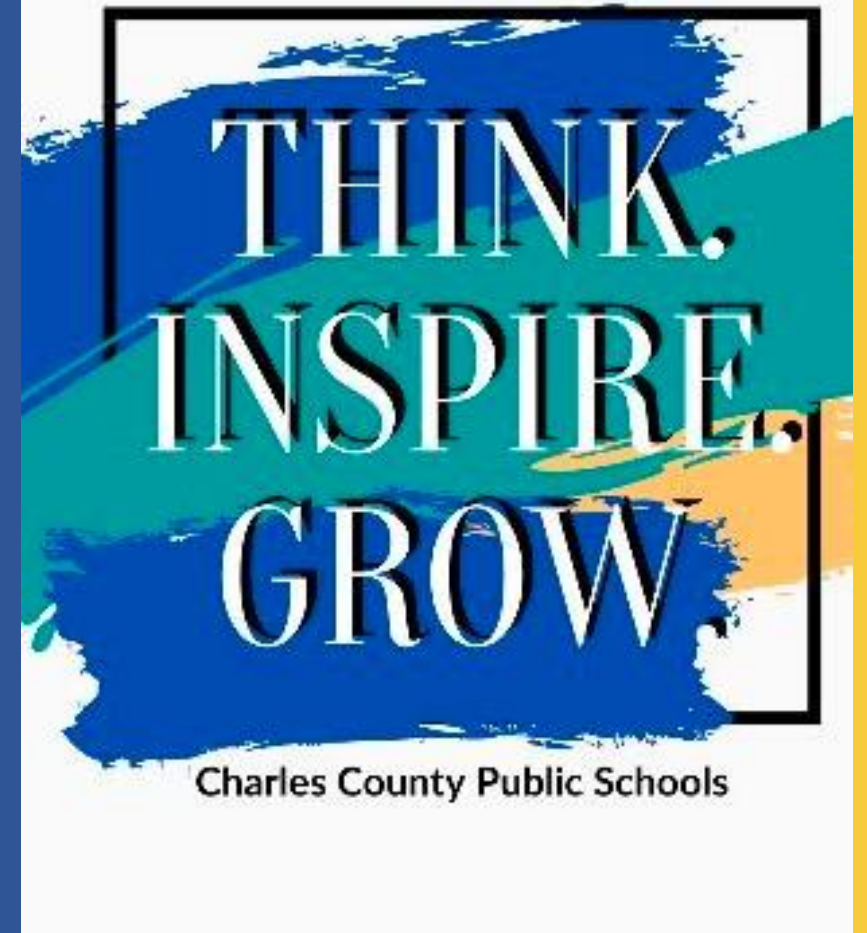


Charles County
Public Schools
School Improvement Plan
Cycle 1

Robert D. Stethem
Educational Center

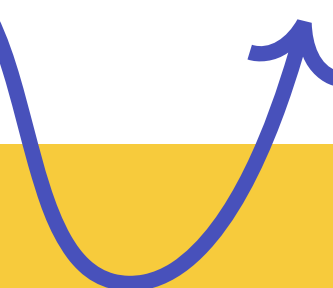


Happening at Stethem



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:

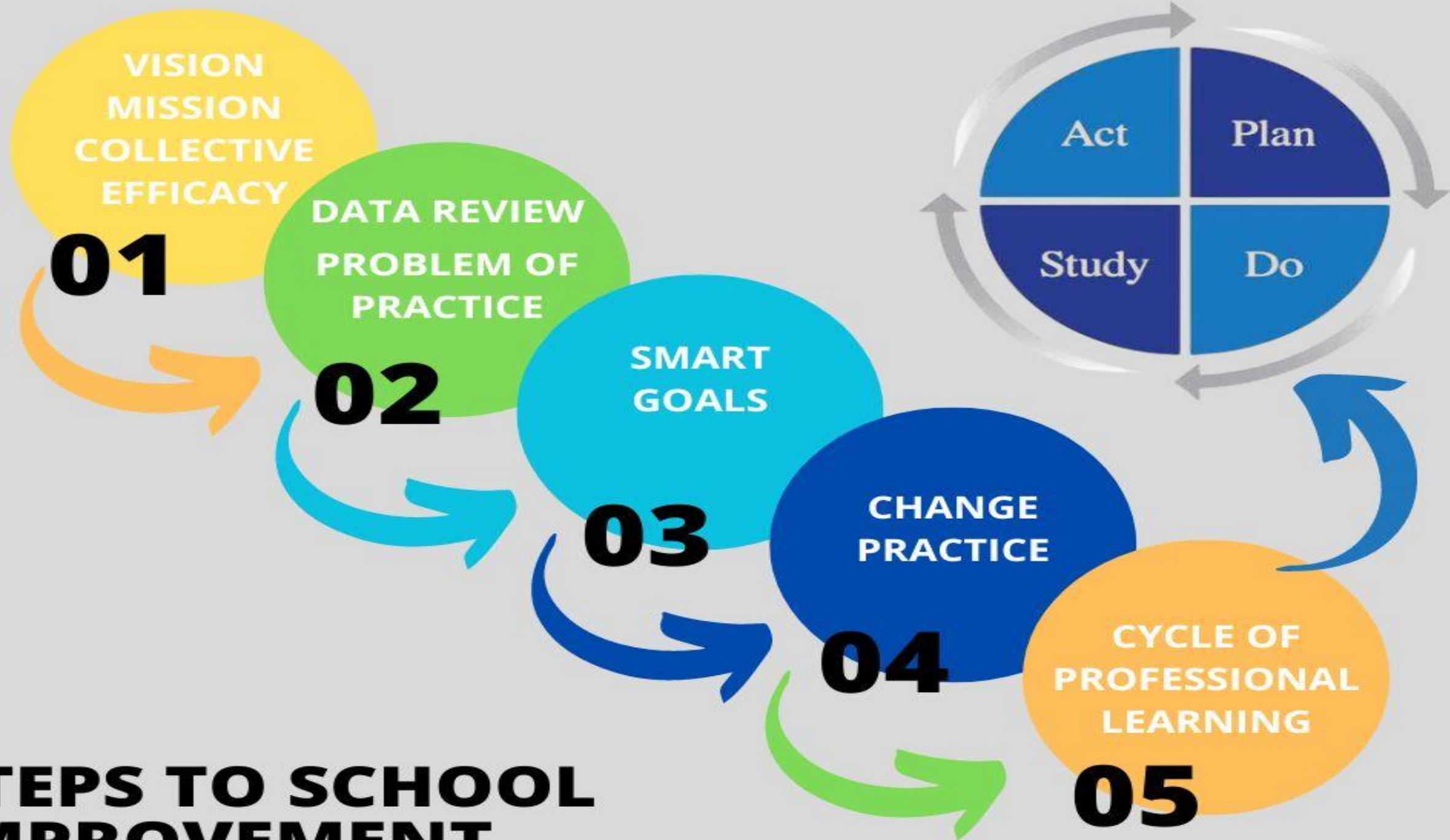
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Insert School Name

Vision, Mission, Collective Efficacy Statements

Vision: The vision of the Robert D. Stethem Educational Center is to develop educational and career programming opportunities for all students through individually tailored academic and behavioral supports that emphasize transferable skills to lead to their success.

Mission: Robert D. Stethem Educational Center offers alternative school programs. The school's mission is to facilitate academic, technical and social success by preparing students for their transitional goals. Our diverse student population of learners from 6th through 12th grade receives high quality intensive instruction and training to ensure success in college, careers, independent living or return to more traditional academic settings.

Collective Efficacy Statement: Through the continuous school improvement process, RDSEC will create a school culture focused on the shared belief that positive school culture and climate is a collaborative effort that values the voice of all stakeholders. Together we will model appropriate behaviors and set consistent and high expectations to foster student and staff beliefs in growth.



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Area of Focus

Dear Parents and Guardians:

At Robert D. Stethem Educational Center, we are dedicated to fostering an environment where every student can thrive. Our focus is on implementing well-designed lessons and differentiated instruction to meet the diverse needs of all learners. By cultivating a positive culture and climate, and maintaining consistent and focused instructional practices, we aim to ensure that all students achieve their highest potential in both math and English.

We will work to achieve this through the following areas

- Lesson preparation to keep students engaged in the learning process
- Proactive classroom management
- Positive reinforcement to encourage desired behaviors and academic efforts
- Reflective practice to assess the effectiveness of instructional strategies
- Family engagement in the educational process

Thank you for your continued partnership in your child's education.

Sincerely,

Robert D. Stethem Staff

Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Unpacking and working with standards for teacher clarity in developing consistent standards-aligned instruction for student engagement.

Cycle of Professional Learning # 1 Overview

- Staff will receive professional development on teacher clarity. Using this professional development, teachers will learn to analyze standards and identify what students need to know and how students will show what they have learned. Teachers will use these skills to help students understand the standards they are learning and how to demonstrate mastery. Our professional learning team will work to develop look-fors in classes to identify that students and staff are working to create engaging opportunities.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<i>Teachers will prepare lesson plans that will identify the relevant standards for the activity and be able to discuss that with students through the use of success criteria.</i>	<i>Students should be engaged in the activities the teacher has prepared that align to grade level standards.</i>
<i>The instruction of the lesson will highlight and showcase the intended standard through the activities prepared.</i>	<i>Students should be working towards mastery of the intended standards.</i>
<i>Walkthrough forms and peer-to-peer visits of classrooms will assist in identifying classrooms utilizing standards-based instruction.</i>	<i>Evidence of continued growth towards mastery will be demonstrated through the Looking at Student Work Protocol (LASW).</i>
<i>Review and update lesson plans through team meetings that need additional focus on engaging activities for student success.</i>	<i>Evidence of students engaged on content tasks will be assessed through walkthrough forms.</i>

Cycle 1: Outcomes

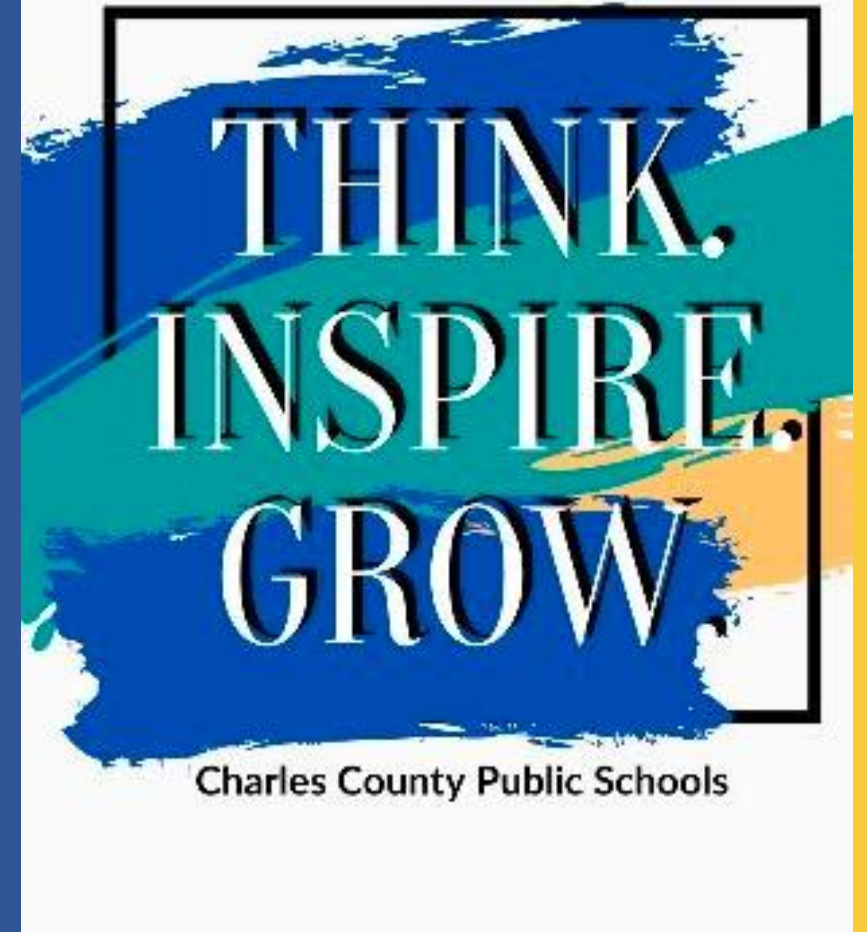
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 1

Robert D. Stethem
Educational Center



Culture & Climate Overview

Data Overview

Throughout the 2023-2024 SY, 366 referrals were submitted for students. The highest percentage of referrals, approximately 45%, were for minor disrespect, minor disruption and class cutting.

Culture & Climate Area of Focus

We are committed to creating a positive and supportive learning environment for all students. Our focus is on implementing well-designed lessons that captivate and engage students, providing opportunities to teach and learn appropriate behaviors, and building trust within our school community. By consistently enforcing policies and offering robust behavioral supports, we aim to foster a respectful and productive classroom atmosphere where every student can have the opportunity to achieve success

Smart Goal

Robert D. Stethem, through developing engaging instructional strategies and delivering professional development in social/emotional learning, will see a decrease of 10% in referrals in the categories of class cutting, disrespect and disruption.

Action Steps

- 1 PBIS chairperson will identify staff willing to serve on the PBIS Committee in order to have representation from staff in all areas of the building. The committee will review and revise PBIS expectations in all areas of the building highlighting the traits of safety, self-respect and being disciplined.
- 2 Using Synergy, we will develop a plan for students to earn behavior points in the three designated areas above (safety, self-respect, disciplined). An incentive-based program will be developed where students can use the earned points to purchase items from the school store, or earn classroom-based incentives during the week.
- 3 Staff will receive professional development in social/emotional learning (SEL). This professional development will focus on staff-to-student interactions, and practices to welcome students into the classroom, engage students in learning opportunities and optimistic closures to classes.
- 4 Ongoing professional development with staff will occur through staff meetings led by students services on de-escalation techniques and classroom management procedures.

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations

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!