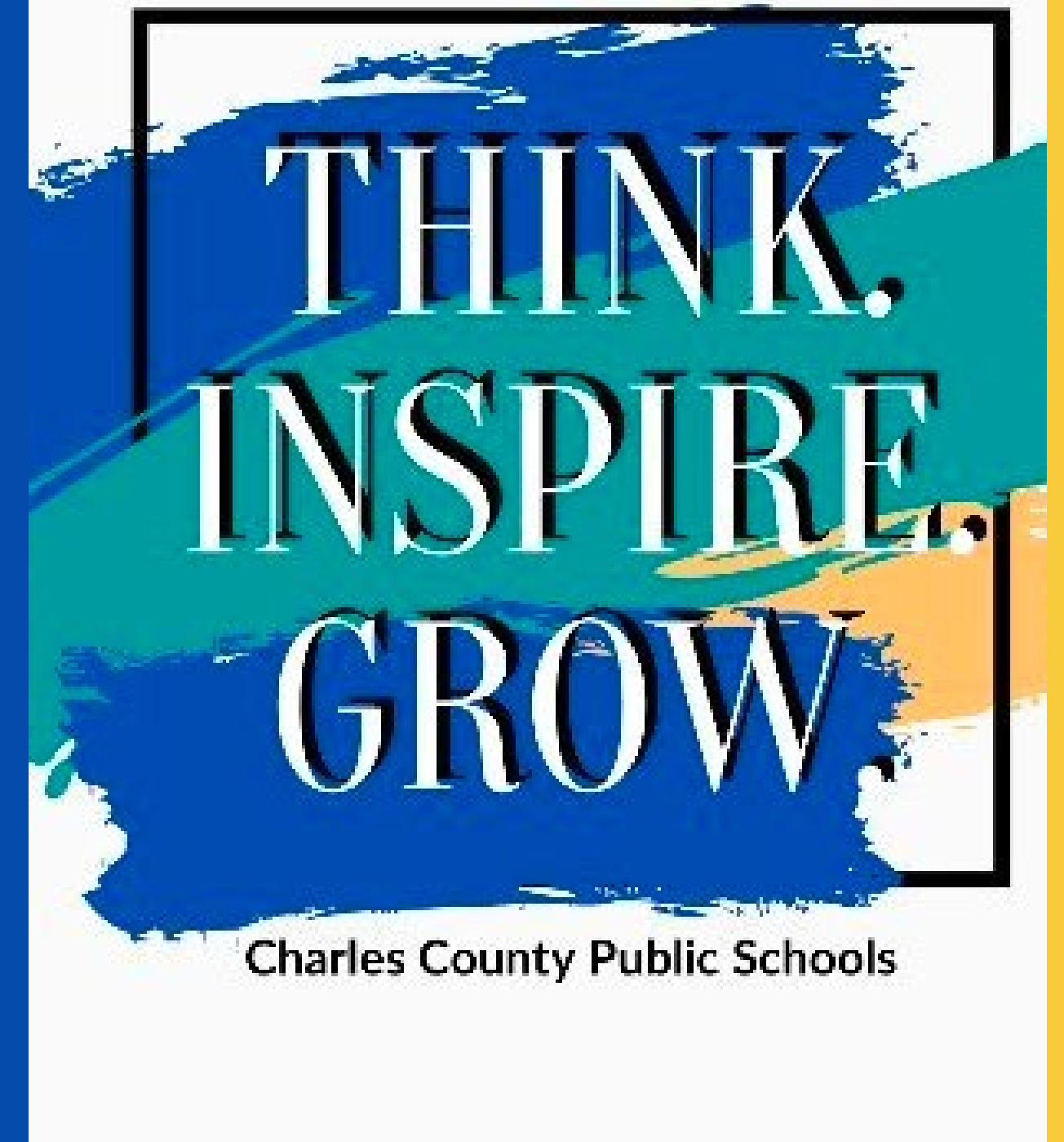


Charles County  
Public Schools  
School Improvement Plan  
Cycle 1

JP Ryon  
Elementary

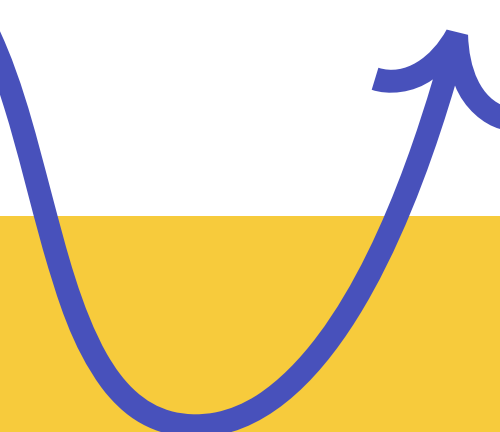


# Cardinals RISE UP to any Challenge!



# Why Continuous School Improvement

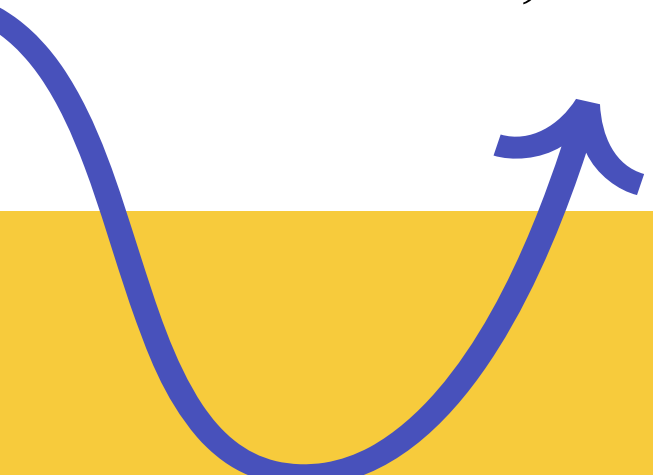
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

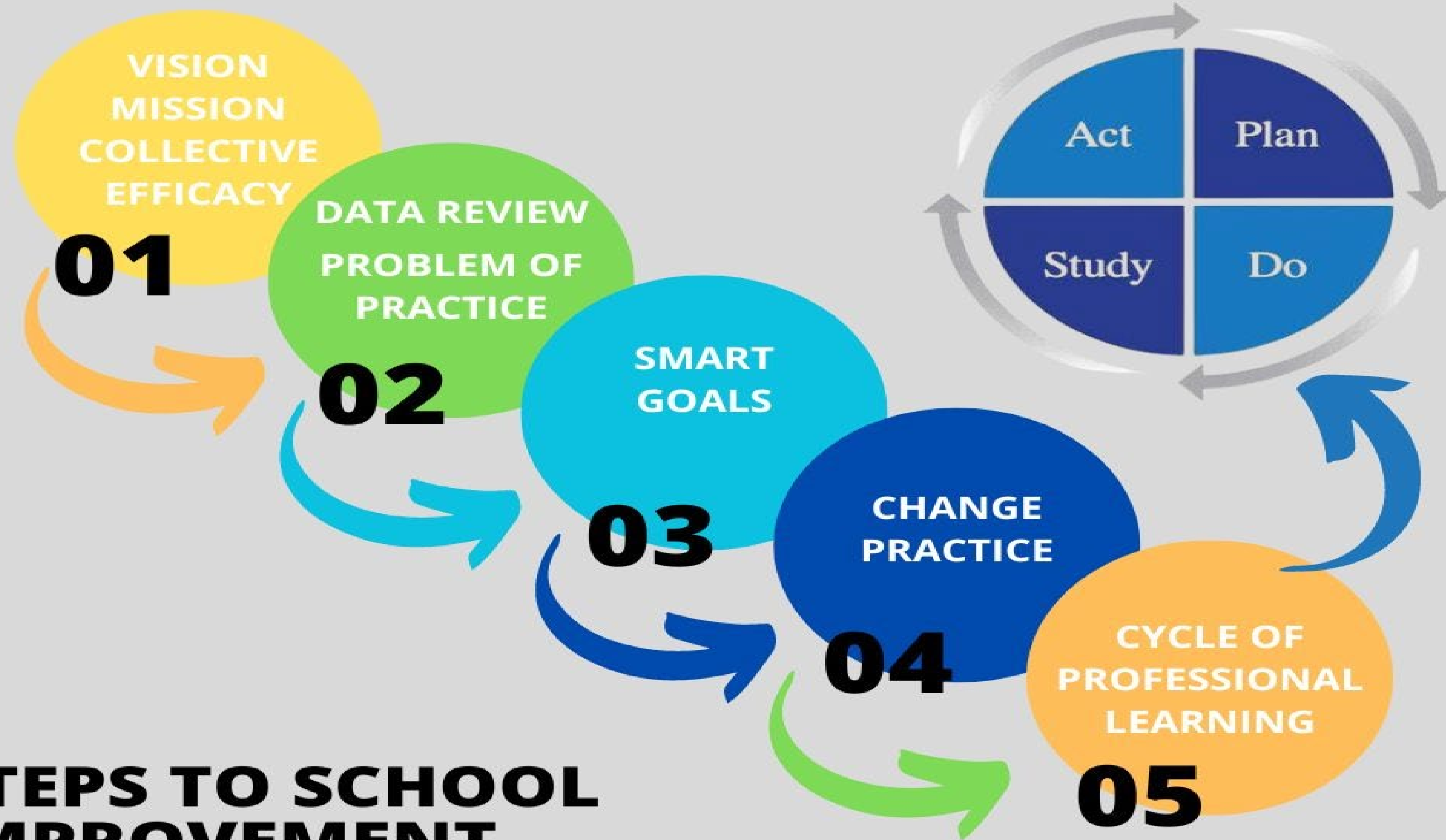
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



# JP Ryon Elementary

## Vision, Mission, Collective Efficacy Statements

### **Vision:**

Our instructional vision is to create a rigorous academic environment that prepares our students for continued academic and social achievement through increasing the capacity of instructional leaders.

### **Mission:**

Our mission is to provide consistent support to retain highly effective educators as they refine and implement best practices in an instructional environment through planning opportunities with instructional lead teachers aligned with curriculum pacing, individual and grade-level coaching with instructional coaches and collaboration with assistant principals and counselors to achieve positive behavior and social-emotional awareness to attain student achievement.

### **Collective Efficacy Statement:**

Through the continuous school improvement process, J. P. Ryon ES will create a learning environment focused on growing educational leaders who see themselves as reflective practitioners, continuously collaborating, evaluating the instructional practices in place, and creating change for all stakeholders involved. Collectively, we will identify our areas of change based on student, staff, and community needs. The needs identified will drive our work to plan, implement and promote our mission as a school community.



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# Area of Focus

We are committed to providing students with the best possible education and support. As part of our ongoing efforts to improve student outcomes, we have identified areas where we can enhance our curriculum and instruction to better meet the diverse learning needs of our students. To address these challenges, we are implementing several strategies, including:

- **Professional Development:** We are providing teachers with ongoing professional development opportunities to enhance their instructional skills and knowledge.
  - Focus is on strengthening Tier 1 instruction through collaborative planning and increasing student engagement. We believe that quality standards aligned instruction that engages and challenges students, along with differentiated instruction to meet the diverse needs of all learners, are key to achieving this goal.
- **Differentiated Instruction:** We are implementing strategies to differentiate instruction and provide targeted support for students who may need additional assistance.
- **Increased Monitoring:** We are strengthening our systems for monitoring student progress and providing timely feedback to both students and teachers.

We believe that these initiatives will have a positive impact on student achievement and help our students reach their full potential. We are committed to working together with parents to ensure that our students receive the support they need to succeed.

Thank you for your continued partnership and support.

# 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
21% of students in grades 3-5 were proficient learners on ELA MCAP Spring 2024	8.4% of students in grades 3-5 were proficient learners on Math MCAP Spring 2024
62% of current 3rd graders were below grade level in ELA according to Spring 2024 iReady data	73% of current 3rd graders were below grade level in Math according to Spring 2024 iReady
64% of current 4th graders were below grade level in ELA according to Spring 2024 iReady data	84% of current 4th graders were below grade level in Math according to Spring 2024 iReady data
75% of current 5th graders were below grade level in ELA according to Spring 2024 iReady data	75% of current 5th graders were below grade level in Math according to Spring 2024 iReady data
In grades 2-4, 73% of students were below on foundational skills in ELA according to Spring 2024 iReady data	66% of all students were below grade level in numbers and operations according to spring 2024 iReady data





# School Problem of Practice & Smart Goals

## **ELA Smart Goal**

- JP Ryon Elementary will increase the number of students scoring proficient on the MCAP ELA assessment from 21% to 25% by June 2025.

## **Mathematics Smart Goal**

- JP Ryon Elementary will increase the number of students scoring proficient on MCAP Mathematics assessment from 8.4% to 15 % by June 2025.



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change in Practice

Teachers will participate in regular collaborative planning to strengthen standards-aligned Tier 1 classroom instruction. Teachers will use Success Criteria to help students produce a well-developed piece of work.

## Cycle of Professional Learning # 1 Overview

- Complete reflection forms for regular walkthroughs by admin/ILT
- Participate in monthly professional learning in reading and math to unpack standards and enhance Tier 1 instruction.
- Promote student discourse and engagement in the classroom using Learning Goals and Success Criteria.

# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<p>If teachers use a planning protocol during collaborative planning and participate in school based professional learning opportunities, then quality standards-aligned Tier I instruction will be implemented. This will promote student discourse, engagement to increase student learning.</p>	<p>The percentage of students on grade level as measured by iReady winter assessments will increase when compared to the fall iReady assessment. Students will be able to articulate what is expected of them and use success criteria to evaluate their work when completing assignments aligned to the standards.</p>

# Cycle 1: Outcomes

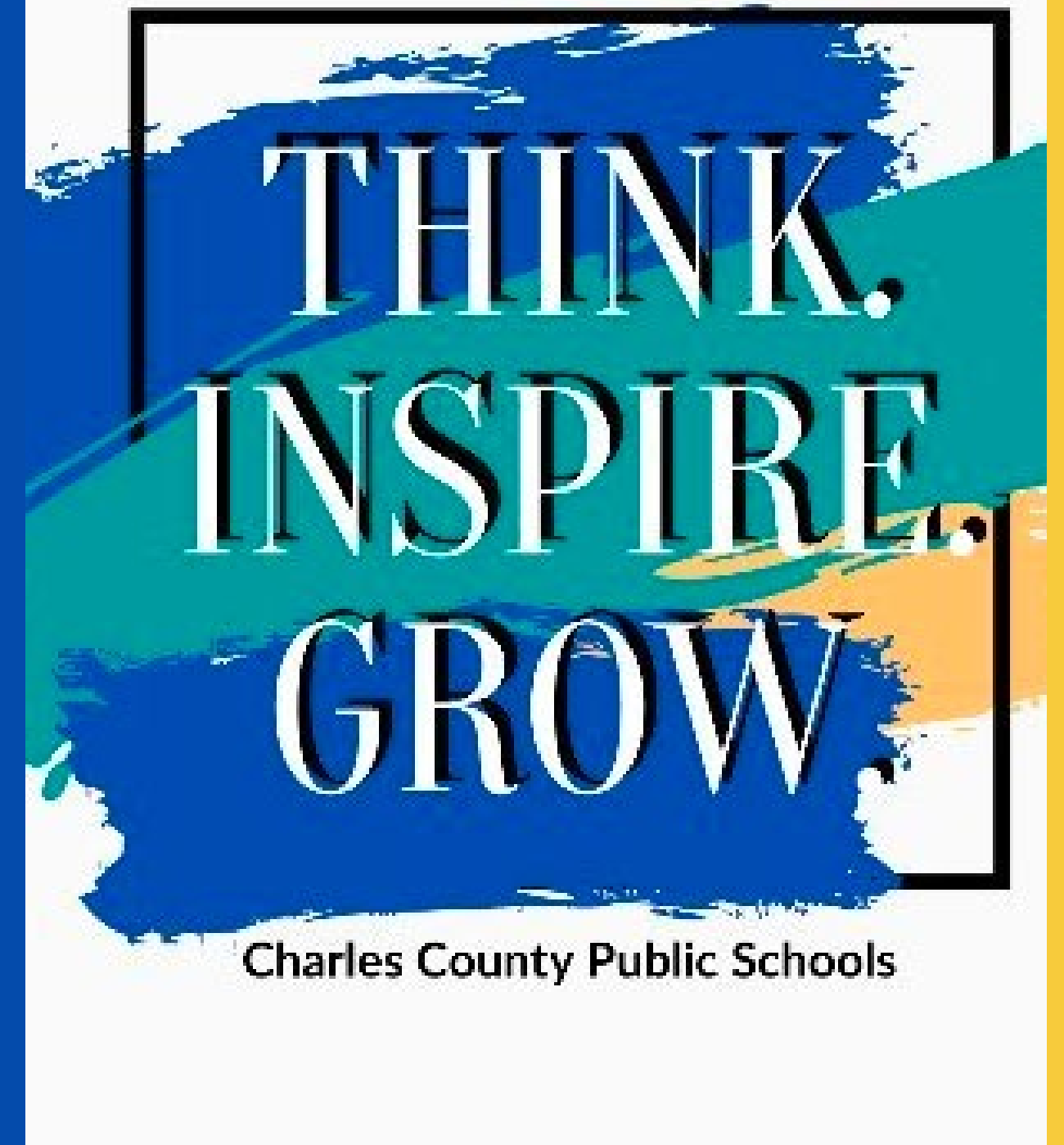
Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"><li>• Lesson Planning is not completely evident</li><li>• Use of planning templates in team planning is not productive</li><li>• Teachers need additional support in unpacking standards to increase engagement of activities</li></ul>	<ul style="list-style-type: none"><li>• Walkthroughs completed for every teacher from October and September</li><li>• ILT/Admin. Walkthroughs conducted in September</li><li>• Math Fidelity checks- curriculum pacing</li><li>• Significant increase in number of peer visits our teachers participated in.</li><li>• Exemplar examples of Success Criteria and Learning Targets discovered to use for cycle 2</li><li>• One on One planning opportunities with CORE teacher provided for 3rd and 4th grade.</li><li>• 5th grade teacher working with ILT for additional planning &amp; unpacking standards.</li></ul>

## Next Steps

- **Staff Professional Development- Unpacking Standards**
- **Grade Level ILT meetings – planning- use of excellent lesson planning habits**
- **Walkthrough document adjusted to focus on lesson planning components**
- **Staff Professional Development- Next chapters of Success Criteria**
- **Unified Success Criteria and Learning Target boards in classrooms**

Charles County  
Public Schools  
Culture & Climate Cycle 1

JP Ryon  
Elementary



# Culture & Climate Overview

Data Overview	<p><i>224 out of 703 students were chronically absent in the 2023-2024 School Year for a total of 31.9%</i></p> <p><i>35.4% of Hispanic students were chronically absent</i></p> <p><i>30.2% of Black/African American students were chronically absent.</i></p> <p><i>38.8% of primary students (grades PreK-2) were chronically absent compared to 30.3% of students in the intermediate grades (3-5)</i></p>
Culture & Climate Area of Focus	<p>At JP Ryon we are committed to fostering a school culture where <b>every student is present, engaged, and achieving their full potential</b>. We believe that <b>regular attendance is a cornerstone of academic success</b> and that by prioritizing attendance, we can create a supportive and inclusive learning environment that increases student success.</p>
Smart Goal	<p>JP Ryon Elementary School will reduce the percent of students who are chronically absent from 31.9 % to 20% by June 2025.</p>

## Action Steps

- 1 Formation of an attendance committee that will meet bi-weekly to help align all school resources.**
- 2 Facilitate parent information nights on the importance of student attendance.**
- 3 Quarterly award for students with an attendance rate of 95% or higher as well as improved attendance**
- 4 Daily announcement of top 3 grade levels with the highest attendance rate the day before and a monthly award for the class with the highest attendance rate.**

# Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"><li>• Scheduling/holding/preparing information for attendance hearing meetings at school</li><li>• We have added 18 additional students to monitor at the end of the first cycle as they have surpassed 5 or more days out of school.</li><li>• Student has 30+ absent days due to hospital visits.</li></ul>	<ul style="list-style-type: none"><li>• PPW made courtesy calls to parents to connect with support to have children at school.</li><li>• PPW made home visits for chronically absent students completed begin building a connection to school (11 families)</li><li>• Used parent newsletter to provide information related to the importance of student attendance.</li><li>• Celebrating students that met set criteria for attendance incentives.</li><li>• Random days of Attendance Rewards</li></ul>

## Next Steps

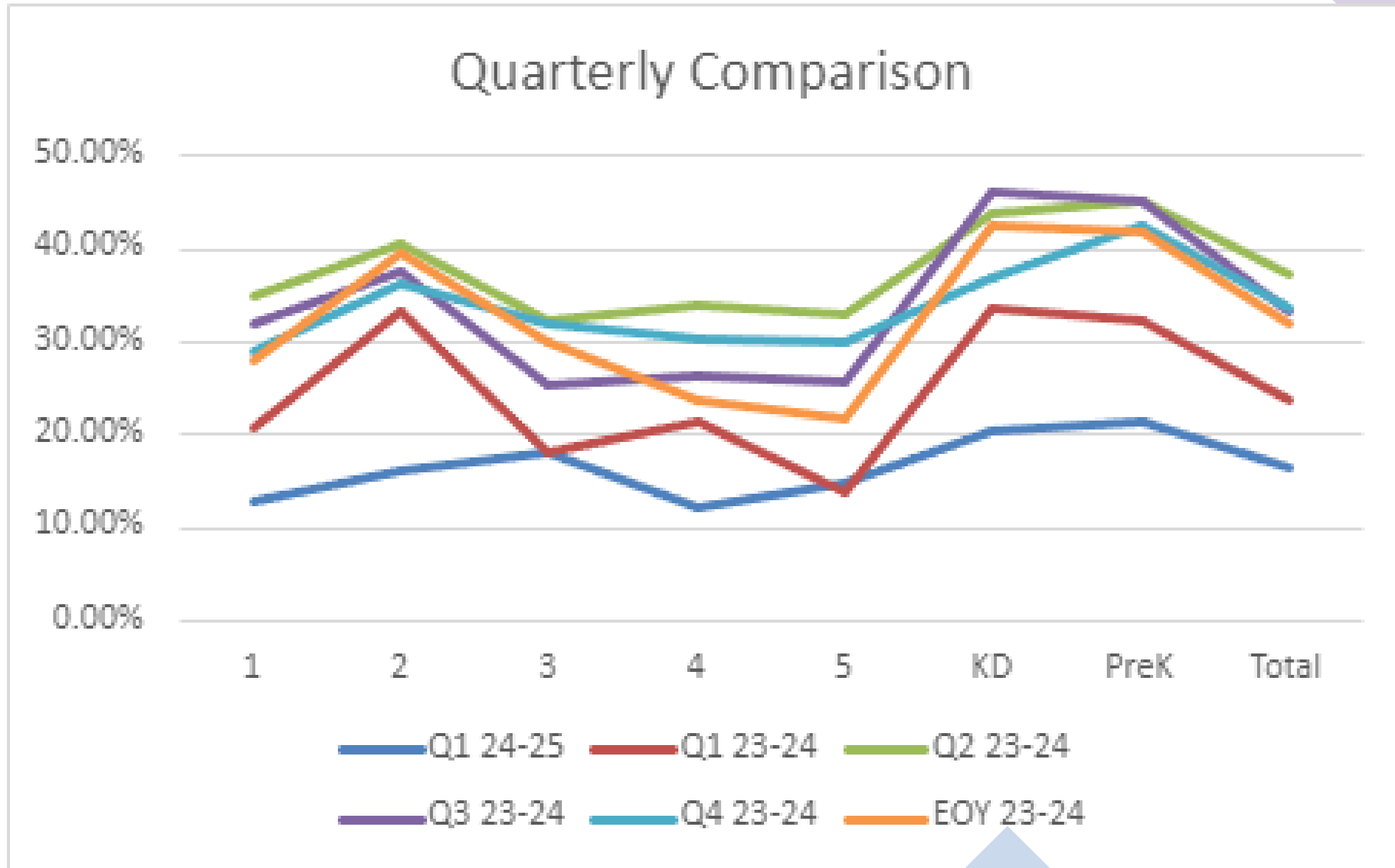
- Stay the course – continue to stay connected and provide resources and reinforcements as needed.
- Continue contacting families when students are absent.
- Continue emailing attendance letters to families.
- Continue holding monthly attendance team meetings to review data.
- Continue to recognize classes with outstanding attendance monthly.
- Begin to recognize grade levels with outstanding attendance monthly.
- Begin to recognize quarterly outstanding attendance at awards assemblies.
- Begin hosting family celebrations for hitting goal.



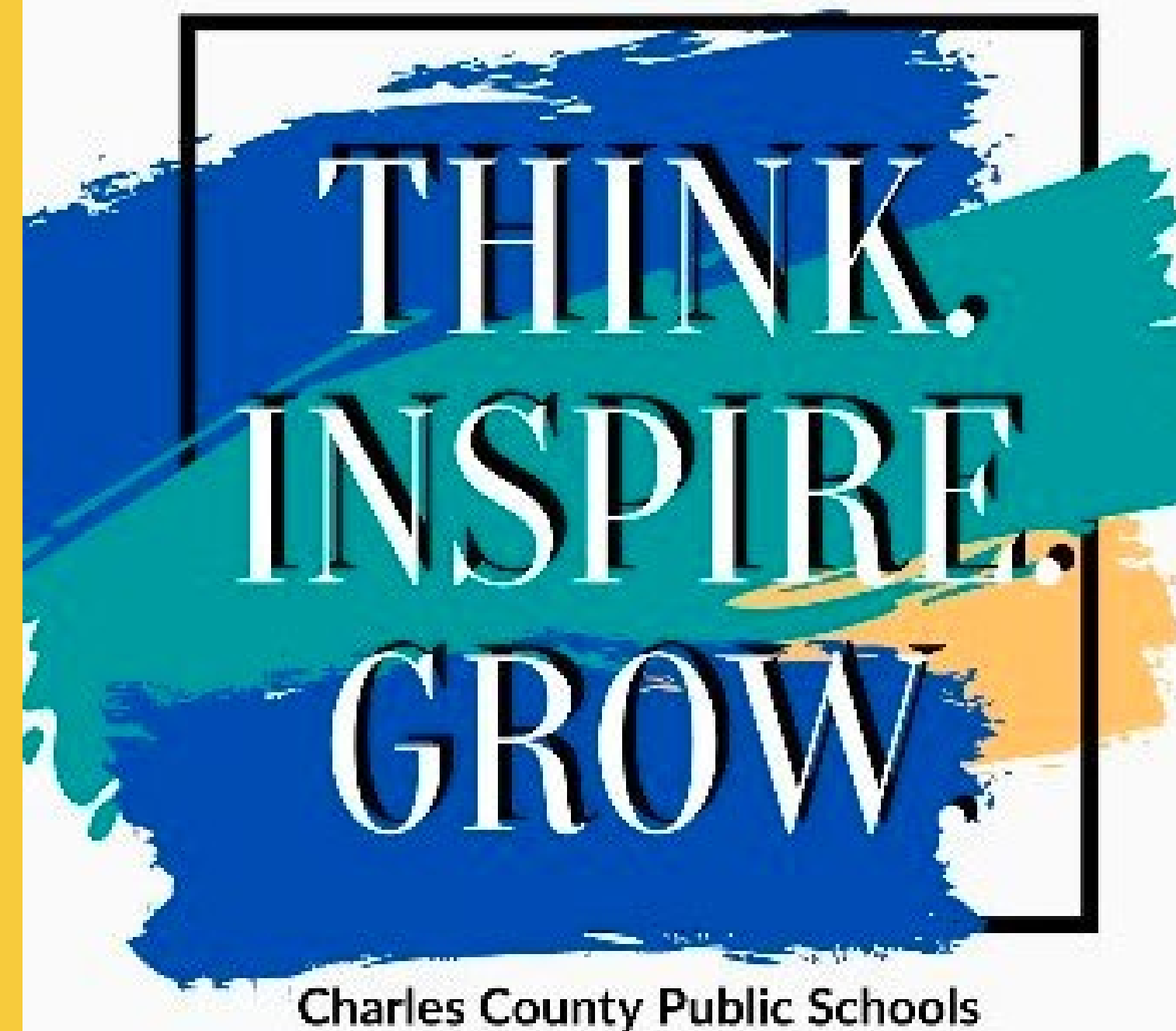


# J.P. Ryon Elementary School

## Percentage of Student Absences by Grade Level Per Quarter



Thank  
You For  
Reviewing  
our plan!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!