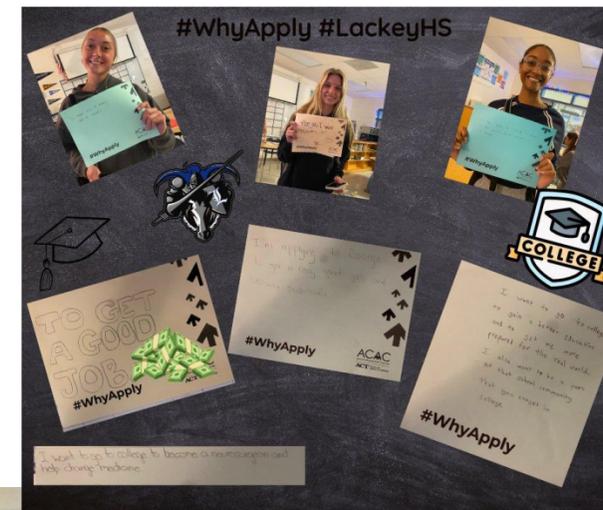


Charles County
Public Schools
School Improvement Plan
Cycle 1

Henry E. Lackey
High School

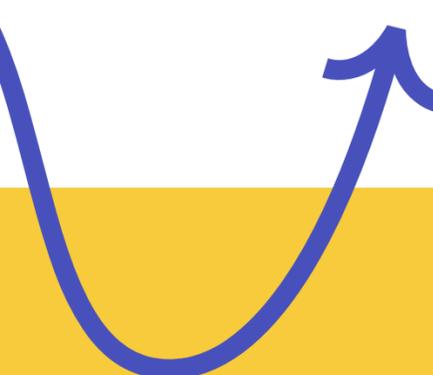


Charging into 2024-25



Why Continuous School Improvement

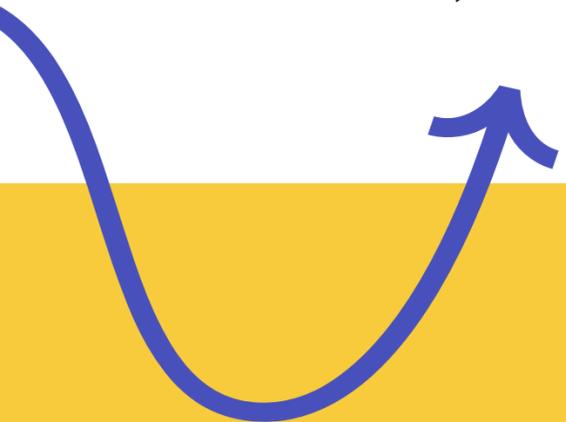
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, Egalite, & Lindsay, 2021).
- ✓ Each school develops a School Improvement Plan (SIP). The SIP identifies priority goals, instructional and culture strategies, and supports schools will implement to raise student achievement and prepare students for college and career pathways.
- ✓ This work starts at the elementary school and continues through high school.



Why Continuous School Improvement

Continuous improvement is based upon three core principles:

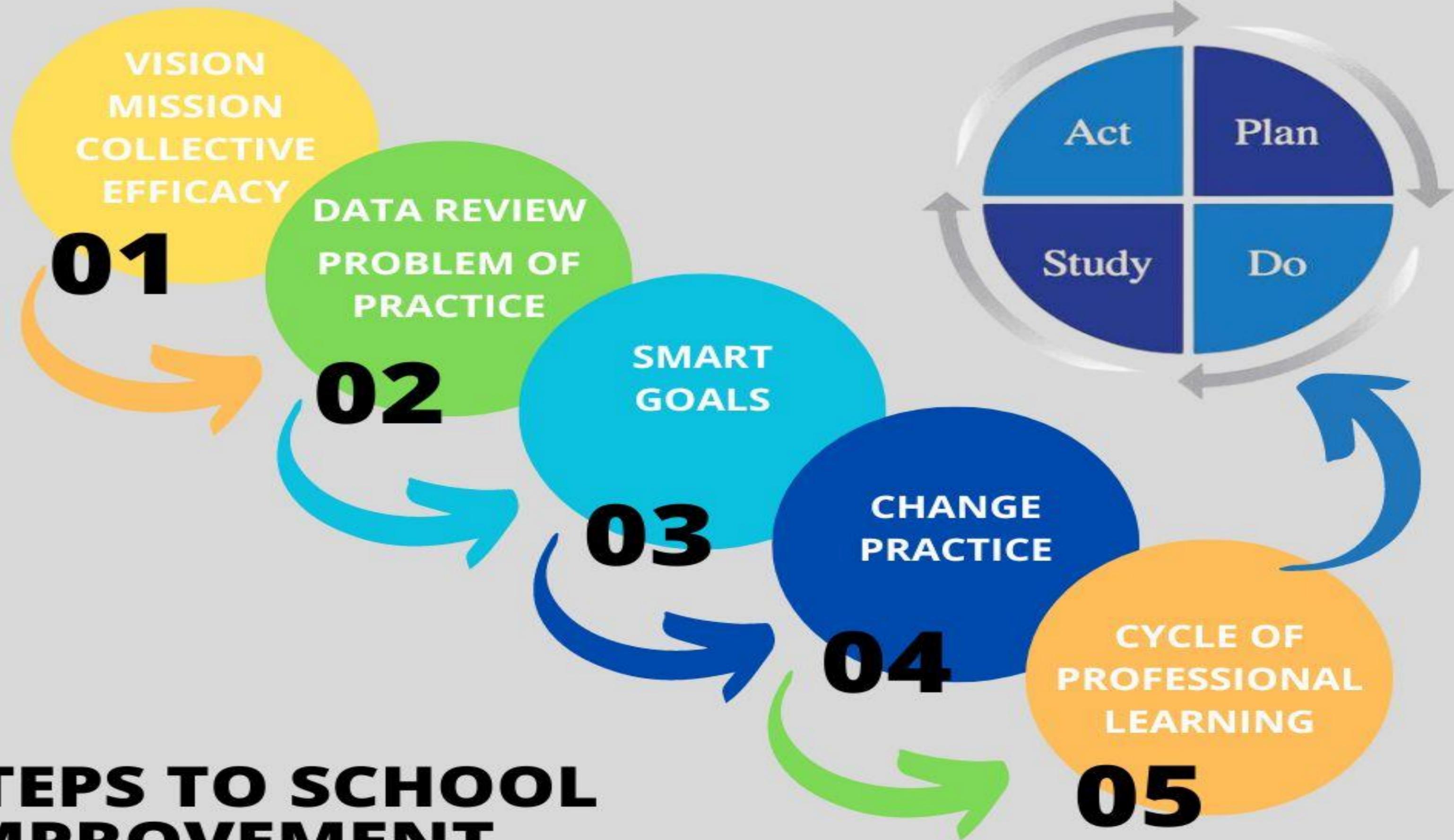
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence 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).



Charles County
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STEPS TO SCHOOL IMPROVEMENT



Henry E. Lackey High School

Mission & Vision

Vision

To promote strong roots, powerful branches, and perpetual growth all students.

Mission

Henry E. Lackey High School promotes academic excellence in a safe environment where high expectations, critical thinking, and a rigorous curriculum cultivate life-long learning, honor, respect and success for all students.

Collective Efficacy Statement

Through a continuous school improvement process, Henry E. Lackey High School will create a school culture focused on a belief that student learning is achieved through focused, standards-driven lesson plans that incorporate structured, purposeful and engaging strategies.



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Area of Focus

Henry E. Lackey High School is committed to fostering a supportive and enriching learning environment where every student can excel. Our focus is on enhancing student achievement in English Language Arts (ELA) and Algebra. By implementing targeted instructional strategies and providing additional resources, we aim to ensure that all students can reach their full potential and succeed in their academic endeavors.

To achieve this, we will:

- Tailor instruction to meet the diverse needs of our students through differentiated teaching methods.
- Focus on building strong foundational skills in reading, writing and mathematical problem-solving.
- Offer extra help sessions and after-school programs to reinforce learning.

Data Summary

English Language Arts Data Overview	Mathematics Data Overview
238 students participated in the ELA 10 MCAP assessment in Spring, 2024	294 students participated in the Algebra I MCAP assessment in Spring, 2024
88 students or only 37% of students scored proficient on the ELA 10 MCAP in , 2024	11 students or 4% of students scored at the proficient learner level on the Algebra I MCAP in Spring, 2024
150 students or 63% of students scored at the developing or beginning learner level.	283 students or 96% of students scored at the developing or beginning learner level.

School Problem of Practice & Smart Goals

ELA Smart Goal

- *During the Spring 2024 MCAP administration, 238 students participated in the ELA10 MCAP. 88 students (37%) were identified as proficient. The goal for the 2024-2025 school year is that proficiency improves from 37% to 47%.*

Mathematics Smart Goal

- *During the Spring 2024 MCAP administration, 294 students took the Algebra 1 MCAP. 11 students (4%) were identified as proficient learners. The goal for the 2024-2025 school year is that proficiency improves from 4% to 14%.*



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Utilize base-line assessment data and formative assessment data to drive targeted lesson planning and instruction.
- Implement best practices to enhance engaging instruction and student learning.
- Implement a targeted walk-through protocol to monitor progress.

Cycle of Professional Learning # 1 Overview

- School-wide professional development for teachers on AVID focusing on WICOR (writing, inquiry, collaboration, organization and reading).
- School-wide, standards-based instructional planning.
- Use the targeted walk-through protocol to collect evidence of standards-based instruction and WICOR strategies across all contents.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Lesson plans will be standards-based.	Students will demonstrate consistent use of WICOR strategies across all classrooms.
WICOR strategies will be a routine, integral part of instruction in all classrooms.	Quarter 1 assessments will demonstrate positive incremental growth for students.

Cycle 1: Outcomes

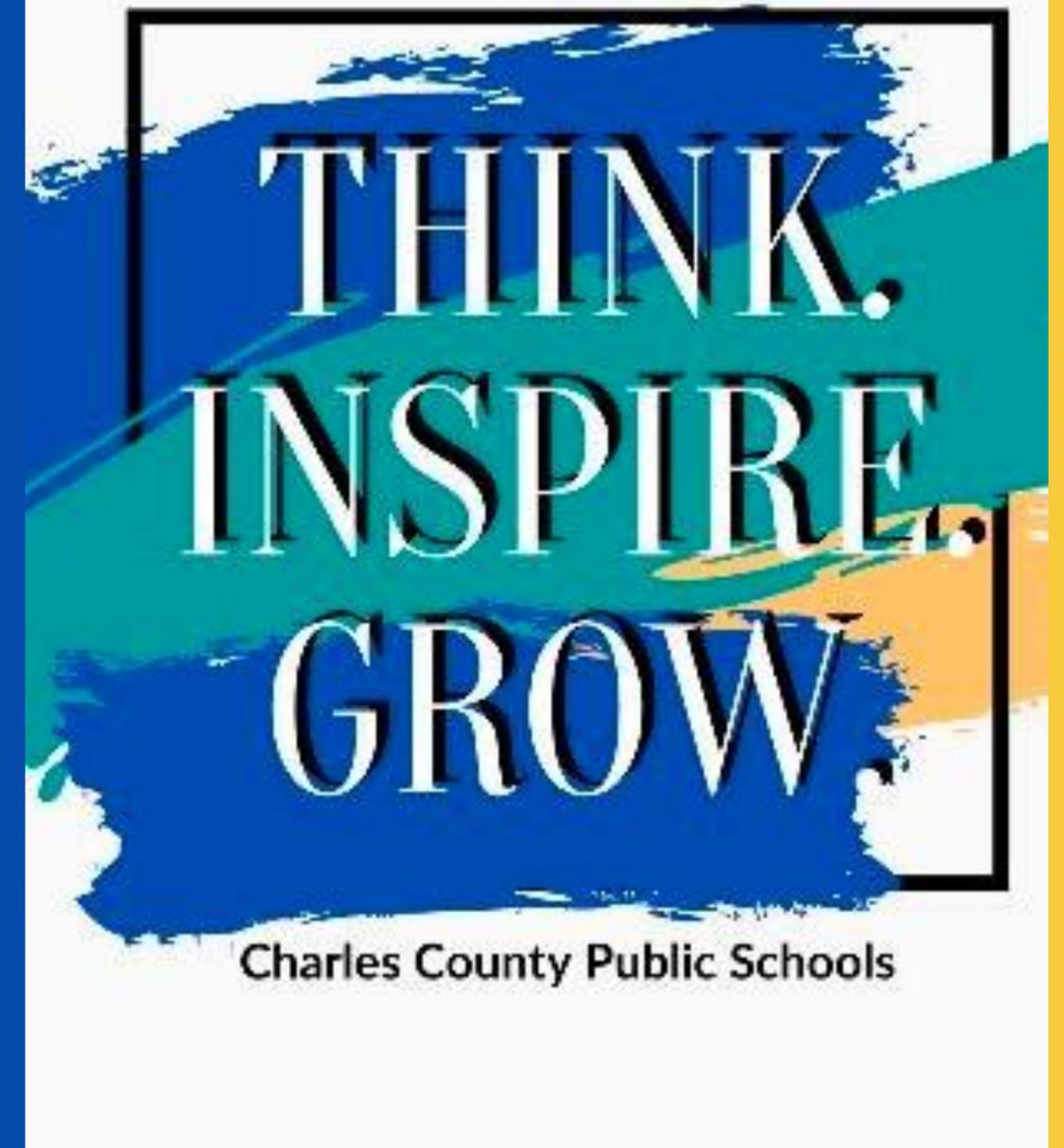
Cycle Areas of Growth	Cycle Celebrations
Coming Soon	

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 1

Henry E. Lackey
High School



Culture & Climate Overview

Data Overview

- Class attendance is a significant concern with 1,526 incidents referred for class cutting in SY23-24
- There were 1,275 incidents of tardiness in SY23-24
- Overall attendance rate for SY23-24 was 88.4%
- 11% of all violations were for disruptions in SY23-24
- 3% of violations were for physical altercations in SY23-24

Culture & Climate Area of Focus

A significant number of students fail to attend class. A percentage of students do not find classroom instruction engaging and therefore avoid attending school or class. Because students are avoiding class, they are finding other, unstructured/unsupervised activities to engage in that are resulting in disruptions throughout the building. A percentage of these disruptions are in the form of physical altercations due to students struggling with positive conflict management.

Smart Goal

- Decrease the number of students who choose not to attend class.
- Increase engaging instruction across all classrooms to encourage attendance.
- Increase student access/participation in positive conflict resolution strategies and resources.

Action Steps

1 Survey students and staff to identify clubs, organizations, activities and events students desire for an activity period (ReCharge).

2 Establish a routine for on-demand rewarding of PBIS Charger Credits for on-time class attendance.

3 Set and advertise a combined target goal of school-wide Charger Credits required to earn a weekly ReCharge activity period.

4 Implement at least two (2) ReCharge activity periods before the end of first quarter.

Note: Engaging classroom instruction, leading to increased class attendance, leading to a decrease in disruptions and an increase in student achievement is addressed through the *instructional* component of the School Improvement Plan.

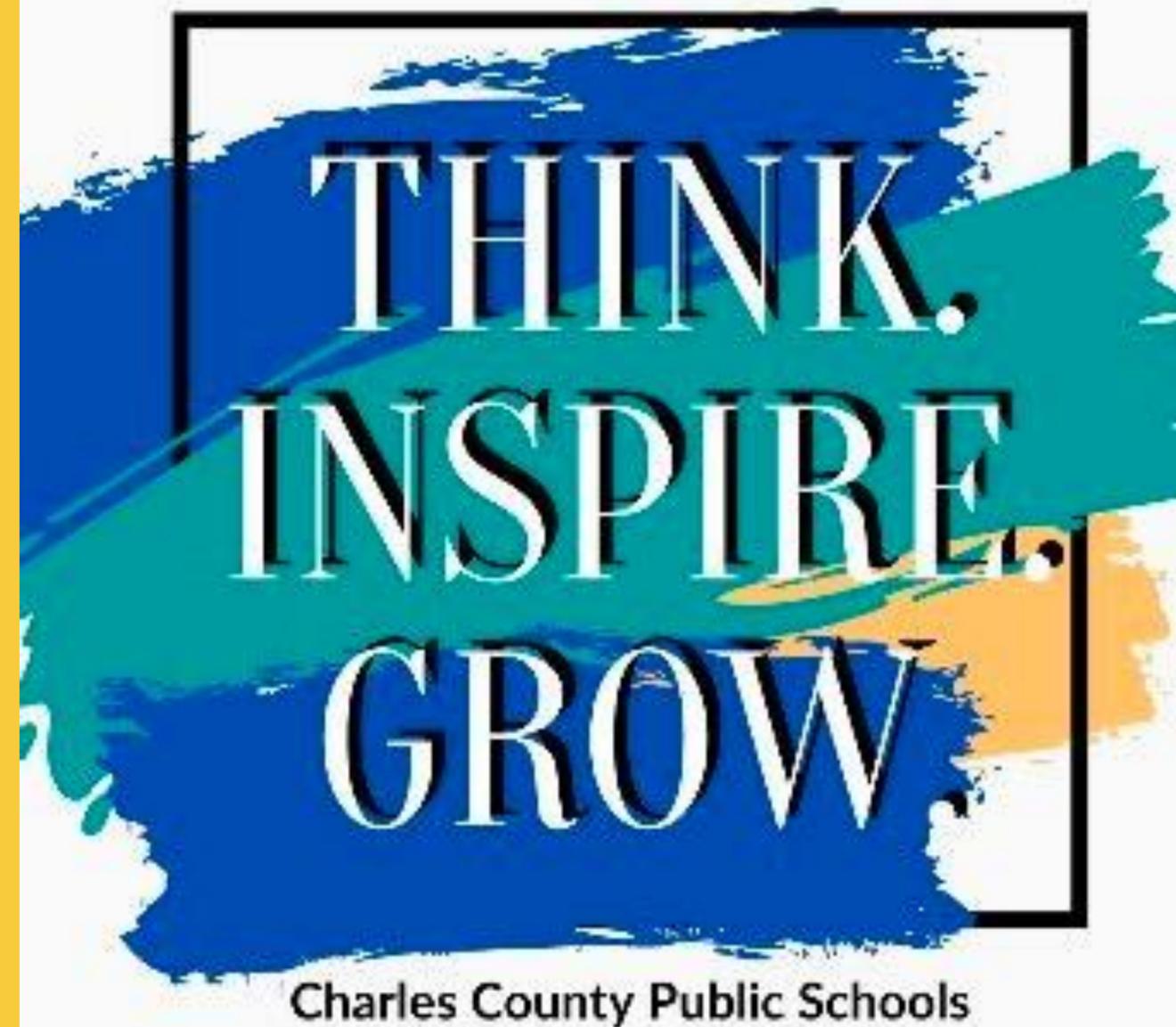
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Coming Soon	

Next Steps

- Insert next steps based upon the findings

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!