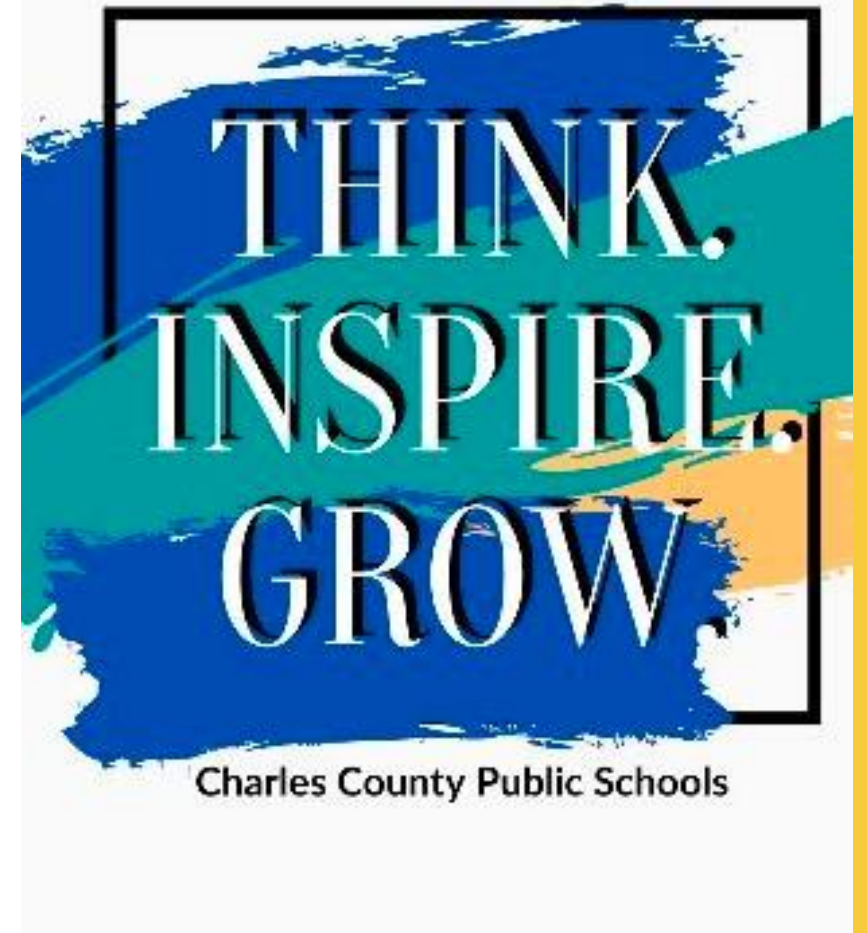


William B. Wade
Elementary

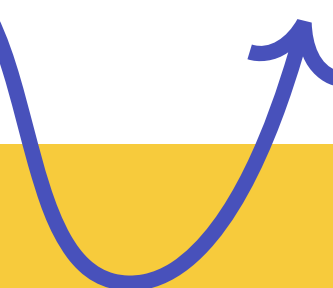


**Our Wildcats
are off to a
“Pawsome”
start to the
school year!**



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.



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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

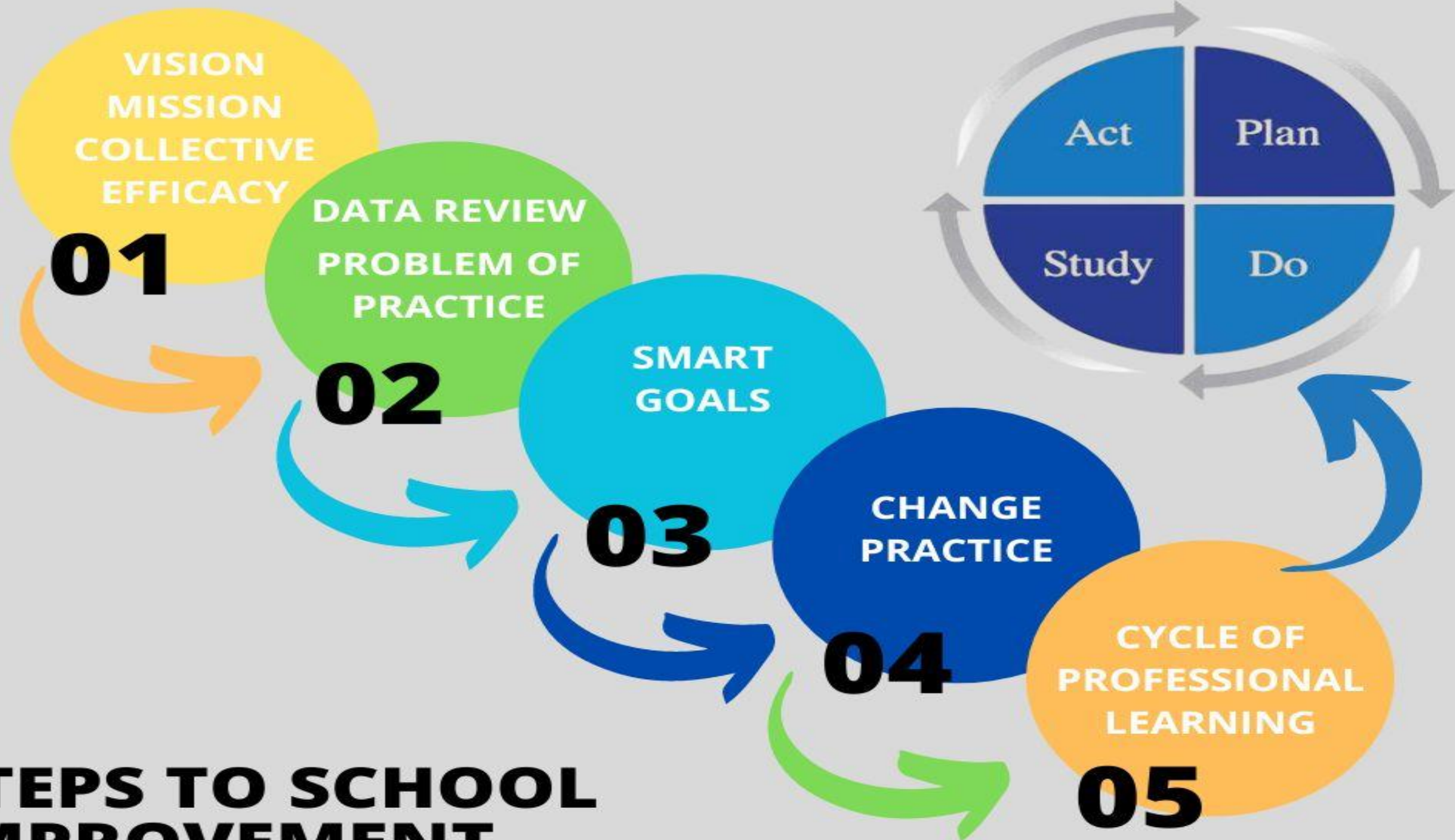
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



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STEPS TO SCHOOL IMPROVEMENT



School

Vision, Mission, Collective Efficacy Statements

Vision: The staff of William B. Wade Elementary School will create and maintain a learning community that will enable all students to achieve high academic standards, as indicated by the Maryland College and Career Readiness Standards, in order to succeed in the global economy of the 21st Century. Every child will be taught the strategies needed to achieve his/her potential through the use of a variety of instructional opportunities including Science, Technology, Engineering and Math (STEM). Cooperation among the child, home, school, and community is essential to every child's success.

Mission: The mission of William B. Wade Elementary School is to develop the whole child by fostering his/her creativity, building self-esteem, responsibility and cooperation and by instilling the value of learning within a safe and secure environment.

Collective Efficacy Statement: Through the continuous school improvement process, William B. Wade Elementary School will create a school culture focused on the shared belief that quality teaching and learning is a collaborative effort that values the voices of all stakeholders. Together, we will identify our areas of strength and growth, work collaboratively to plan, implement, and monitor our efforts, celebrate our success, and leave no one (students and adults) behind. Excellence is not an option IT IS The Expectation!



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Data Summary

In the chart, please include five concise data points that identify the areas of need.

English Language Arts Data Overview	Mathematics Data Overview
iReady Data (All Grades): 7% of students are three or more grade levels below	iReady Data (All Grades): 8% of students are three or more grade levels below
iReady Data (All Grades): 12% of students are two or more grade levels below	iReady Data (All Grades): 14% of students are two or more grade levels below
MCAP Data (3 rd -5 th Grade): 13% of students are considered “Beginning Learners”	MCAP Data (3 rd -5 th Grade): 28% of students are considered “Beginning Learners”
Challenges with Informational Text Comprehension (All Grades): 55% of students are at least one grade level below	MCAP Data (3 rd -5 th Grade): 51% of students are considered “Developing Learners”
Challenges with Decoding (3 rd -5 th Grade): 27% of students are at least one grade level below	MCAP Data (3 rd -5 th Grade): 68% of students are performing below state proficiency levels



School Problem of Practice & Smart Goals

Problem of Practice

- 58% of students in ELA and 68% of students in Mathematics in grades 3 through 5 are performing below state proficiency levels on MCAP due to inconsistent understanding and implementation of standards-aligned instruction.

ELA Smart Goal

- The students at Wade Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 42% to 50% by June 2025.

Mathematics Smart Goal

- The students at Wade Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Math assessment from 32% to 42% by June 2025.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Structured ILT/Team planning meetings will promote teacher growth in breaking down the instructional standard to ensure they are teaching to the instructional level of the standards.

Cycle of Professional Learning # 1 Overview

As a team, we will examine the standards, discuss what is expected of the teachers and plan backwards to help them understand what is meant to be taught students. Teachers will be provided weekly planning sheets that clearly define the learning intentions of the lessons. We will provide the teachers with engagement strategies to utilize when planning and delivering meaningful instruction in all areas of learning to the students. We will offer differentiation techniques to support teachers in building success criteria for their learners. We will encourage the use of formative assessments to help determine the placement of a student and their understanding of standard.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Better knowledge and understanding of instructional standards.	Students will show proficiency or mastery in grade level standards.
Clearer understanding of learning intentions.	Students will develop a better understanding of the objectives and goals for their learning.
Utilize engagement strategies when planning and delivering meaningful instruction in all areas of learning.	Student engagement will increase, resulting in more participation and involvement in their learning.
Comfortability in using differentiation techniques when building success criteria.	Students will be encouraged to measure their level of understanding within the lesson, creating accountability for their learning.
Appropriate use of formative assessments to help determine the placement of a student and their understanding of standard.	Students will enhance their knowledge in areas of learning strengths and continue to build skills/ improve in areas where growth is needed.

Cycle 1: Outcomes

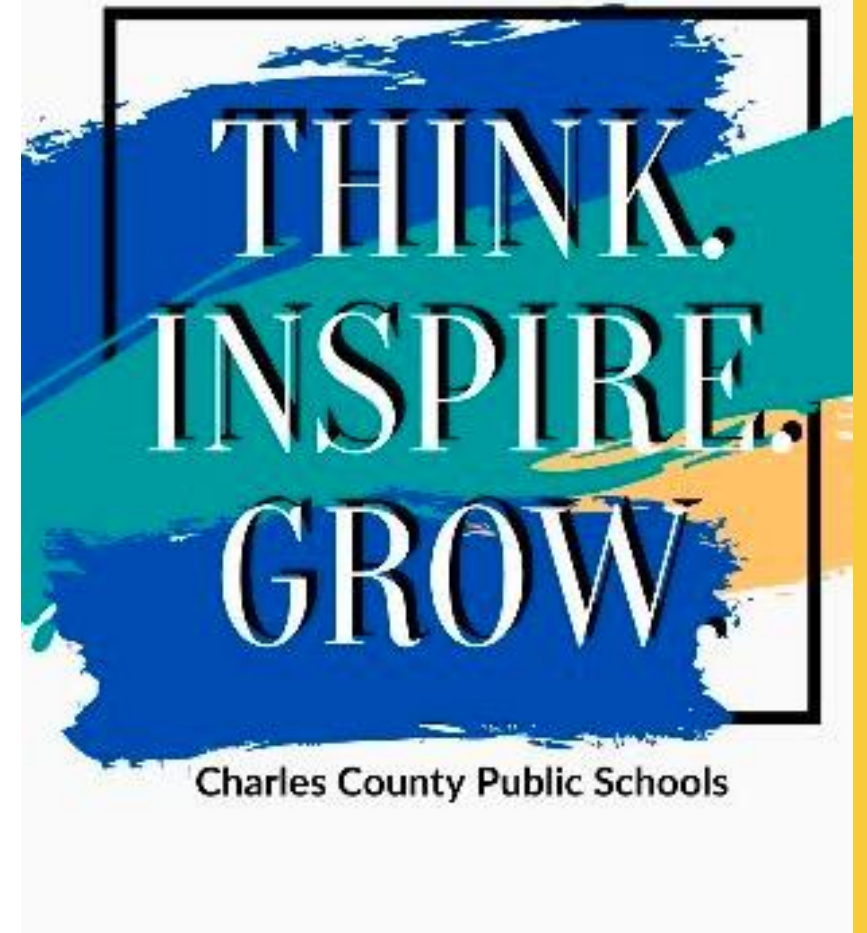
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings



William B. Wade
Elementary School



Culture & Climate Overview

Data Overview	<ul style="list-style-type: none">• High number of administrative referrals were written for the intermediate grades. (Fourth and Fifth Grade)• Fourth grade number of dispositions are much higher than the rest of the grade levels.• A few of our Red Zone students did not have a behavior plan or were not being monitored through CICO.• There was a drastic increase in the number of referrals written from the previous academic school year.
Problem of Practice	During the 2023-2024 school year, there were a total of 767 incidents. Of those 767, 407 were classified as minor incidents and 360 were classified as major incidents. This is a 63% increase from the previous school year.
Smart Goal	William B. Wade will decrease the number of major and minor referrals by 10% during the first quarter in comparison to the previous year.
Culture & Climate Area of Focus	Teachers will be given de-escalation and behavior management techniques and strategies to utilize in their classroom. Our school will re-establish a consistent behavior matrix that outlines specific expectations and consequences for teachers and students.

Action Steps

- 1 Implement consistent guidance lessons and staff training on the use of PBIS strategies. Define what Tier 1 supports look like within the classroom.
- 2 Utilize restorative circles inside of the classroom to build a community.
- 3 Referral tracking and support for individual classroom teachers.
- 4 Use of Calming Corners and Zones of Regulation in each and every room.

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings



Working Together To Achieve Excellence For Every Student . . .
We Appreciate Your Partnership!