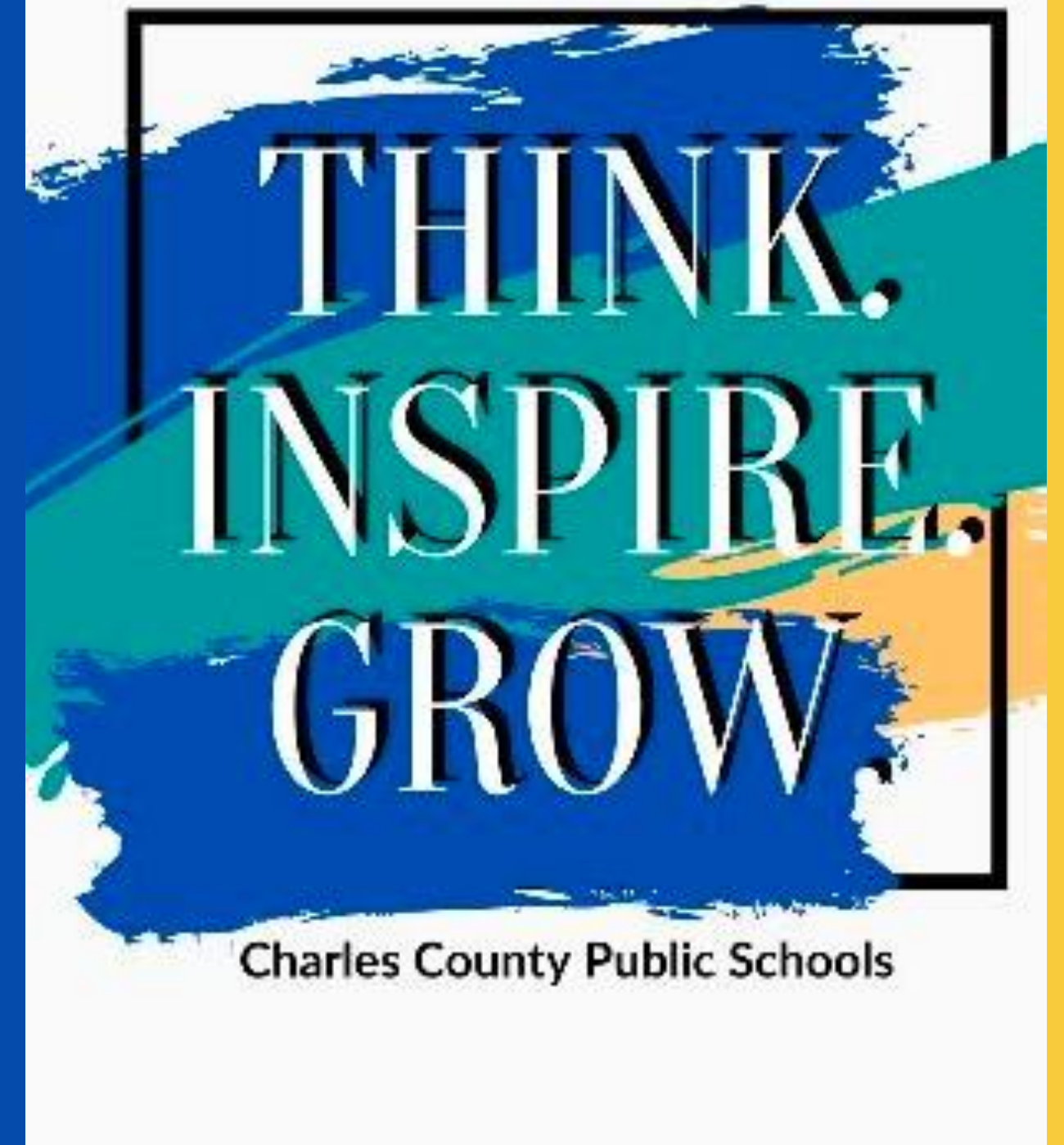


Charles County
Public Schools
School Improvement Plan
Cycle 1

Dr. Thomas L.
Higdon Elementary



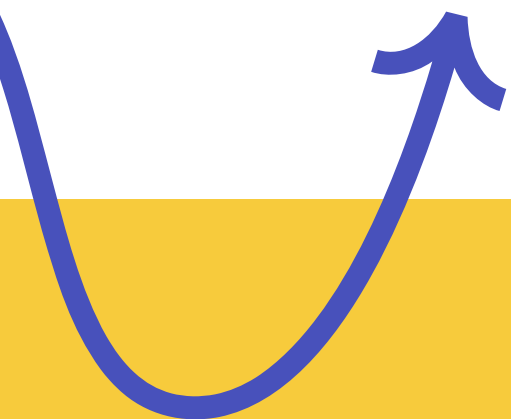
We are Popping with Pride

- 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.



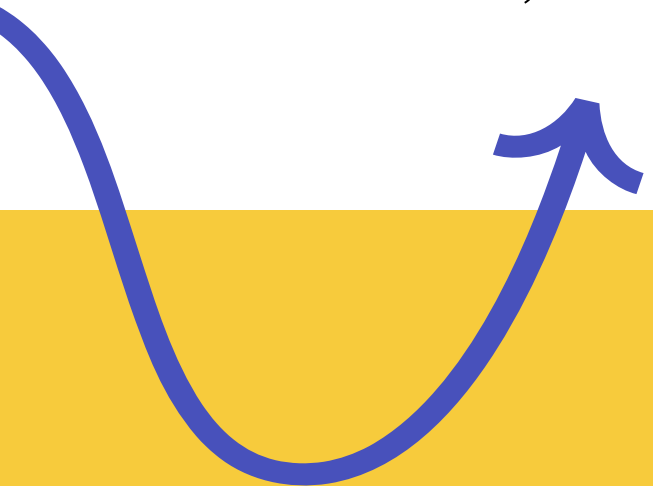
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

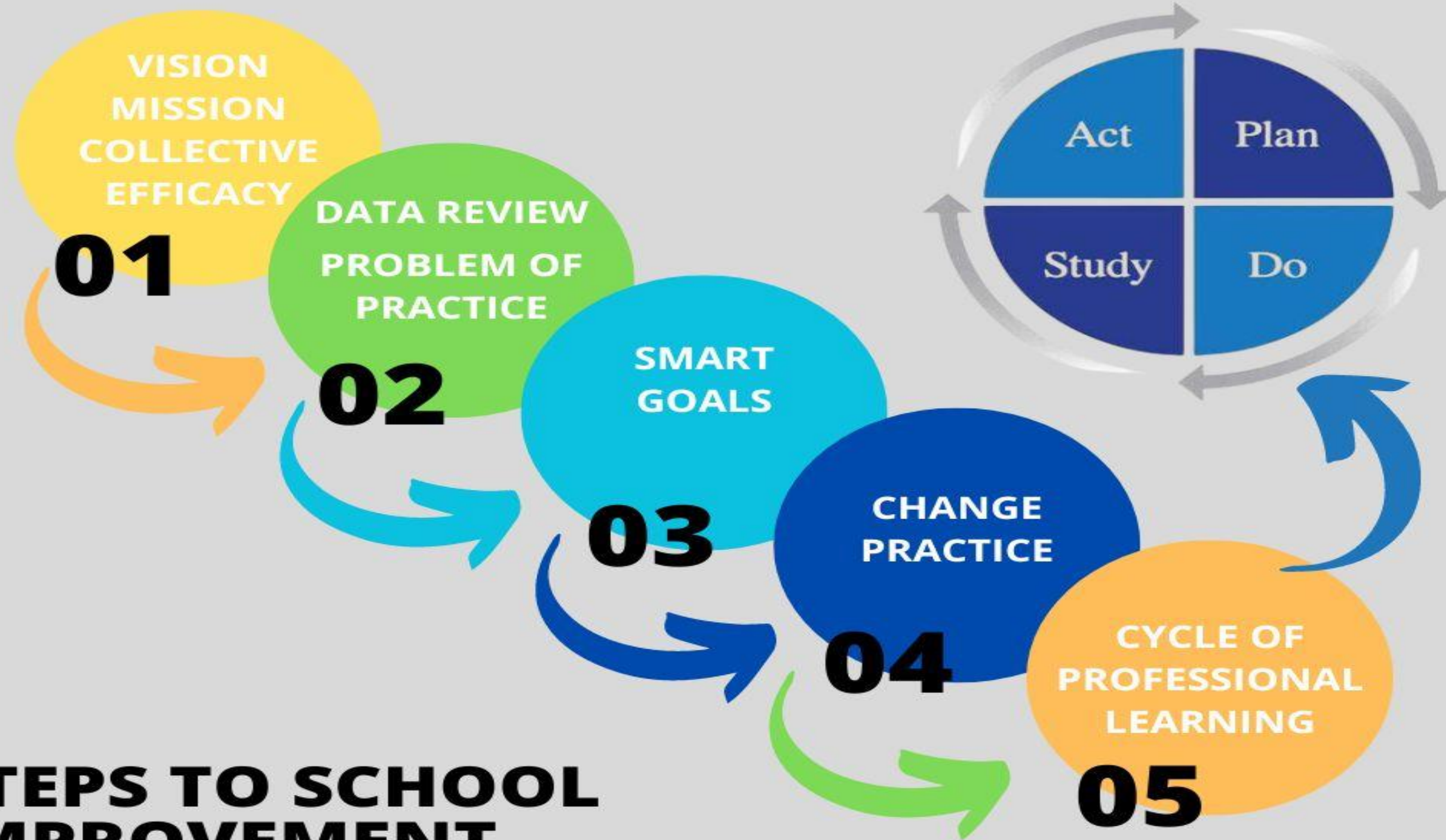
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Dr. Higdon Elementary

Vision, Mission, 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

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

English Language Arts Data Overview	Mathematics Data Overview
<p>Grade 1 Reading iReady Data:</p> <ul style="list-style-type: none"> • 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. 	<p>First Grade IReady Math Data:</p> <ul style="list-style-type: none"> • 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
<p>Grade 2 Reading iReady Data:</p> <ul style="list-style-type: none"> • 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. 	<p>2nd grade Measurement/Data 38% 1 grade or below Algebra 33% 1 grade level or below</p>
<p>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</p>	<p>Math 3,4,5 3rd: 43% on or above 4th: 65% on or above 5th: 37% on or above</p>

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.



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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.	
Teacher provides timely and specific feedback on student understanding and guidance on how to improve their writing.	<ul style="list-style-type: none">• Students use evidence, relevant text and academic vocabulary during discussion.

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

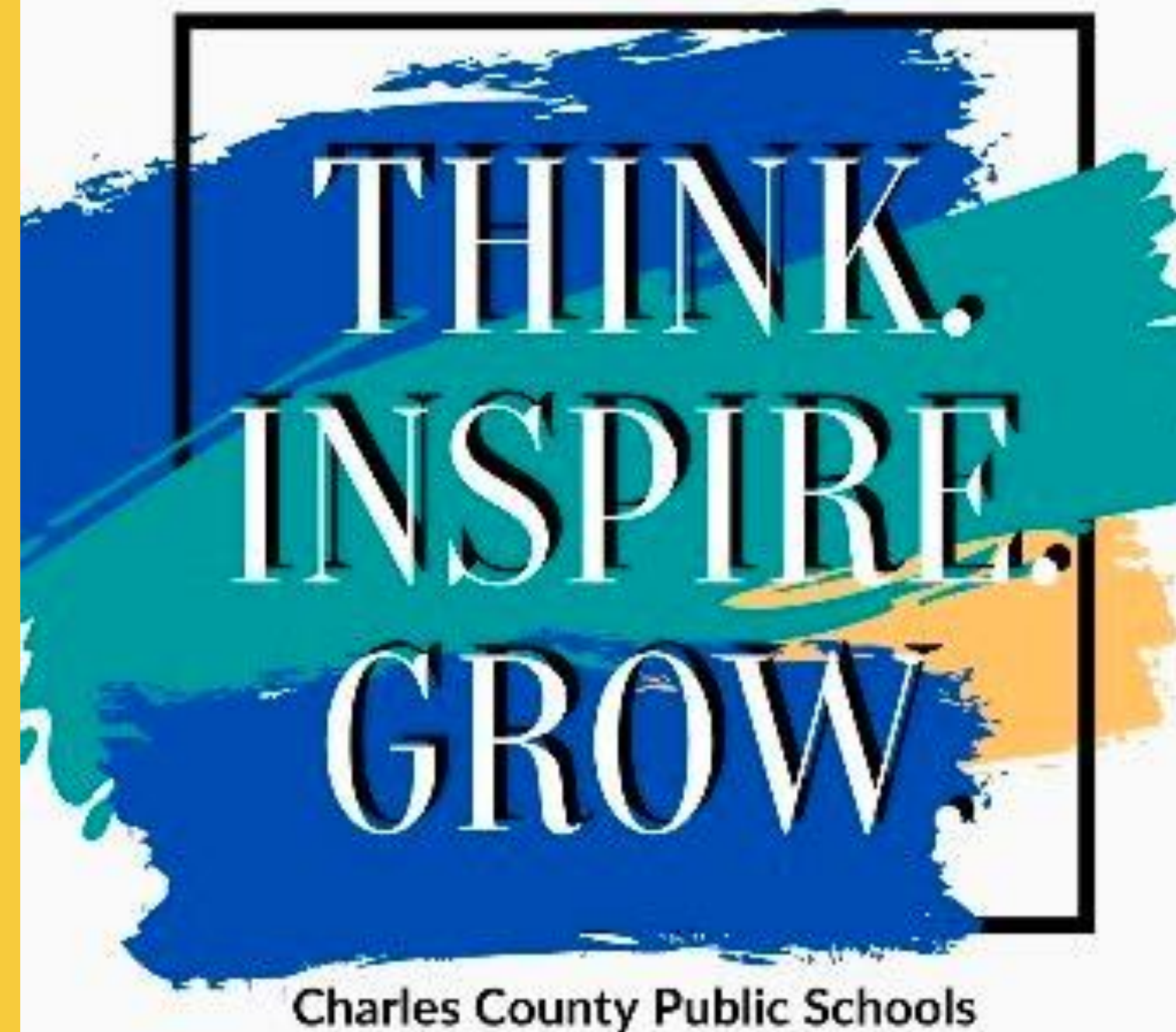
1 Work with student services' staff to develop student/teacher engagement strategies

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

Thank
You For
Reviewing our
plan!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!