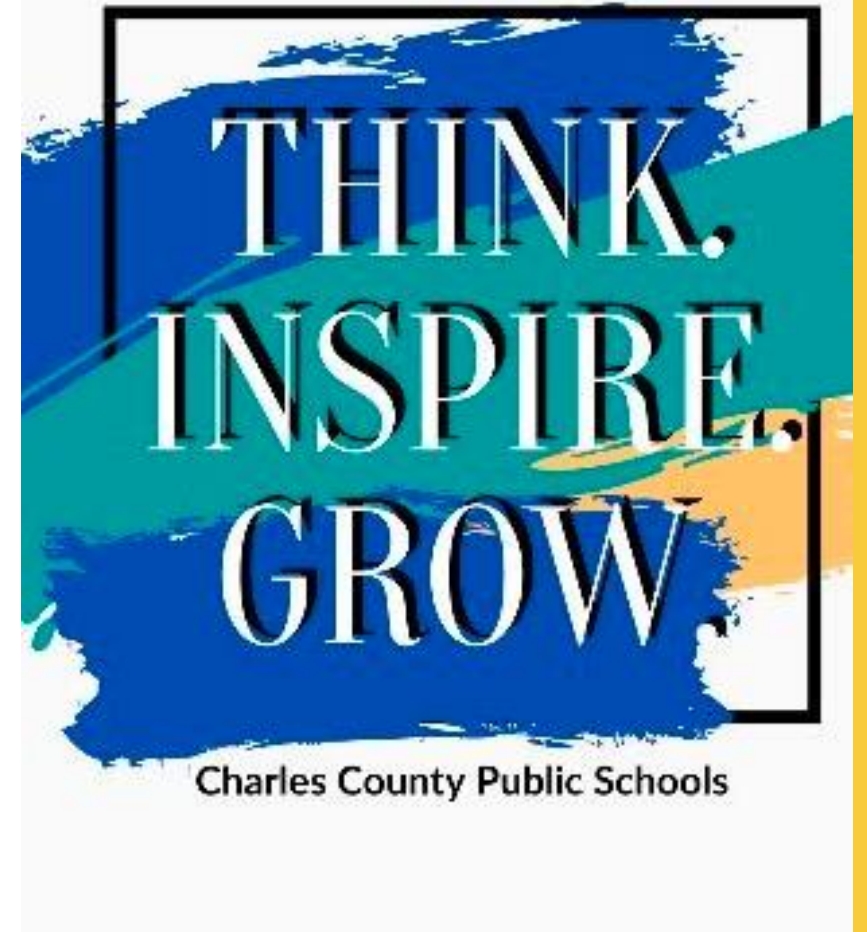


Charles County
Public Schools
School Improvement Plan
Cycle 1

St. Charles High School
Principal: Ms. Little



Growing to Our Full Potential!

The staff and students at St. Charles High School understand that our talents and abilities can be developed through effort, solid teaching and learning, and persistence.

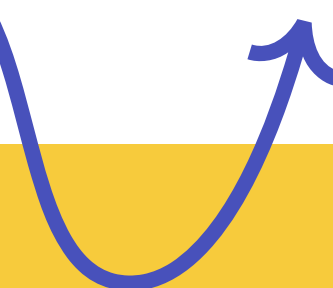
The start of the 2024-2025 school year has been full of love, excitement, and learning and we cannot wait to see where the rest of the year will take us!



THINK.
INSPIRE.
GROW.

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:

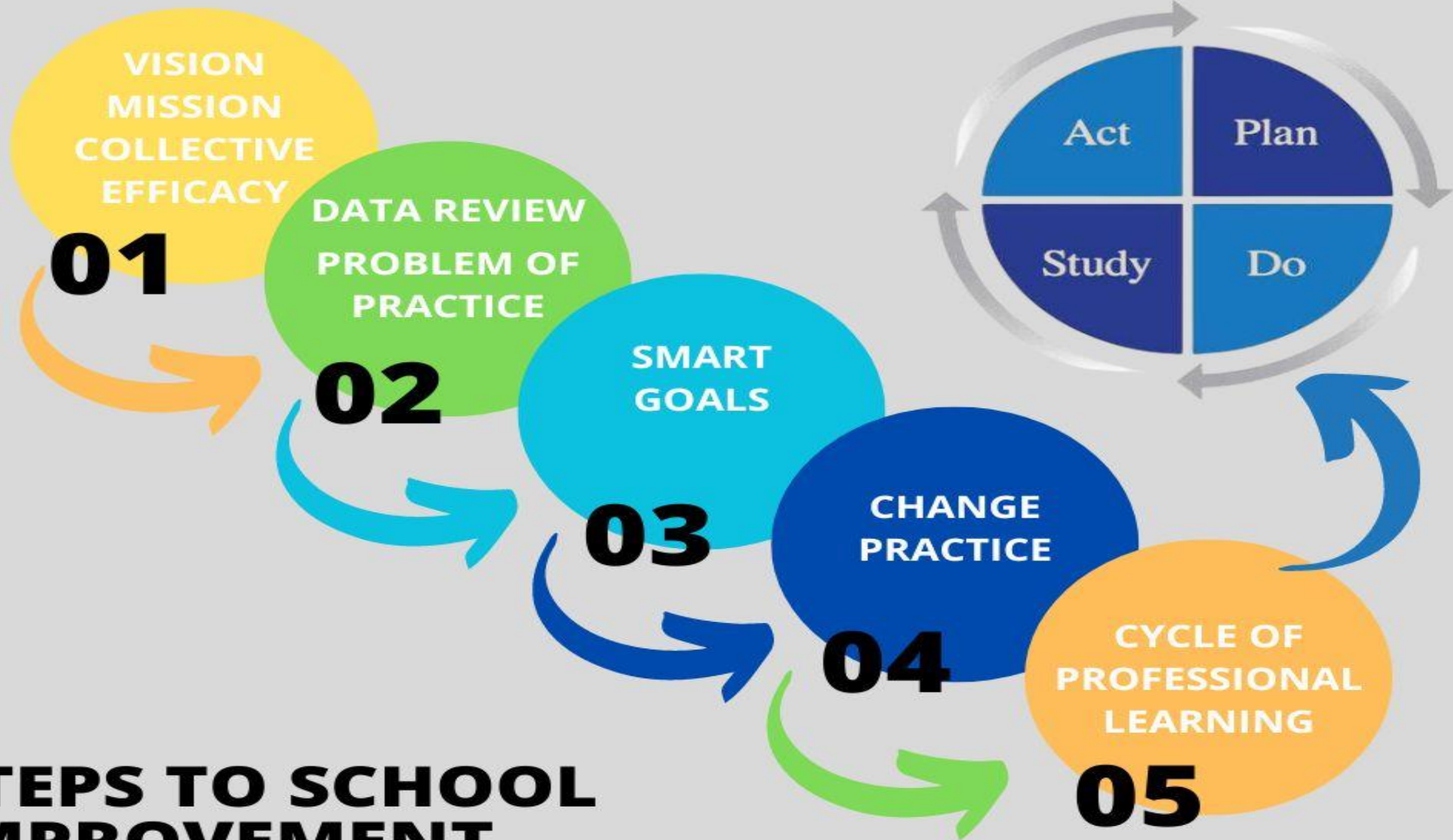
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



St. Charles High School

Vision, Mission, Collective Efficacy Statements

Vision: At St. Charles High School all stakeholders share the responsibility of preparing our students for college and careers. The mission of St. Charles High School is to build a safe, equitable, and collaborative educational community where students experience rigorous instruction, acquire cultural awareness, and develop responsibility and professionalism that prepares them for life-long learning

Mission: The mission of St. Charles High School is to build a safe, equitable, and collaborative educational community where students experience rigorous instruction, acquire cultural awareness, and develop responsibility and professionalism that prepares them for life-long learning.

Collective Efficacy Statement: Through the continuous school improvement process, St. Charles High School will create a consistent collaborative environment where individual needs of staff are identified, supported, and evaluated in a way that promotes accountability and growth. Together, we will identify areas of strength and growth, collaboratively plan, implement, monitor our efforts, elevate morale, and celebrate our successes. We will consistently commit to our school and community, personally and professionally



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Area of Focus

Dear Parents and Guardians,

We are excited to share our commitment to enhancing our students' proficiency in English Language Arts (ELA) and Mathematics. Our goal is to support all students in achieving and exceeding state proficiency levels on the MCAP assessments.

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.
- ✓ A well-rounded educational experience that supports not only academic growth but also social and emotional development.
- ✓ Curriculum and teaching strategies reflect the best practices in education and promote student engagement and achievement.

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,
St. Charles High School

Data Summary

English Language Arts Data Overview	Mathematics Data Overview
MCAP ELA Scores	MCAP Algebra I and II Scores
BASE Line Student Data	BASE Line Student Data
Student Work Samples	Student Work Samples
Student Common Assessment Data	Student Common Assessment Data
Student Grades	Student Grades



St. Charles High School's

Problem of Practice & Smart Goals

Problem of Practice:

The majority of students taking the Algebra 1 MCAP scored in the developing and beginning learner categories due to misalignment of standards-based instruction and interventions to differentiate

ELA Smart Goal

Students enrolled in English II will have 15% of students grow two or more grade levels from fall to spring administration of county created diagnostics in preparation for the MCAP.

Mathematics Smart Goal

Students enrolled in Algebra 1 and Foundations of Algebra will have 15% of students grow two or more grade levels from fall to spring administration of IXL in preparation for the MCAP.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will plan and deliver lessons that align with MSDE standards.

Cycle of Professional Learning # 1 Overview

- Information on standards-based instruction, lesson planning, and non-negotiables given at beginning of the year PD
- Professional development opportunities for staff that is differentiated and provide differentiated materials based on student and staff needs
- PD at the start of the year surrounding aspects of standard-based lessons (clear objectives and essential questions, aligned assessments, data-driven decision making, differentiation, and rigor)
- Designated planning time for departments and subject areas on how to align curriculum to state standards

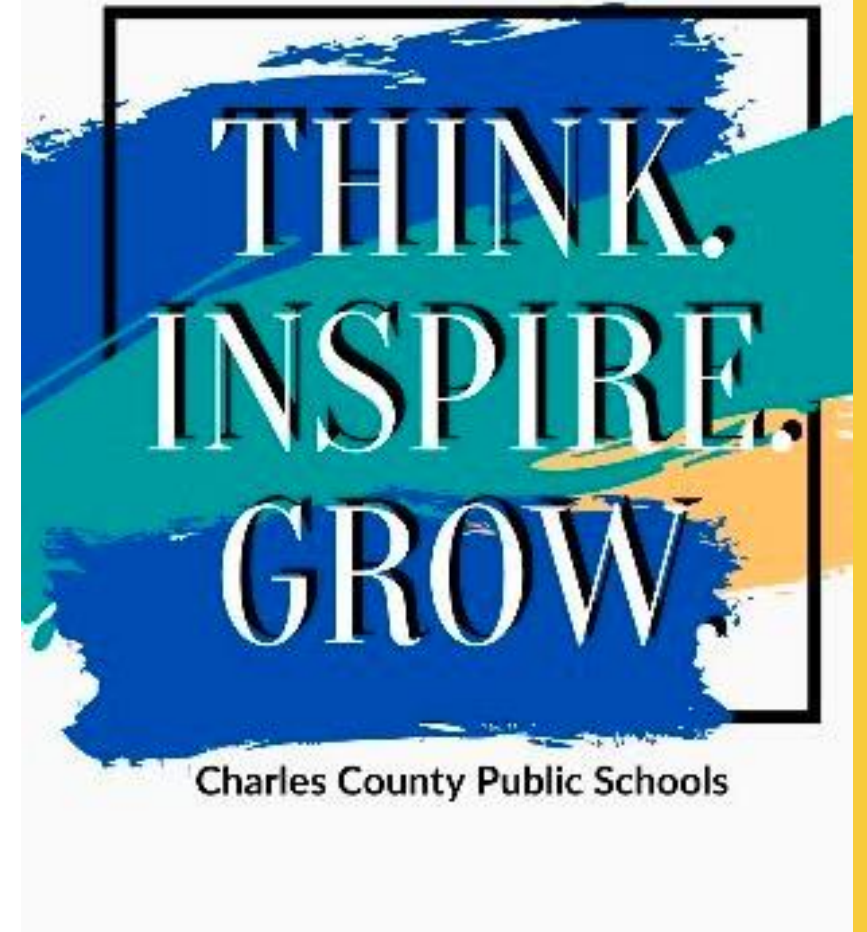


Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Lesson plans and instruction aligned with state standards.	Students able to identify the standards and meet success criteria set by the teacher.
Teachers will unpack the content standards for students.	Students will ask questions to clarify their thinking.
Interactive and engaging lessons, using proven effective strategies.	Students active and engaged in learning.
Teachers will model the thinking necessary to complete tasks, like writing or solving equations	Demonstrate skills needed to answer questions and provide evidence for thinking.
Teacher will provide frequent feedback from formative and summative assessment opportunities.	Student will be able to provide feedback to the teacher, peers, and themselves for academic growth.

Charles County
Public Schools
Culture & Climate

St. Charles High School
Principal: Ms. Little



Culture & Climate Overview

Data Overview

Data points to consider to build our culture and climate goals were:

- Student Attendance
- Discipline Data
- BASELine Survey Data
- Behavioral Health Referrals

Culture & Climate Area of Focus
(Write as a brief statement explaining the why for your school's work. Refine the problem of practice in a manner that is easily understood for parents (repeat the AI Steps). Delete these directions after making the revisions.)

To increase student engagement, use of tier one and two strategies, and administrative presence in the classrooms will reduce referrals for class cutting. We hope by building an engaging and active school building, students will recognize the want and need to be in the classroom at all time, thereby reducing referrals in class cutting.

Smart Goal

Referrals for class cutting will reduce by 10% by the end of the school year by implementing changes in the classroom and stress on academics as a building.

Action Steps

- 1 Professional development for teachers, heavy in engaging classroom strategies to increase student desire to be in class. Professional development in social and emotional support and classroom interventions to decrease need for referrals.
- 2 Review of discipline matrix and use of tier one and two supports.
- 3 Weekly data dives centered around discipline and classroom supports.
- 4 Meetings scheduled with students and families with plans to address multiple infractions

Thank
You For
Reviewing Our
Plan!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!