Charles County Public Schools

School Improvement Plan

Cycle 1

Malcolm Elementary

THINK. INSPIRE. GROW

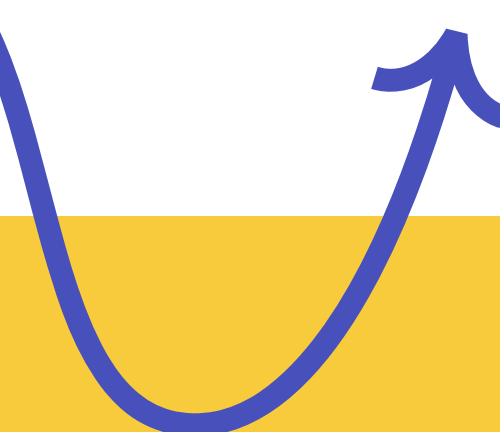Charles County Public Schools
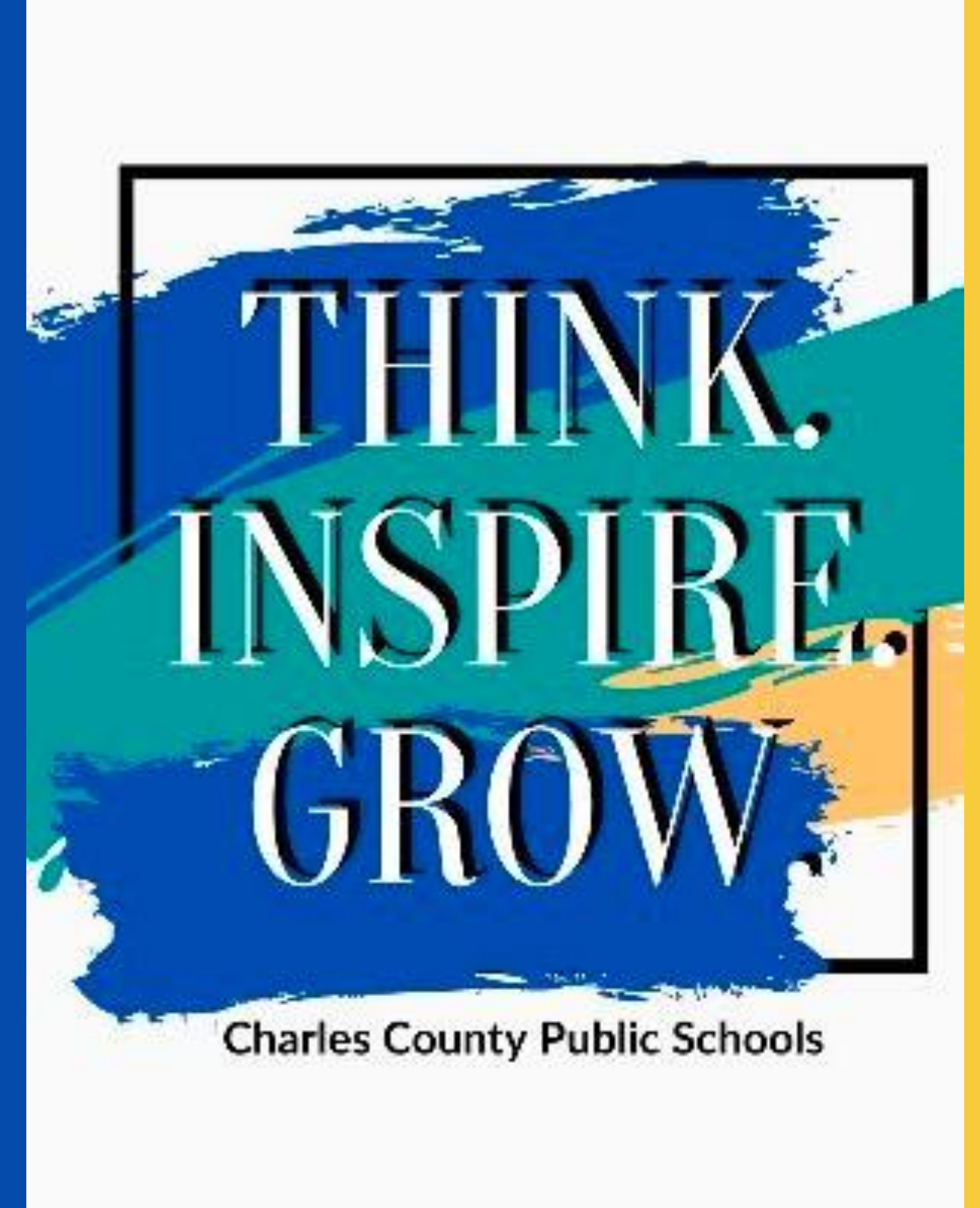
Nurturing GREATness in Our School Community

- Congratulations to our staff, students, and parents for a wonderful start to the school year!
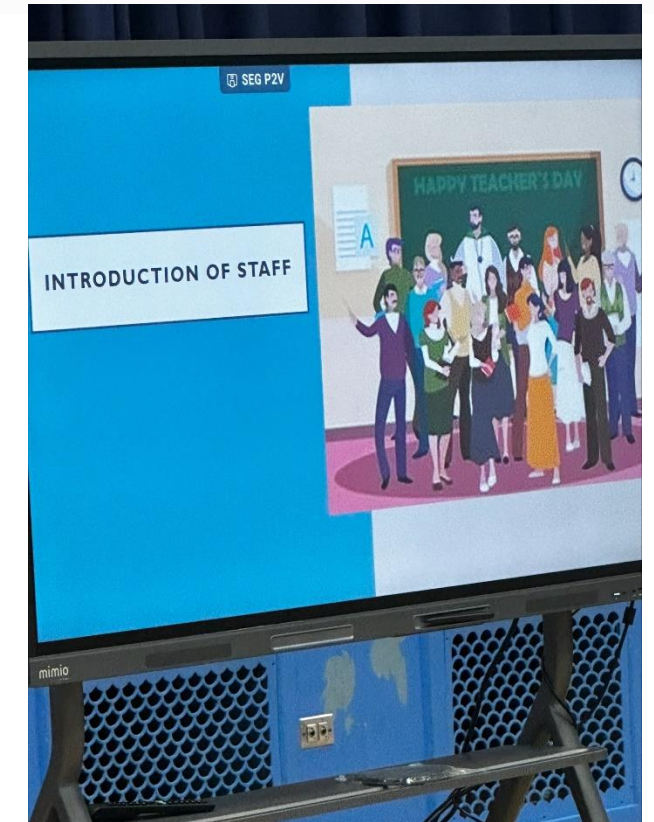
Why Continuous School Improvement

✓ 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.

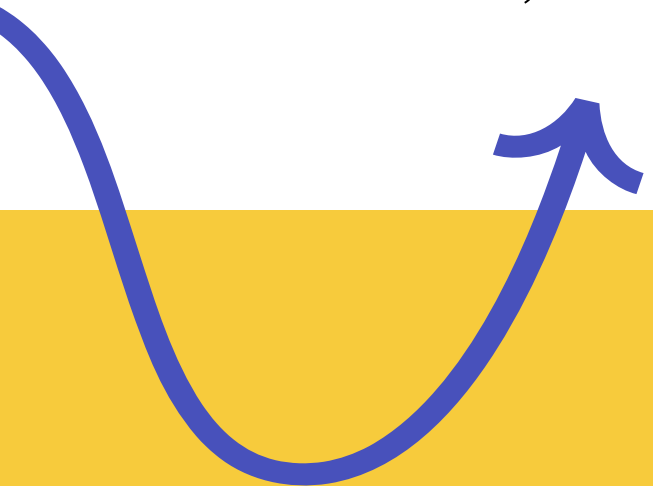✓ This work starts at the elementary school and continues through high school.

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

Act / Plan / Study / Do
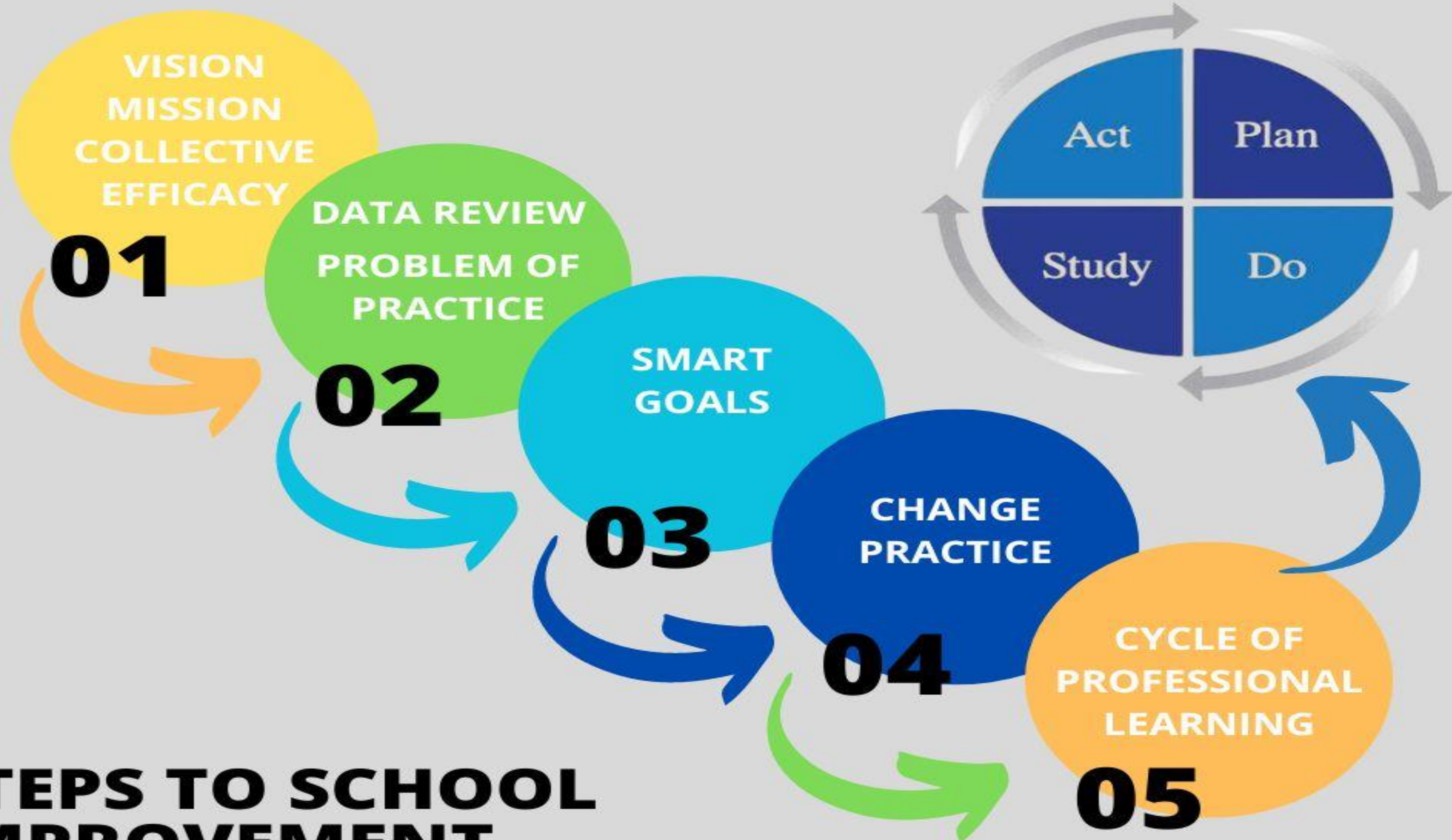
Malcolm Elementary School
Vision, Misson, Collective Efficacy Statements

Vision: "At Malcolm Elementary School, we envision a collaborative community where students, staff, and families unite to support holistic education. We strive to enhance opportunities for student engagement, ensuring they actively participate in shaping their learning journey. By fostering connections to information resources and maintaining a steadfast commitment to social-emotional learning, we empower learners at all levels. Our dedication to cross-curricular learning meets students where they are, nurturing their academic growth while upholding high standards and expectations for excellence."

Mission: "We strive daily to maximize our community greatness to continually expand our educational and social opportunities and achievement. "

Collective Efficacy Statement: Through the continuous school improvement process, Malcolm Elementary will adopt a growth mindset that exemplifies high expectations for students and staff. Together we will communicate and collaborate in a professional and respectful manner across teams, departments, and students. We have a shared responsibility for academic achievement and student behaviors.

Area of Focus

Dear Parents and Guardians,

We are dedicated to enhancing our students' learning experiences in both English Language Arts (ELA) and Mathematics. To achieve this, we are focusing on:

1.**Unpacking Standards**: Ensuring that our teaching aligns with educational standards to provide clear and comprehensive instruction.

2.**Back-Mapping Lessons and Assessments**: Planning with the end goal in mind to create a cohesive and effective learning journey for our students.

3.**Coherent Lesson and Unit Planning**: Developing well-structured lessons and units that build on each other to support continuous student growth.

By concentrating on these areas, we aim to foster a supportive and enriching educational environment that helps every student reach their full potential.

Sincerely,
Malcolm Elementary

Data Summary

English Language Arts Data Overview	Mathematics Data Overview
Malcolm Elementary will increase the percentage of students on or above grade level to at least 46% on the Spring I-Ready test	Malcolm Elementary will increase the percentage of students on or above grade level to at least 32% on the Spring I-Ready test
After the Fall administration of I-Ready testing 21% of the student population was on or above grade level	After the Fall administration of I-Ready testing 12% of the student population was on or above grade level
After the Fall administration of I-Ready testing 35% of students are below grade level in phonics	After the Fall administration of I-Ready testing 85% of students are below grade level in number and operations
After the Fall administration of I-Ready testing 25 % of students are below grade level in reading informational text	After the Fall administration of I-Ready testing 79% of students are below grade level in algebra and algebraic thinking
After the Fall administration of I-Ready testing 22% of students are below grade level in Comprehension of literature	After the Fall administration of I-Ready testing 79% of students are below grade level in measurement and data

School Problem of Practice & Smart Goals

ELA Smart Goal

Malcolm Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 36% in June 2024 to 42% by June 2025.

Mathematics Smart Goal

Malcolm Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics assessment from 23% in June 2023 to 28% by June 2025.

Change Practice

- Teachers will implement daily Learning Intentions and Success Criteria.

Cycle of Professional Learning # 1 Overview

- Teachers will participate in staff development focused on developing their Learning Intentions and Success Criteria.
- Teachers will be given safe practice time to receive feedback and revision opportunities.
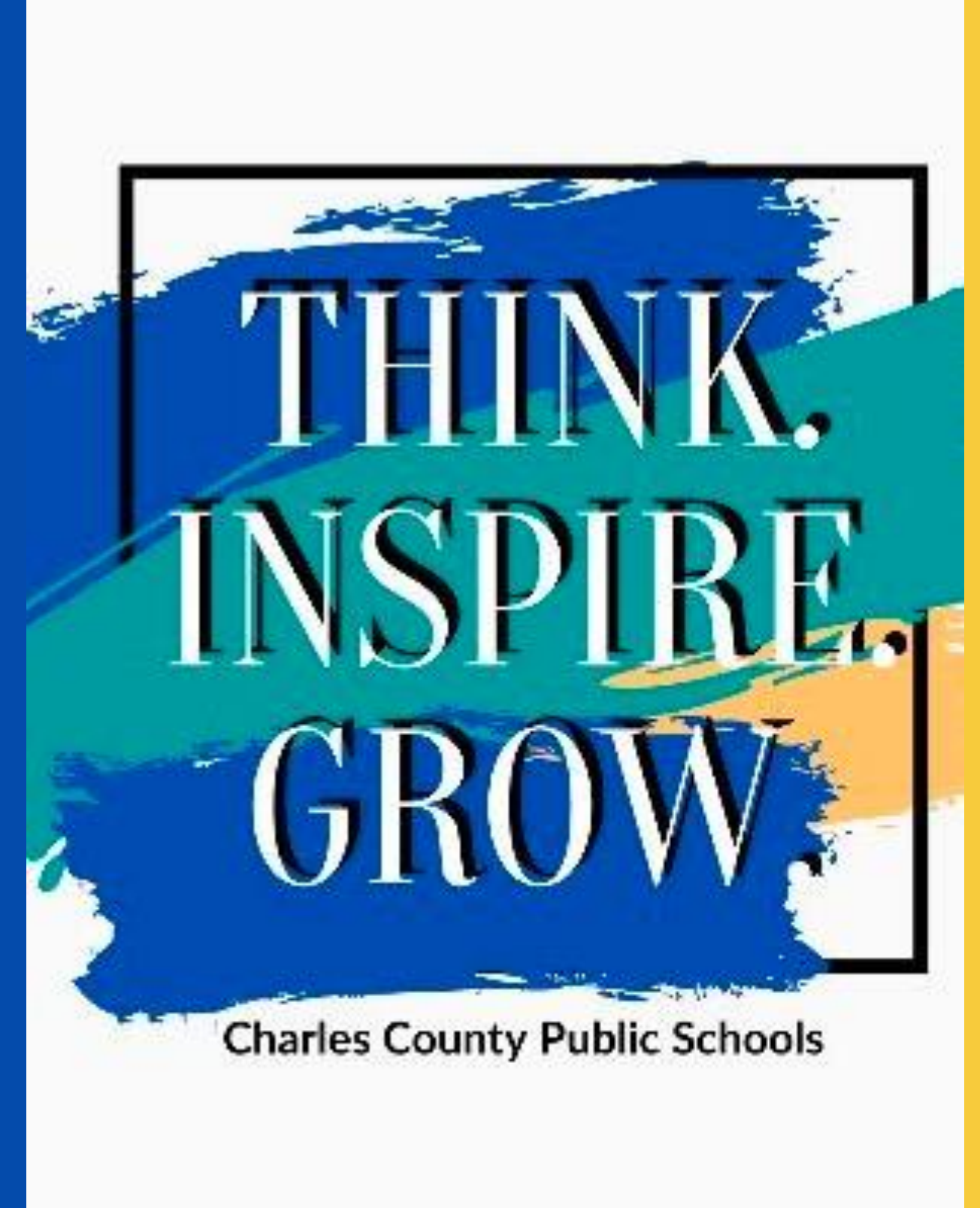
Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Staff will be able to identify Learning Intentions for each lesson	Students will be able to articulate the importance of each lesson
Staff will be able to write Learning Intentions for each lesson	Students will be able to identify how they know that they are being successful in each lesson
Staff will be able to identify Success Criteria for each lesson	Student assessment data will show an increase in performance as measured by teacher created assessments
Staff will be able to write Success Criteria for each lesson	Student assessment data will show an increase in performance as measured by county created common assessments as compared to last school year
Staff will assess students based upon Learning Intentions and Success Criteria	Student assessment data will show an increase in performance as measured by publisher created assessments as compared to last year

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Working together to achieve excellence for every student.

Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
During a collaborative walkthrough with representatives from several schools 36% of the students interviewed were able to state how they would know if they were successful in their lesson. The school walkthrough data showed 38% of the students interviewed were able to state how they would know if they were successful in their lesson. Based upon our school walkthrough data 58% of the students interviewed were able to state the importance of the lesson.	During a collaborative walkthrough with representatives from several schools 79% of the students interviewed were able to state the importance of the lesson.
Looking at the Common Assessments in Reading Grade 4 Module 2 Assessment Average Score decreased by 1 % from 54% to 53%	**Looking at Common Assessments in Mathematics** Grade 5 Unit 3 – The average score was 68% an increase of 10% from the previous year's results **Looking at the Common Assessments in Reading** Grade 3 Module 4 Assessment Average Score increased by 12 % from 50% to 38% Grade 4 Module 1 Assessment Average Score increased by 4 % from 59% to 63%
Staff needs to continue building on the use of Learning Intentions and Success Criteria begun during Quarter 1. During a collaborative walkthrough with representatives from several schools 83% of the classrooms visited had Learning Intentions and Success Criteria posted.	iReady results from Fall 2023 showed 39% of students were two or more grade levels below in Reading. The Fall administration for 2024 showed 36% of students were two or more grade levels below in Reading.
During a collaborative walkthrough with representatives from several schools 58% of the classrooms visited had student work aligned with the standard (Learning Intentions and Success Criteria).	iReady results from Fall 2023 showed 38% of students were two or more grade levels below in Mathematics. The Fall administration for 2024 showed 31% of students were two or more grade levels below in Mathematics.

Charles County Public Schools Culture & Climate Cycle 1

Malcolm Elementary School

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Culture & Climate Overview

Data Overview	

	• **Disciplinary Referrals** -Of the 253 student referrals, Black/African American students made up 72% of the referrals.
	  • Twenty-five percent of these referrals were categorized as Major Disruptive incidents.
	  • Eighteen percent of the referrals were for Minor Physical Attack on Students incidents.
	• **Attendance –**
	  • White students had the lowest attendance rate of 92.3%
	  • Hispanic students had an attendance rate of 93.7%
	  • The highest attendance rate was for students identified as Two or more ethnicities and American Indian/Alaska Native with 95.2%.

Culture & Climate Area of Focus	Our school focus will be on establishing and implementing procedural changes in criteria for teacher generated referrals. Another focus will be on increasing the monitoring and attendance rates of the students at Malcolm.
Smart Goal	By June 2025 the total number of referrals will decrease by 20% from the referrals recorded in the 2023-2024 school year. By June 2025 the yearly attendance rate will increase to 94% or more.

Action Steps

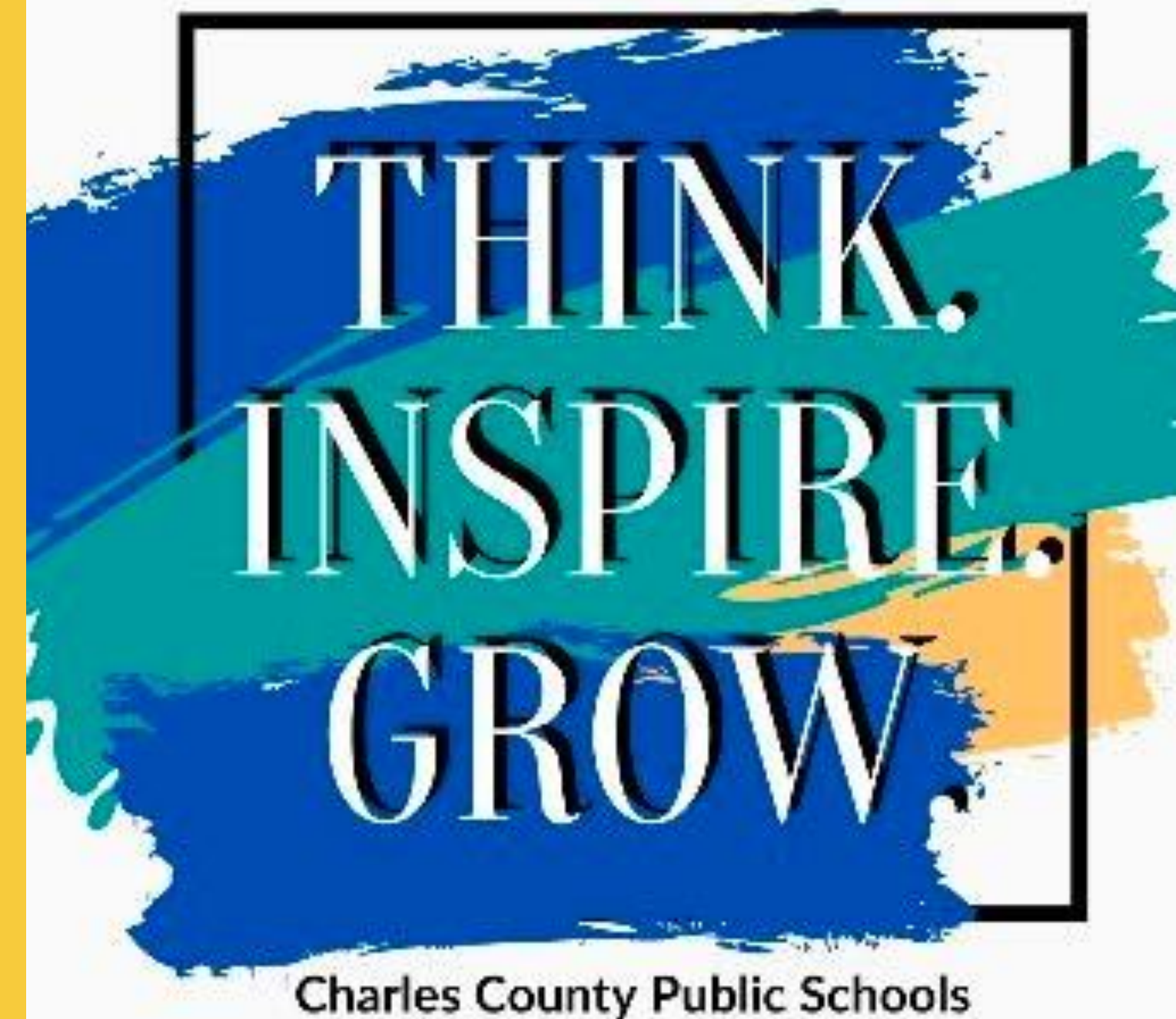|	
1	The administration and teachers will monitor and follow through on attendance procedures. The administration will share monthly disciplinary data with educational staff.
2	Classroom teachers will utilize Move This World resource on a 3x a week basis. There will be weekly PPW attendance meetings with administration.
3	Administration will conduct recess monitoring walk-throughs on a weekly basis PPW will provide attendance data to the administration on a monthly basis.
4	Teachers will document student/parent communication in Synergy call logs (when communicating behavior and/or attendance). Malcolm staff and the PPW will create a program to encourage daily attendance and rewards.

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Attendance data for First Quarter showed : • Fifty-two students are considered chronically absent. Move This World access Sept-November averaged 36% of the enrolled staff We need to decrease the number of disciplinary referral	Attendance data for First Quarter showed : • Malcolm's Average Attendance rate was 95.9% Malcolm staff accessed 646 Move This World Lessons from September through November Disciplinary Referrals reduced by 4% during the same period in 2023-2024 school year. The disaggregated disciplinary referrals showed a drop in all ethnic groups compared to the same period in 2023-2024 school year.

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