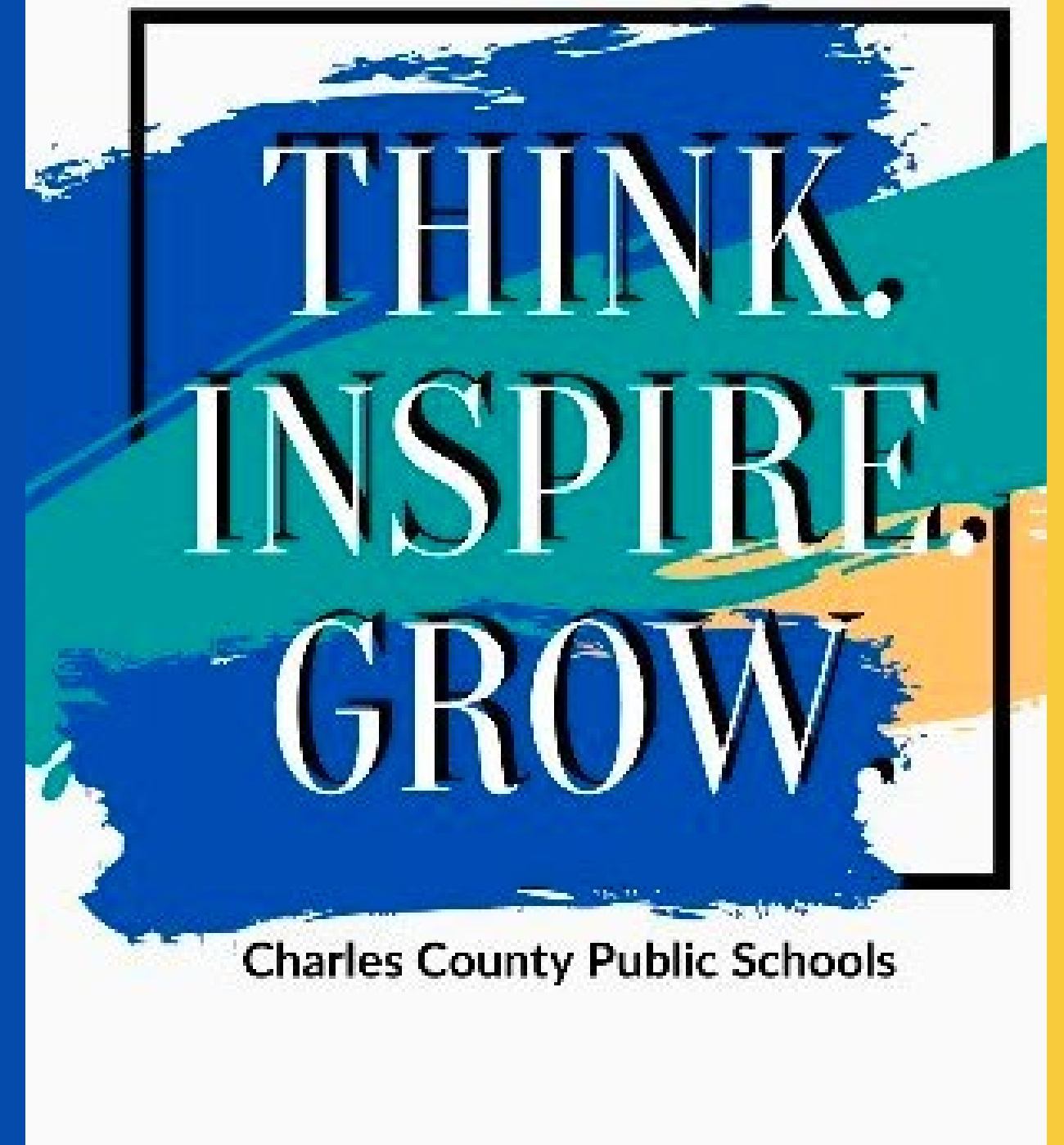


Charles County
Public Schools
School Improvement Plan
Cycle 1

John Hanson
Middle School



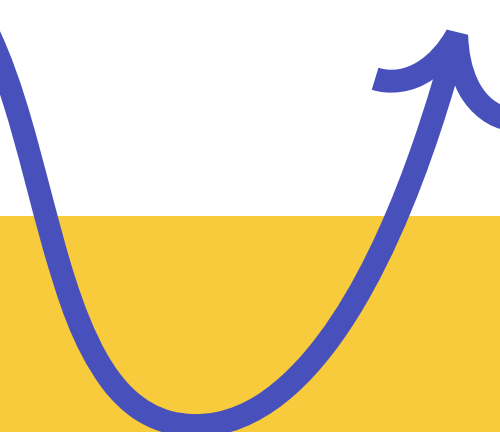
John Hanson Middle School

- Students have been celebrating Hispanic Heritage Month from September 15 – October by completing a variety of activities
- John Hanson will host ESOL Community Night on Wednesday, October 16.
- PBIS Fall Festival is schedule for Friday, November 1



Why Continuous School Improvement

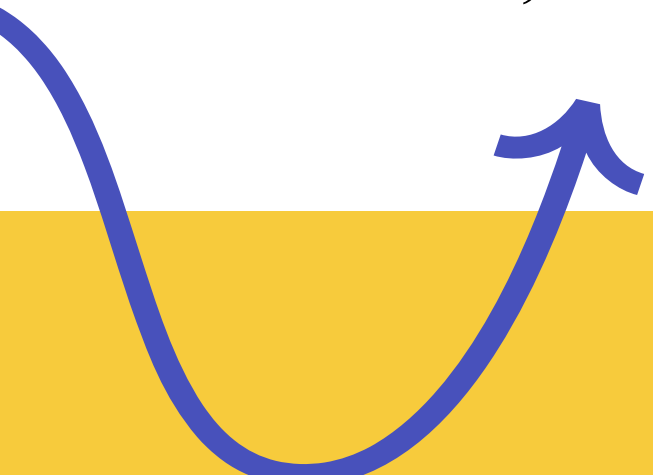
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, 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:

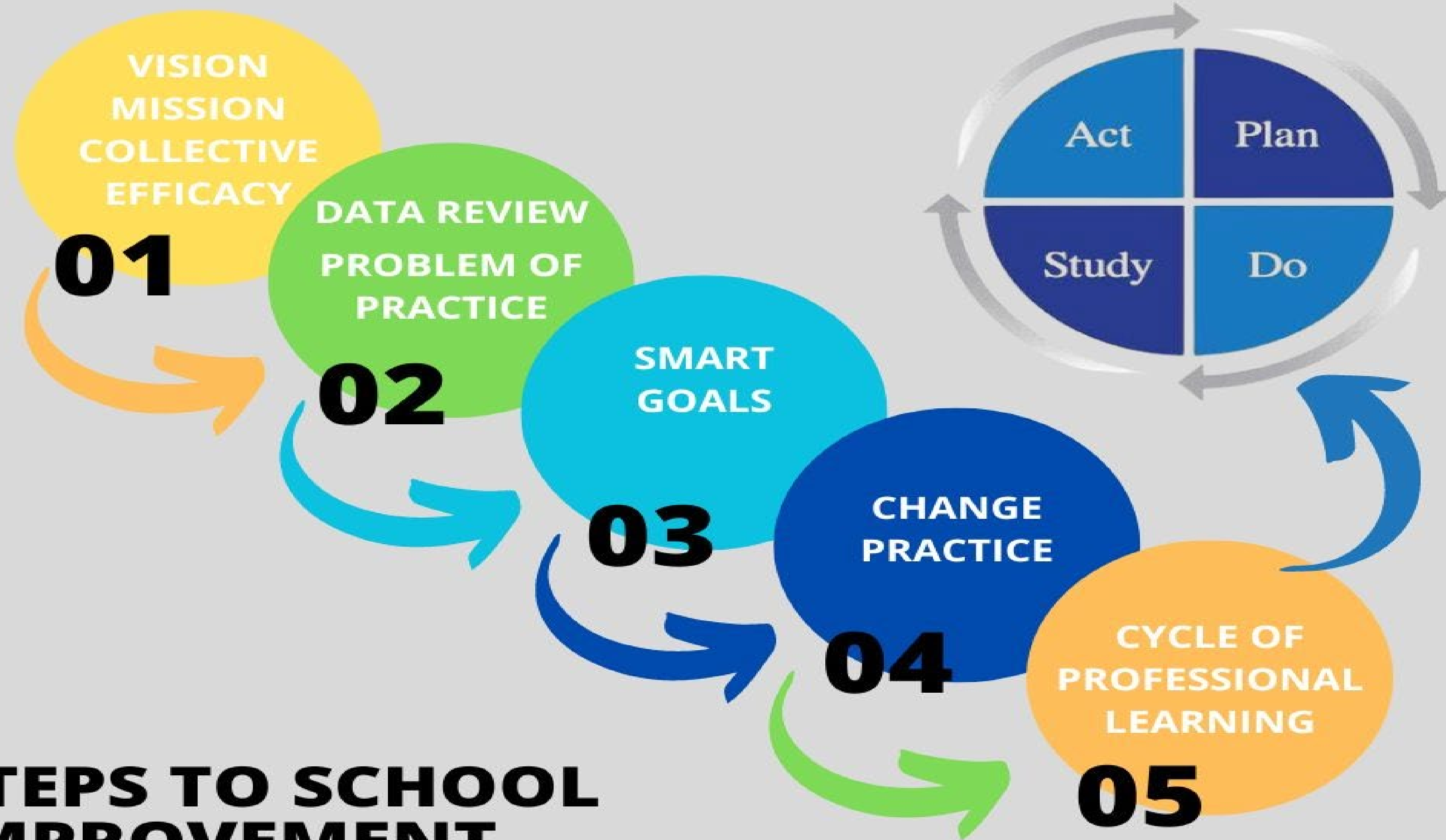
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



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STEPS TO SCHOOL IMPROVEMENT



Insert School Name

Vision, Mission, Collective Efficacy Statements

Vision: Our vision is to produce a culture where hardworking, productive students treat themselves, others, and their community with respect.

Mission: Our mission is to create a **safe** and **healthy** environment that **engages, challenges,** and **supports** students at all levels.

Collective Efficacy Statement: Ensuring that all students have a seat at the table



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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
Percentage of students who are 3 or more grade-levels below in ELA.	Percentage of students who are 3 or more grade-levels below in MATHEMATICS.
6 th Grade = 47%	6 th Grade = 38%
7 th Grade = 44%	7 th Grade = 36%
8 th grade = 48%	8 th grade = 43%
Last year 47% of our students made typical growth and 19% made stretch growth	Last year 43% of our students made typical growth and 13% made stretch growth



School Problem of Practice & Smart Goals

ELA Smart Goal

- 60% of all students will earn a 60% or greater on identified common assessments

Mathematics Smart Goal

- 60% of all students will earn a 60% or greater on identified common assessments



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Create Standards Aligned instructions across content areas

Cycle of Professional Learning # 1 Overview

- Teachers will submit weekly overviews that will be reviewed for standards aligned instruction
- Teachers will look at student work weekly to determine if standards have been met
- Classroom teachers will use school-wide close reading strategies common



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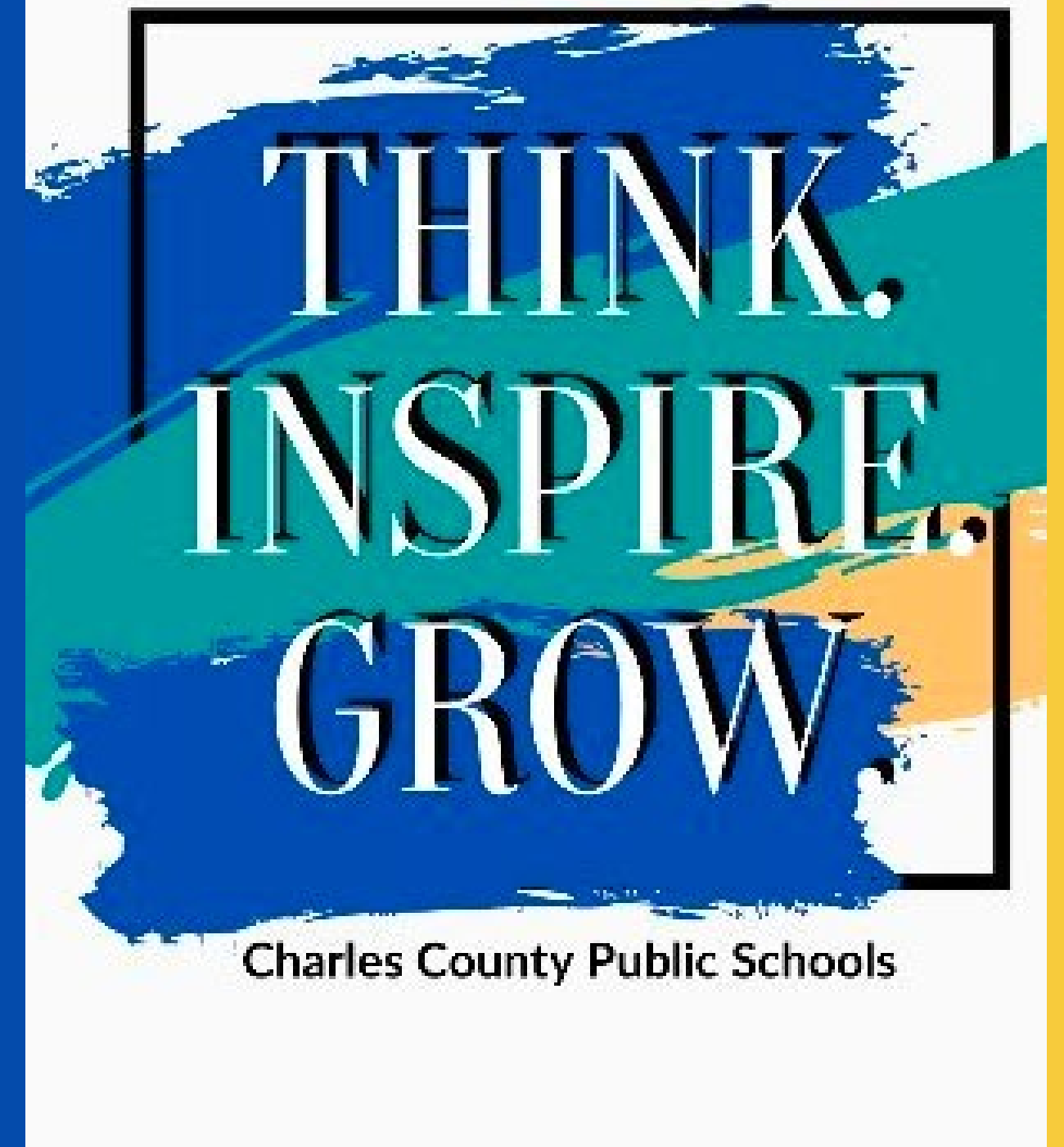
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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will submit weekly overviews that shown standards-based alignment	Students will be administered iReady assessment in ELA to provide baseline for their current reading score
Teachers will provide student work to be reviewed at weekly meetings	Students will be administered iReady assessment in Math to provide baseline for their current Math score
Teachers will utilize school-wide close reading strategies	Students will utilize close reading strategies as needed and as assigned
Teachers will use RACE strategy when attacking writing prompt	Students will utilize RACE strategy when attacking writing prompt
Teachers will administer county-wide common assessments	Students will complete county-wide common assessments

Charles County
Public Schools
Culture & Climate Cycle 1

John Hanson ‘
Middle School



Culture & Climate Overview

Data Overview

1,241 Minor referrals entered into Synergy SY 23-24

221 Major referrals entered into Synergy SY 23-24

April was the highest number of referrals in any month

243 Total Suspensions in SY 23-24

Culture & Climate Area of Focus

These numbers were attributed to a variety of factors which include but are not limited to Tier I and Tier II interventions, student achievement, SEL factors and teachers factors.

Smart Goal

John Hanson Middle School will reduce the number of referrals by 10% in SY 24-25

Action Steps

1

Professional Development for staff on how to write a referral and protocols for entering a referral.

2

Reestablishment of PBIS program with focus on Grade-Level TEAM incentives

3

SST program begins with kid-talk at the grade-level team meetings

4

6th and 7th grade students complete targeted BASEed lesson before end of Q1

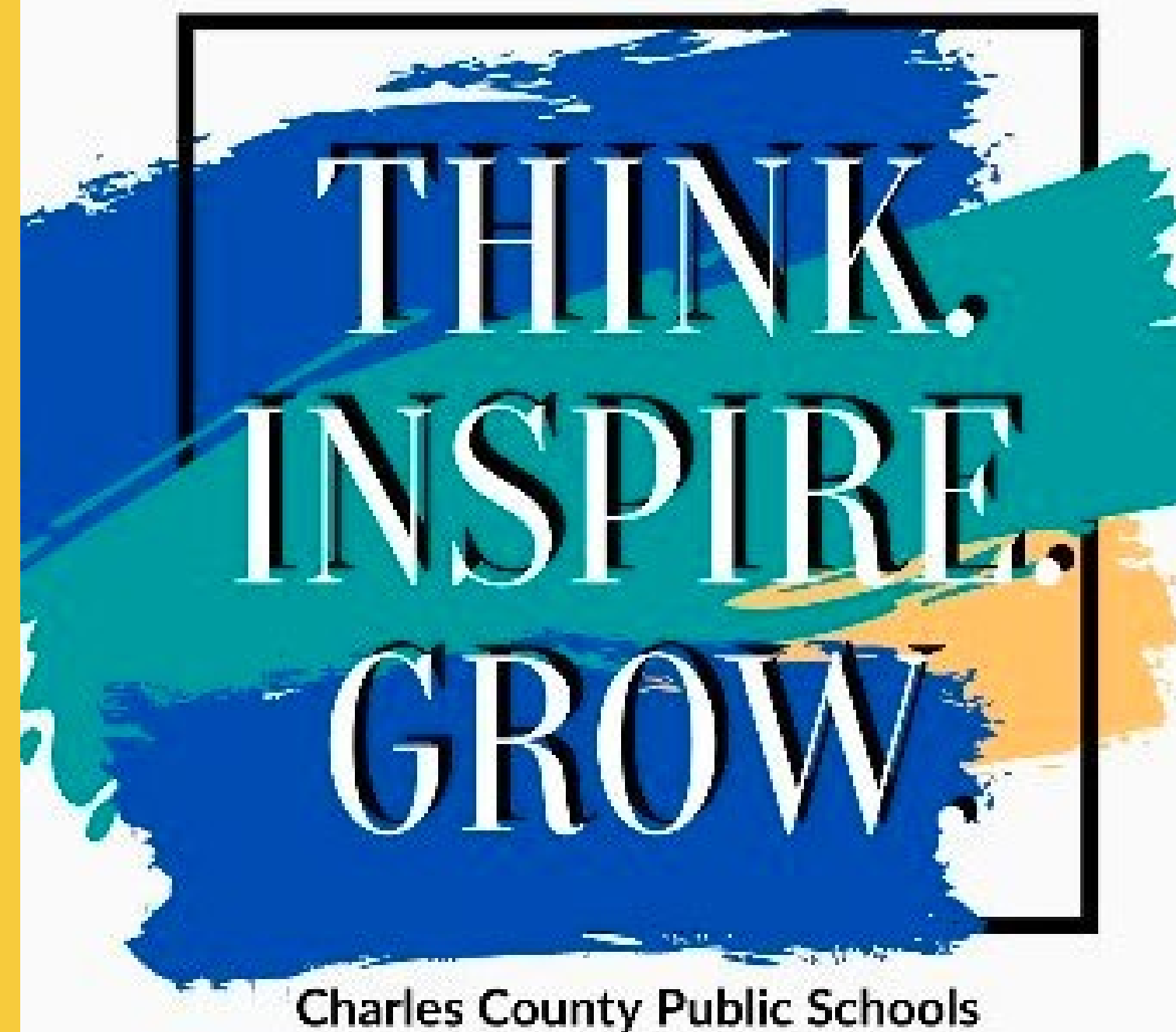
8th grade students complete Matchmaker Activity with Career Coach

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Reduction of student referrals	Weekly, monthly and quarterly attendance celebrations
Reduction of student suspensions	Hanson Cup Soccer Tournament for eligible students on Friday, November 11
Results of BASEline survey reviewed by staff	PBIS Fall Festival on November 1



Thank
You For
Reviewing
our plan! ↗



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!