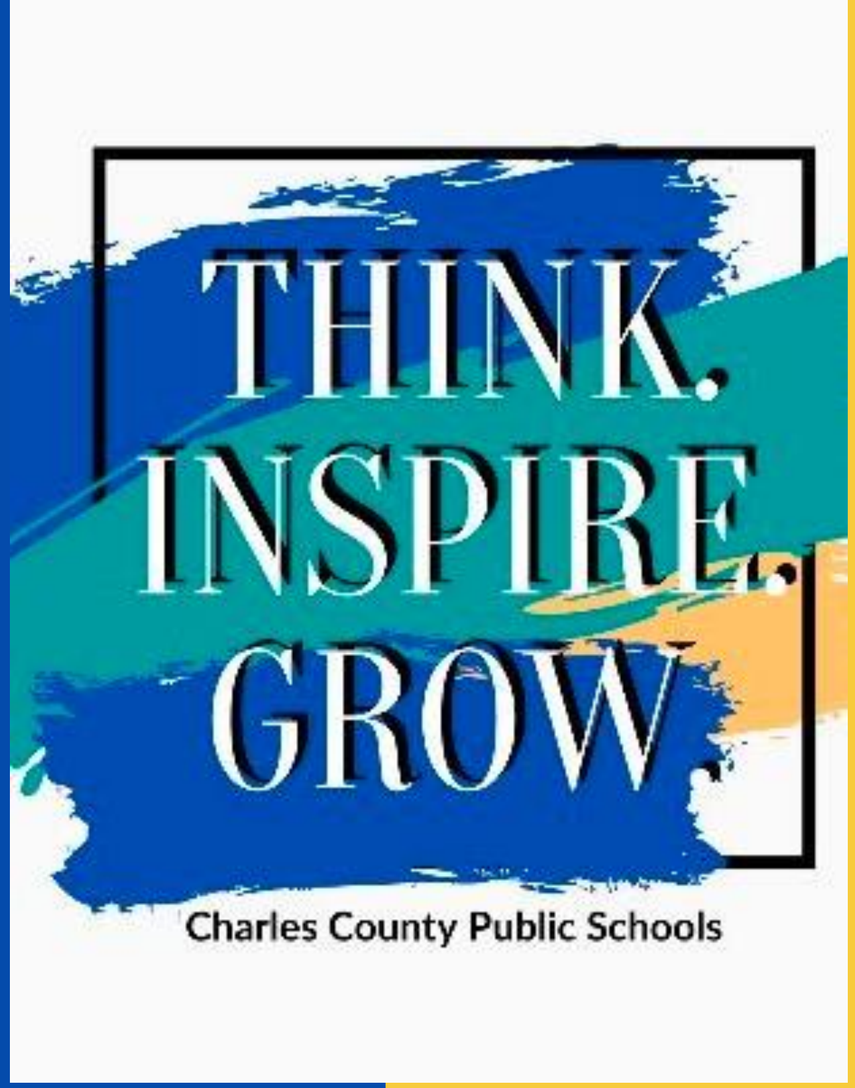
Charles County Public Schools

School Improvement Plan Cycle 1

Dr. Thomas L. Higdon Elementary

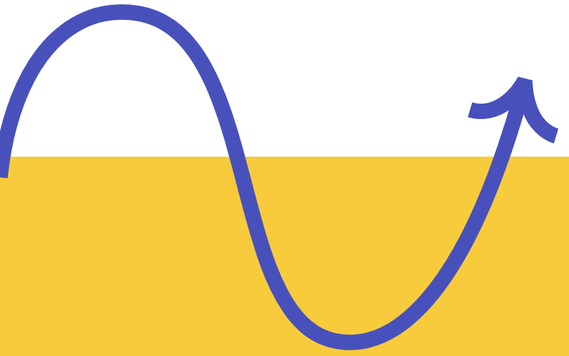


We are Popping with Pride

- We raised over $7,000 in our inaugural year of our Double Good Popcorn Fundraiser to provide additional funding for student and staff initiatives
  - We are truly Husky Travelers… over the summer our students and staff visited 31 different states and 6 foreign countries.
- September 9th was Grandparent's Day and we had over 75 Grandparents come have lunch with us.

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).

STEPS TO SCHOOL IMPROVEMENT

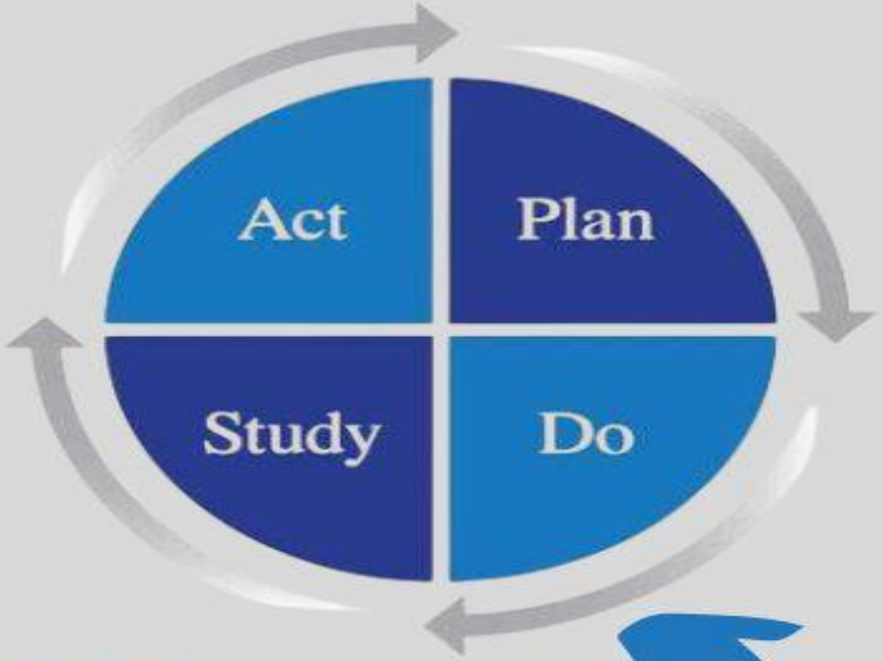
01
VISION
MISSION
COLLECTIVE EFFICACY

02
DATA REVIEW
PROBLEM OF PRACTICE

03
SMART GOALS

04
CHANGE PRACTICE

05
CYCLE OF PROFESSIONAL LEARNING



Dr. Higdon Elementary

Vision, Misson, Collective Efficacy Statements

Vision: Dr. Higdon Elementary School empowers all students to embrace learning, develop a growth mind-set to achieve their personal best, and increase their capacity to build relationships using empathy and kindness.

Mission: At Dr. Higdon Elementary School, our mission is to empower every student with the skills and mindset to embrace learning and achieve their personal best. We foster a growth mindset that encourages resilience and continuous improvement. Our commitment to nurturing empathy and kindness enables students to build meaningful relationships, preparing them to thrive in a diverse and interconnected world.

Core Values: Believe we can learn- Build positive relationships- Are kind and empathetic.

Collective Efficacy Statement: Through the continuous school improvement process, Dr. Higdon will create a positive school culture focused on reflective instructional practices to overcome challenges and produce intended results. Through the strength of believing that together we can accomplish great things, we will provide support and share instructional knowledge to produce school-wide success.

Area of Focus

Dear Parents and Guardians,

Our focus this year is to ensure that all students in grades K-5 are supported in reaching their full potential in reading and mathematics. By implementing well-designed lessons, providing differentiated instruction, and enhancing our instructional programming, we aim to meet the diverse needs of all learners. Through these strategies, we are committed to creating an engaging and supportive learning environment where every child can succeed.

To achieve this, we are focusing on:

- ✓ Well-designed lessons that engage and challenge students.
- ✓ Differentiated instruction to meet the diverse needs of all learners.
- ✓ Quality instructional programming that ensures consistent understanding and implementation of standards-aligned instruction.

By prioritizing these areas, we aim to create an inclusive and effective learning environment where every student can thrive. We believe that with your support, we can help our students reach their full potential.

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

Sincerely,
Dr. Thomas L. Higdon Elementary School

Data Summary

English Language Arts Data Overview	Mathematics Data Overview
Grade 1 Reading iReady Data: • 45% of grade 1 students scored in the "green zone" (early on grade level or mid or above grade level). • 51% of grade 1 students scored one grade level below. • 4% of students fell into the "two grade levels below" category.	First Grade IReady Math Data: • Data shows that first grade students are still performing low in measurement and data (51% of students) and geometry (41%). • 34 students in grade one are on or above grade level • 33 students in grade one are only 1 grade level below • only 3 first grade students in the red
Grade 2 Reading iReady Data: •65% of grade 2 students scored in the "green zone" (early on grade level or mid or above grade level). • 31% of grade 2 students scored one grade level below. •0% of students fell into the "two grade levels below" category.	2nd grade Measurement/Data 38% 1 grde or below Algebra 33% 1 grade level or below
3rd Grade phonics 29% were below grade level 4th grade phonics 21% were below grade level 5th grade phonics 10% were below grade level 3rd grade overall comprehension 49% on or above/ 52% below 4th grade overall comprehension 44% on or above/ 56% below 5th grade overall comprehension 36% on or above/ 65% below	Math 3,4,5 3rd: 43% on or above 4th: 65% on or above 5th: 37% on or above

School Problem of Practice & Smart Goals

ELA Smart Goal

- By the end of the academic year, improve reading proficiency for students in grades K-5 so that the percentage performing below grade level decreases from 49% to 30%. This will be achieved through consistent implementation of targeted small group, standards-based instruction in reading across all classrooms.

Mathematics Smart Goal

- By the end of the school year, decrease the percentage of students in grades K-5 performing below grade level in math from 49% to 30% through consistent implementation of targeted small group, standards-based instruction strategies. This will be achieved through consistent implementation of targeted small group, standards-based instruction in math across all classrooms.

Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice - Build teacher capacity for data driven small group instruction

Cycle of Professional Learning # 1 Overview

Data Utilization with iReady: Teachers will use iReady data to form student groups and assign personalized MyPath learning paths, ensuring tailored instruction.

Collaborative Analysis of Student Work: Educators will collaborate to review student work, identifying strengths and areas for improvement to inform instruction.

Formative Assessment Practices: Teachers will conduct formative assessments during lessons to adjust instruction in real time, supporting all students.

Engaging Learning Opportunities: We will create dynamic learning experiences in small groups and beyond the classroom to deepen understanding.

Promoting Academic Discourse: Using sentence starters and stems to foster meaningful discussions, encouraging critical thinking.

Clear Communication of Expectations: Standards, learning goals, and success criteria will be prominently displayed to guide student focus and ownership of learning**.**

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teacher provides quality discourse prompts and language frames for discussion.	Students use prompts and language frames provided.
Teacher leads a discussion on what the challenges may be with a particular writing task or assignment. Students are assigned roles to conduct an effective discussion.	Students perform assigned group role.
Teacher models use of academic language. Teacher models the use of evidence to support.	Students engage in student discourse using facts and observations to clarify and further their understanding.
Teacher provides guidance on effective listening.	Students use evidence, relevant text and academic vocabulary during discussion.
Teacher provides timely and specific feedback on student understanding and guidance on how to improve their writing.	

Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
• Continued support with success criteria	• 82 % of classrooms had students paticipating in academic discourse • Students are able to articulate what they are learning based on learning goals and success criteria • Students are participating in small group instruction based on data

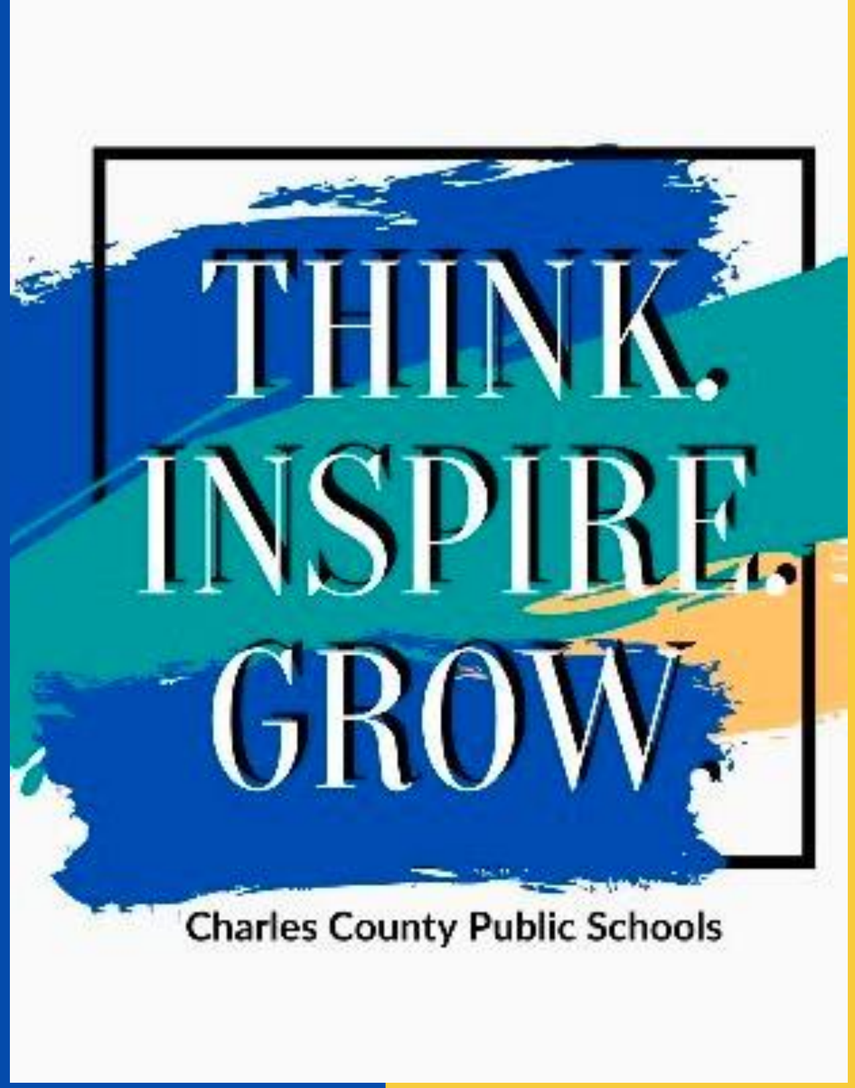
Next Steps

- Adjust indicators on Targeted Walkthrough Form
- PD on differentiation for students during Module planning for high and low students.
- PD on success criteria (differentiated based on staff capacity)
- Move toward composing writing pieces to show mastery of standards.

Charles County Public Schools Culture & Climate Cycle 1

Dr. Thomas L.

Higdon Elementary



Culture & Climate Overview

In SY 2023-2024 there were 245 office discipline referrals, 88.1% of these were for physical attacks, disrespect and disruptions.
Enhancing Student-Teacher Relationships and Engagement through Positive Behavioral Supports
Office Discipline Referrals will decrease by 22% for physical attacks, disrespect and disruptions

Action Steps

1	Work with student services' staff to develop student/teacher engagement strategies
2	Increase usage of "Move this World"
3	Schoolwide implementation of "Zones of Regulation"
4	School Psychologist and Social Worker will work together to teach Methods of Regulation and Restorative Lessons

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Teachers are not utilizing MTW with fidelity and we as a school are below our targeted goals of 85% usage.	A large percentage of all ODRs are from 5 students 68 of 128 (53.1%). These students are currently on either behavior plans or heavily involved in the SST process. 71.9% of the ODRs are for physical attacks, disrespect and disruption. The Goal for the year is 88.1%. 92.2% of students do not have any Office Discipline Referalls.

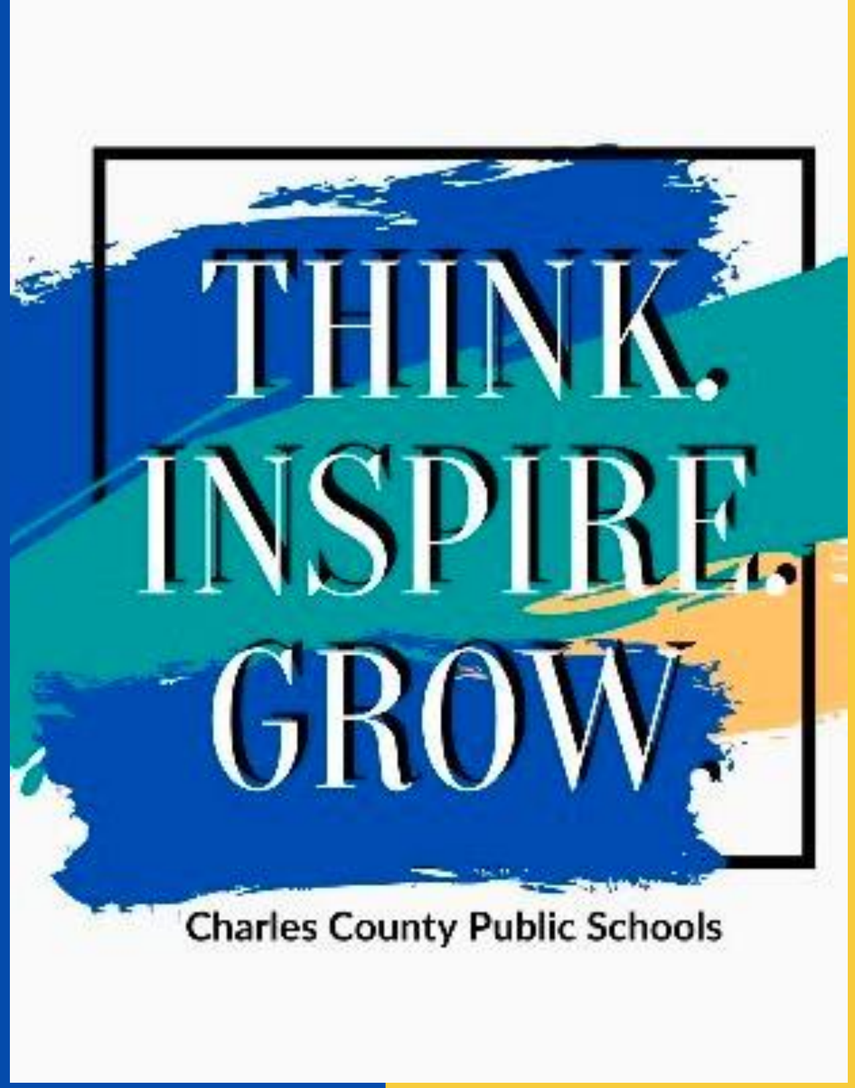
Next Steps

- Continue to utilize Move this World lessons to support reduce ODR in the areas of attacks, disruptions and disrespect.

Charles County Public Schools

School Improvement Plan Cycle 2

Dr. Thomas L. Higdon Elementary



Running into Cycle 2....

During our BoosterThon fundraiser, we raised $16,041.

During the Thanksgiving holiday, we were able to donate enough food to feed 28 families.

Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice - Build teacher capacity for data driven, small group instruction.

Cycle of Professional Learning # 2 Overview

- **Data Utilization with iReady:** Teachers will use iReady data to form student groups and assign personalized MyPath learning paths, ensuring tailored instruction.
- **Collaborative Analysis of Student Work:** Educators will collaborate to review student work, identifying strengths and areas for improvement to inform instruction.
- **Formative Assessment Practices:** Teachers will conduct formative assessments during lessons to adjust instruction in real time, supporting all students.
- **Engaging Learning Opportunities:** We will create dynamic learning experiences in small groups and beyond the classroom to deepen understanding.
- **Promoting Academic Discourse:** Using sentence starters and stems to foster meaningful discussions, encouraging critical thinking.
- **Clear Communication of Expectations:** Standards, learning goals, and success criteria will be prominently displayed to guide student focus and ownership of learning**.**

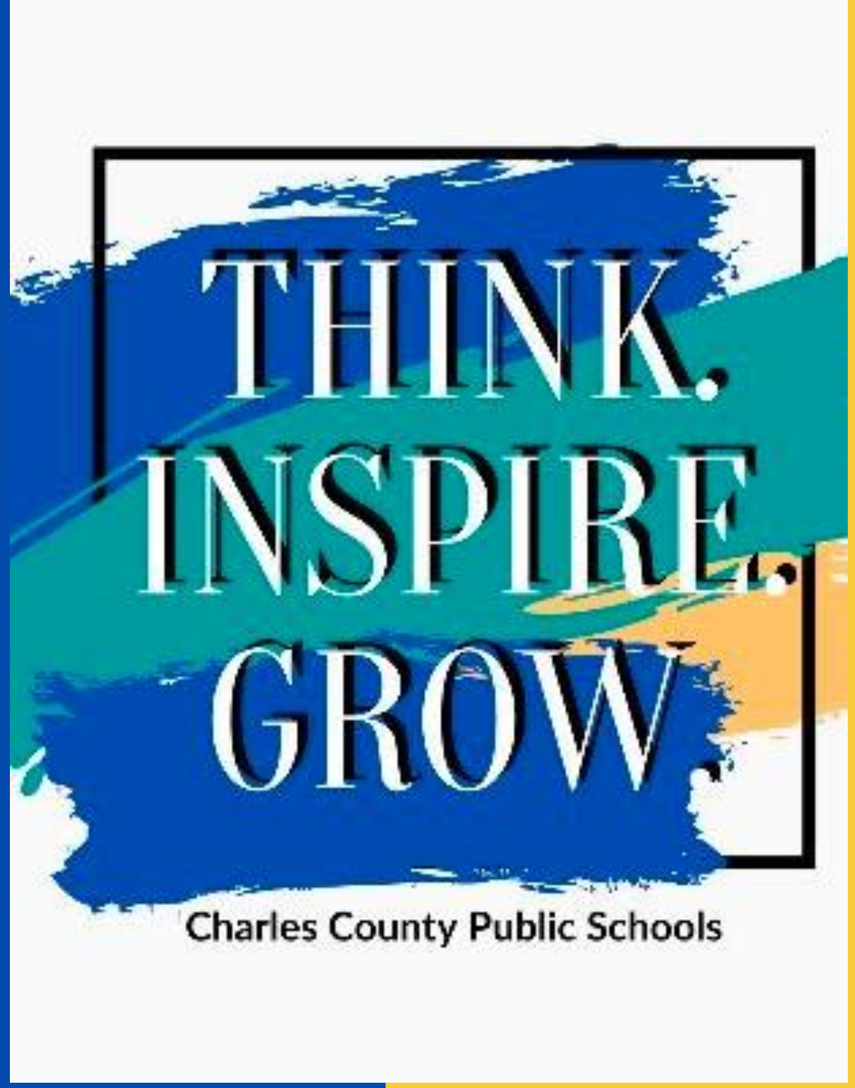
Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teacher provides quality discourse prompts and language frames for discussion. Teacher leads a discussion on what the challenges may be with a particular writing task or assignment.	Students use prompts and language frames provided.
Teacher models use of academic language.	Students perform assigned group role.
Teacher provides guidance on effective listening.	Students use evidence, relevant text and academic vocabulary during discussion.
Teacher models the use of evidence to support.	Students engage in student discourse using facts and observations to clarify and further their understanding.
Teacher provides timely and specific feedback on student understanding and guidance on how to improve their writing.	

Charles County Public Schools Culture & Climate Cycle 2

Dr. Thomas L.

Higdon Elementary



Culture & Climate Overview

In SY 2023-2024 there were 245 office discipline referrals, 88.1% of these were for physical attacks, disrespect and disruptions.
Enhancing Student-Teacher Relationships and Engagement through Positive Behavioral Supports
Office Discipline Referrals will decrease by 22% for physical attacks, disrespect and disruptions

Action Steps

1	**Increased Supervision and Proactive Support** •**Hot Spot Identification**: Analyze when and where physical attacks and disruptive behavior most frequently occur (e.g., recess, transitions, lunch). Increase adult presence in these locations.
2	**Data Monitoring and Communication** •**Weekly Behavior Data Review**: Track ODRs and behavior incidents to assess patterns and progress toward the 88.1% goal. Share updates during staff meetings.
3	

Thank You For Reviewing our plan!

Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!