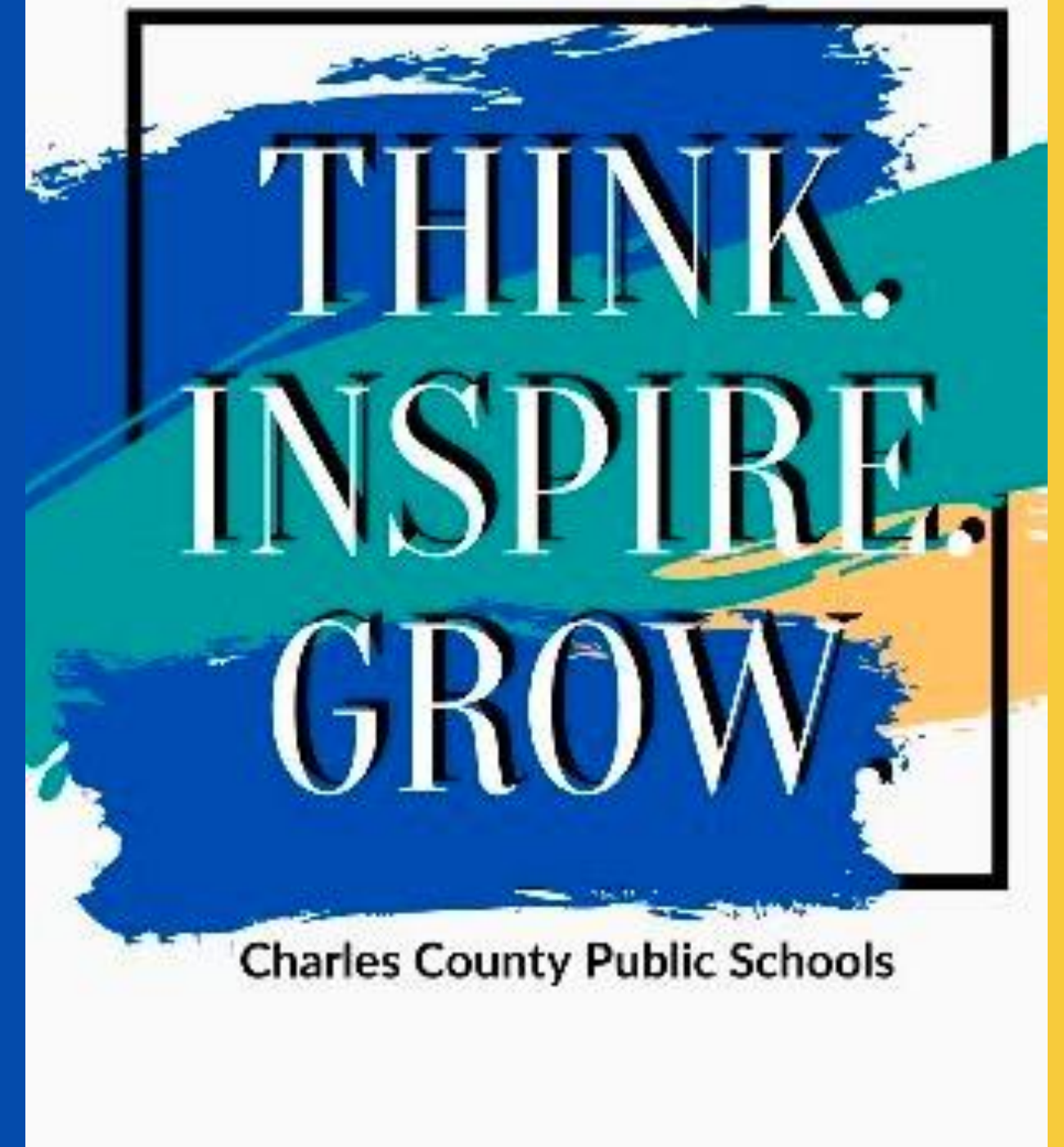


Charles County  
Public Schools  
School Improvement Plan  
Cycle 1

*Eva Turner Elementary  
School*

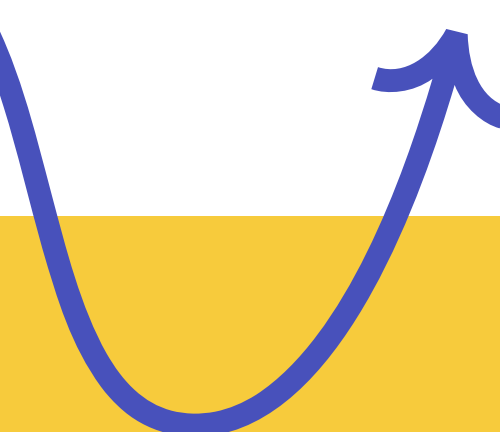


# Adventure Awaits



# Why Continuous School Improvement

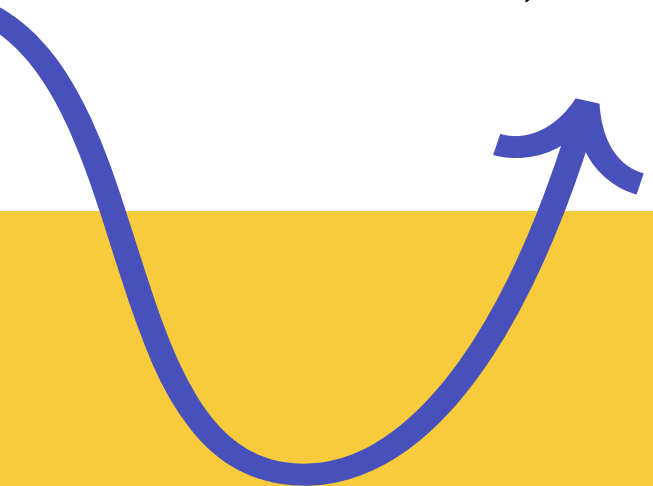
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

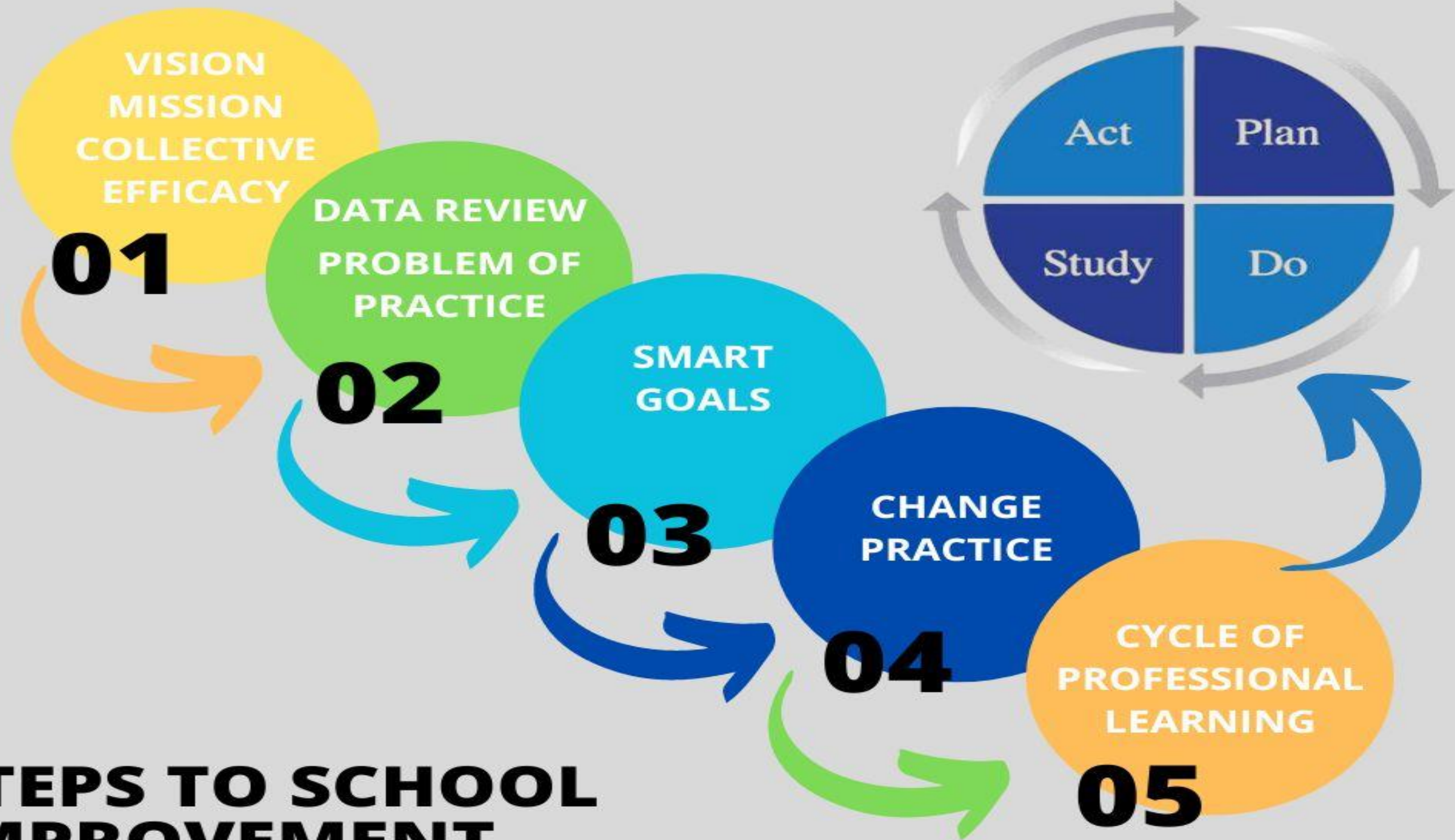
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



# Eva Turner Elementary School

## Vision, Mission, Collective Efficacy Statements

**Vision:** Eva Turner Elementary School will be a community, comprised of educators, parents, and students, who work together to create an educational environment that facilitates a passion for life-long learning. Parents and staff will support our students in their learning process to prepare them for middle school and beyond.

**Mission:** The mission of Eva Turner Elementary School is to empower all students to become successful, productive citizens by creating a safe and orderly learning environment that promotes both academic and social success for every student.

**Collective Efficacy Statement:** Through the continuous school improvement process, Eva Turner Elementary School will create a culture focused on the shared belief that quality teaching is rooted in collaborative planning, shared accountability and professional norms. Common planning times, instructional leadership meetings, standards analysis and data informed decisions along with incremental professional learning opportunities will support this cultural shift.



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# Data Summary: Eva Turner Elementary

English Language Arts Data Overview	Mathematics Data Overview
14% of students are demonstrating proficient performance levels on English Language Arts MCAP assessments during the Spring 2024 administration.	8% of students are demonstrating proficient performance levels on Math MCAP assessments.
88% of students at Eva Turner achieved typical growth targets in English Language Arts during iReady Spring Administration.	61% of students at Eva Turner achieved typical growth targets.
31% of students at Eva Turner ES are on or above grade level according to iReady reading Diagnostic data.	19% of students at Eva Turner ES are on or above grade level according to iReady math Diagnostic data.
50% of students receiving specially designed instruction met their typical growth goals in English Language Arts.	35% of students receiving specially designed instruction met their typical growth goals in Mathematics.

# School Problem of Practice & Smart Goals

## Problem of Practice

- 80% of students in 1st – 5th grade are performing below grade level in math and 68% of students in 1st – 5th grade are performing below grade level in reading according to the iReady assessment data.
- Additionally, more than 80% of students are not demonstrating proficiency on ELA and Math standards according to the MCAP Assessment.

## ELA Smart Goal

- By June 2025, students taking the MCAP assessment will demonstrate 29% proficiency on the ELA MCAP assessment. This is a 15% increase from the 2024 administration of the MCAP assessment in ELA.

## Mathematics Smart Goal

- By June 2025, students taking the MCAP assessment will demonstrate 23% proficiency on the math MCAP assessment. This is a 15% increase from the 2024 f the MCAP assessment in math.



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

- Eva Turner staff will participate in cycles of professional learning throughout the school year with a focus on “Turner Essentials.” There are a total of three professional learning cycles with two essentials unpacked each cycle.

## Cycle of Professional Learning # 1 Overview

- Turner Essentials for professional learning cycle #1 includes making sense of standards and unpacking a unit of study with assessment in mind. Staff participate in a four-week cycle focused on each essential. The cycle includes the essential in relation to math, the essential in relation to ELA, planning using the essential, and lastly peer review and feedback related to the essential.



# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Standards will be visual in classrooms and planning will have a direct alignment back to the standards outline in the Common Core Curriculum.	Students will articulate what they are learning using language from the Common Core Curriculum.
Teachers will have a clear understanding of how the standards align to a unit of study and how assessments align to the unit of study.	Students will be able to answer questions that assess standards with accuracy and mirror MCAP.



# Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Our team thought that teachers would have evidence of unpacking a unit during instruction or collaborative planning. 36% showed evidence of this on our informal walkthrough tool.</p> <p>Most students were not able to answer MCAP standards (independently) aligned questions according to common assessment data.</p> <p>49% of students in reading and math performed two or more grade levels below on the iReady assessment.</p> <p>Additional data needs to be collected specifically related to students demonstrating the essential in the form of specific questions asked to collect data.</p> <p>Additional data collection is needed in relation to the student's ability to show standard related work.</p>	<p>Our team anticipated that teachers would have standards posted after conducting professional learning related to unpacking standards and 88% of teachers showed this evidence on our informal walkthrough tool.</p> <p>Our team anticipated that students would be able to (do, say or display) learning of these standards. 88% of students showed evidence of this on our informal walkthrough tool.</p> <p>There is a positive correlation between planning for standards, sharing these with students and students being able to articulate (in some way) what they are learning.</p>

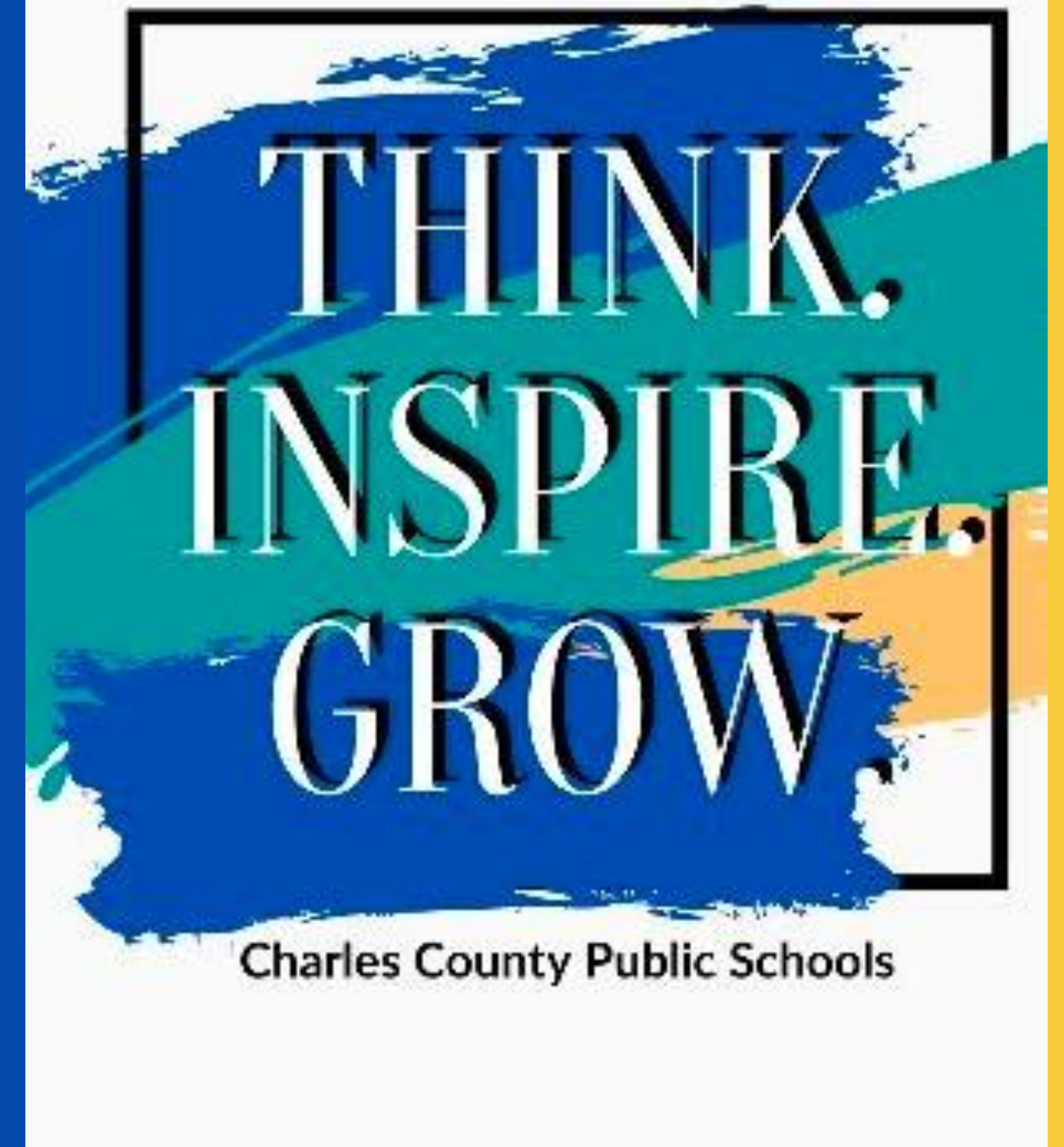
## Next Steps

- The data above tells us that we need to continue to develop support for teachers through our Turner Essentials focused on tier 1 instruction. There is a direct relationship between teachers unpacking standards, students demonstrating understanding of the standards during classroom walkthroughs. 49% of students can additionally demonstrate their learning on iReady assessments correlated to MCAP.
- Our team would like to continue with Turner Essentials for effective tier 1 instruction and layer in Essentials 3 & 4 as well as meaningful application practices.
- For example, essential 3 is “Planning a lesson & Teaching with Strategies in Mind,” our team would incorporate strategies to anchor teachers in learning the essential. This will also guide our informal walk through tool and the alignment to creating MCAP aligned opportunities related to standards for students demonstrating understanding.
- We need to better align out informal walkthrough tool, especially related to students understanding of “why” and analyzing student work.



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Public Schools  
Culture & Climate Cycle 1

Eva Turner Elementary  
School



# Culture & Climate Overview

## Data Overview

- Move this World was taught for an average of 32 days during the school year.
- 30% of students are considered chronically absent (missed 18+ days in the school year).
  - Total of 277 student referrals for misconduct during the 23-24 SY.

## Problem of Practice

- 18% of the school year was used for teaching social emotional skills during tier 1 instruction in grades K – 5. This may have contributed to increased numbers in behavior incidents resulting in 277 approved incidents.

## Smart Goal

- By June 2025, 100% of Eva Turner students will engage in tier 1 social emotional learning during the dedicated time outlined in the master instructional schedule.

## Culture & Climate Area of Focus

- Classroom instruction regarding tier 1 social emotional learning is the area of focus at Eva Turner Elementary School in an effort to promote students social and emotional well-being.

# Action Steps

1

Eva Turner Elementary will participate in school-wide professional development for ALL staff regarding the tier 1 instructional program, Move this World.

2

Administration has purposefully embedded Move this World into the master schedule.

3

Stakeholders monitor class usage for Move this World.

4

School Psychologist launches professional development on behavior tips and trauma informed practices.

# Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
The same 10 teachers are accessing MTW.	<ul style="list-style-type: none"><li>• Week of October 21st- 67% of teachers (16) accessed MTW</li><li>• Every classroom teacher is accessing MTW- special areas, special education and ILT are the staff who have not accessed MTW during the SY.</li></ul>

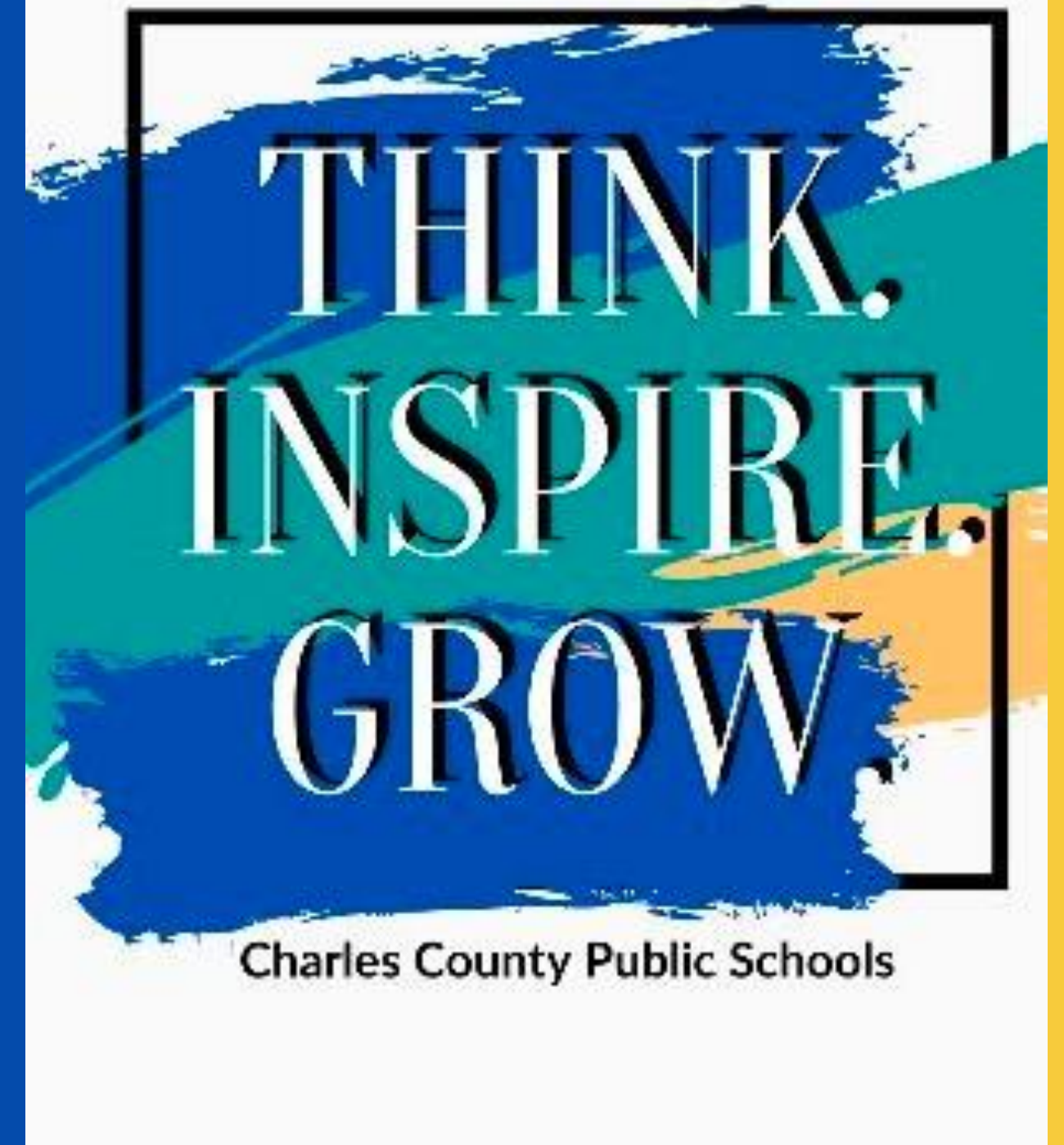
## Next Steps

- Continue data monitoring and transparency regarding accessing the platform.
- Revisit the 'why', complete the state of Turner for Culture and Climate, and reset the model for meeting tier 1 goals
- Develop walkthrough tool for feedback using tier 1 structures (MTW, PBIS Awards, Expected Behaviors)



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Cycle 2

Eva Turner Elementary  
School





# Cycle 2: Change Practice & Cycle of Professional Learning

## Change Practice

- Eva Turner staff will participate in cycles of professional learning throughout the school year with a focus on “Turner Essentials.” There are a total of three professional learning cycles with two essentials unpacked each cycle. Cycle 2 will be slightly different from Cycle 1 as we will support teachers by teaching specific instructional practices.

## Cycle of Professional Learning # 2 Overview

- Turner Essentials for professional learning cycle #2 includes planning with strategies in mind and using assessment to plan instruction. Staff participate in a four-week cycle focused on each essential. The cycle includes the essential in relation to math, the essential in relation to ELA, learning a teaching strategy for the essential and planning using the essential.

# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<p>Teachers will provide students with opportunities to build background as they plan instruction and use the looking at student work protocol as it related to using assessment to plan for instruction.</p> <p>Using these sticky strategies as supports, students will be able to articulate what they are learning using domain specific language to describe the standard/ content.</p>	<p>Students will be able to use domain specific language to articulate what they are learning.</p>
<p>Adults will be able to successfully plan instruction aligned to standards and incorporate the following: opportunities to unpack standards with students, provide scaffolds, provide opportunities to build background, and incorporate an informal assessment.</p>	<p>Students will be able to answer questions that assess standards with accuracy and mirror MCAP.</p>



# Cycle 2: Outcomes

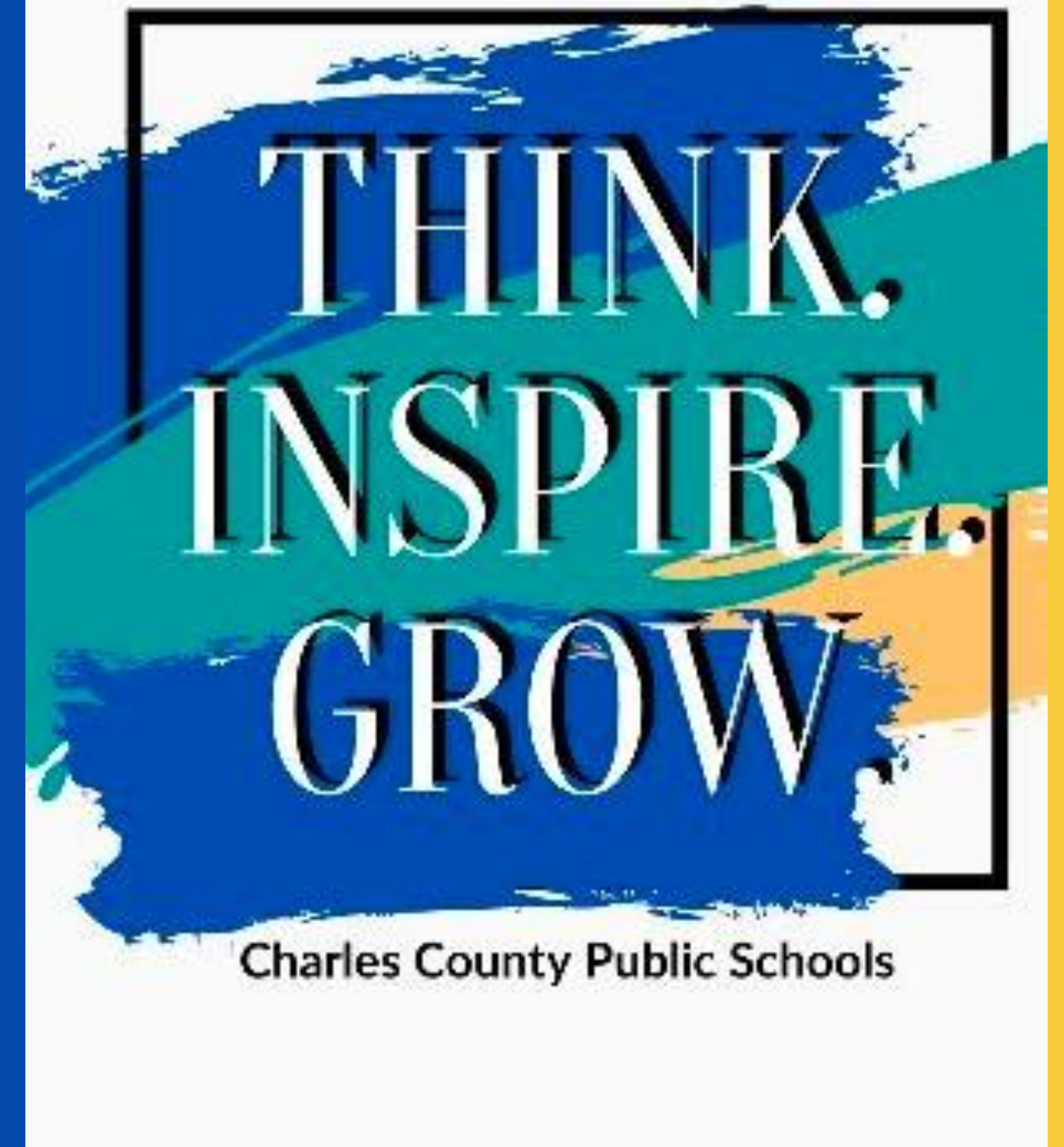
Cycle Areas of Growth	Cycle Celebrations

## Next Steps

- Professional Learning Cycles #2 end March 6, 2025! Outcomes will be available following this date.

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Culture & Climate Cycle 1

Eva Turner Elementary  
School



# Action Steps

1

Eva Turner Elementary will participate in school-wide professional development for ALL staff regarding the tier 1 instructional program, Move this World.

2

Administration has purposefully embedded Move this World into the master schedule.

3

Stakeholders monitor class usage for Move this World.

4

School Psychologist launches professional development on behavior tips and trauma informed practices.

# Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

- Professional Learning Cycles #2 end March 6, 2025! Outcomes will be available following this date.

THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



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We Appreciate Your Partnership!