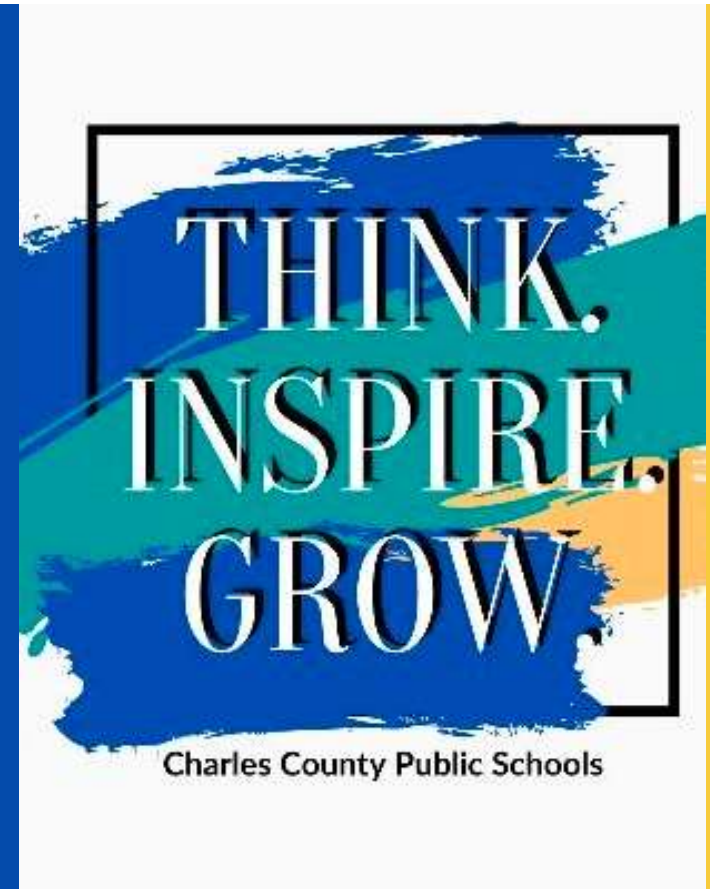


Charles County Public Schools School Climate Plan

Indian Head Elementary



Always Start With Why ...

The CCPS School Climate Plan provides opportunities for educational leaders to act as agents of continuous improvement to promote each student's academic success and well-being (Standard 10).

The School Climate Plan will allow schools to monitor school climate data to determine successes, challenges, and next steps to ensure schools are environments conducive to learning where students can think, be inspired, and grow.



Continuous School Improvement

The purpose of the CCPS Continuous School Improvement Plan is to provide a comprehensive framework that (insert school name) will use to support teacher capacity, student achievement, and school culture and climate. The continuous improvement processes helps education practitioners agree on specific challenges they face, identify change practices that can address those challenges, implement those change practices, study their implementation and outcomes, and decide whether the change practices are worthwhile and should be implemented or scaled up in their specific contexts.

Continuous improvement is based on the three principles:

1. Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
2. Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
3. 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).

Data Summary

- What are some key take aways your team discovered while analyzing your school's data?
- What assumptions are you able to make about your school's climate based upon our interpretations of the data?
- What is impacting your school's culture and climate? What changes do you want to see in your data?

Strengths:

- **68 students account for 80% of all referrals/incidents. 22 of these students have a SST/504/IEP. Two of the students qualified for the Aspire program.**
- **402 students have 1 or 0 referrals/incidents. The majority of our students are following the rules daily.**

Needs:

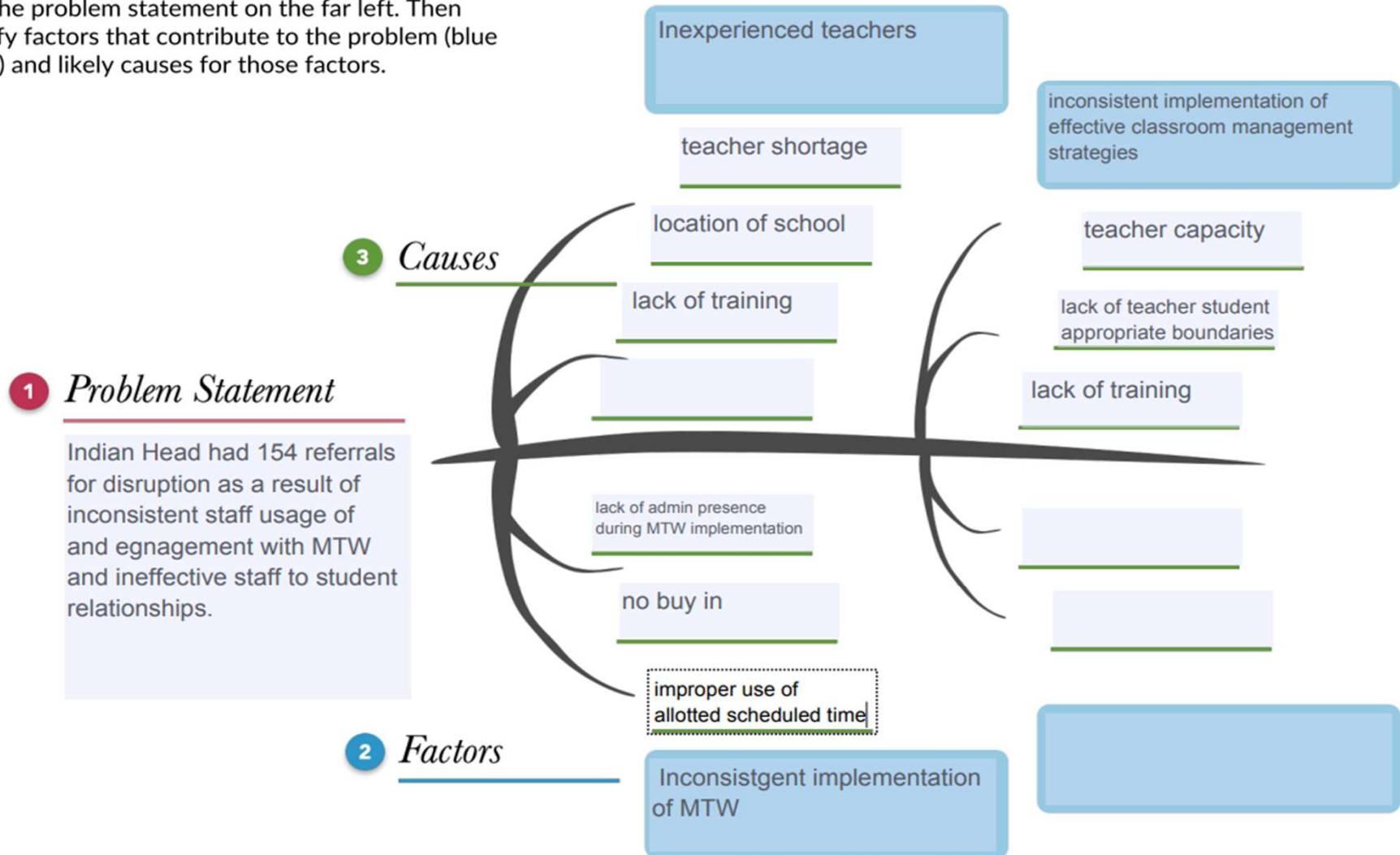
- **Top 3 violations are disruption, disrespect, physical attack/fighting**
- **Disruption has the highest at 91 major and 63 minor.**
- **Staff with the most referrals are also staff that struggle with classroom management because of ineffective Tier I instruction.**
- **A focus on Tier I instruction and implementation of core curriculum will help to support teachers with behavior management**
- **Monitoring of Move This World implementation to ensure all students are receiving the SEL they need.**



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To complete your own fishbone diagram, begin with the problem statement on the far left. Then identify factors that contribute to the problem (blue boxes) and likely causes for those factors.



1 *Aim Statement*

2 *Primary Drivers*

3 *Secondary Drivers*

4 *Change Practices*

Indian Head will reduce the total number of referrals in the area of disruption from 33% to 23% by June 2025.

Increase consistent usage and engagement of MTW.

Ensure standards aligned engaging tier 1 instruction occurs for all students.

Provide professional learning with MTW consultant.

Provide time allocated in master schedule to allow for daily MTW implementation

Provide regular feedback to teachers based on consistent walkthroughs.

Administrative presence and participation in MTW at all grade levels.

Admin will model phone call communication for teachers as needed.

Classroom teachers will conduct respect agreements.

Create a walkthrough schedule and form to include follow up reflection time.

School Climate

Quarter 1 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

List your Quarter 1 action steps.

Administrative presence and participation in MTW at all grade levels.

Classroom teachers will conduct respect agreements.

Create a walkthrough schedule and form to include follow up reflection time.



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School Climate: Data Collection

Quarter 1 Data Collection:

Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?

We will use 1st quarter referral data and walkthrough data to determine progress toward our goal.



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School Climate

Quarter 1 School Climate Data Analysis

To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?

Data Source: Quarter 1 Referral Data

Successes	Challenges	Next Steps
<p>In 2023 during the first quarter the percentage of violations for disruptions was 39.1%</p> <p>In 2024 during the first quarter the percentage of violations for disruptions was 31%</p> <p>The disruption percentage was reduced by 8.7%</p>	<p>The students that are causing the disruptions are chronic</p> <p>Limited consequences for students</p> <p>Disruptions in classrooms correlates with walkthrough data</p>	<p>Implement an ISI room to provide consequence for students that cause chronic disruption to learning</p> <p>Increase admin presence during MTW daily and throughout the day</p>

School Climate

Quarter 2 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

List your Quarter 2 action steps.

Implement an ISI room to provide consequences for students that cause chronic disruption to learning

Increase admin presence during MTW daily and throughout the day

Continue with half day SEL lessons for all students



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School Climate: Data Collection

Quarter 2 Data Collection:

Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?

We will use 2nd quarter referral data and walkthrough data to determine progress toward our goal.



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School Climate

Quarter 2 School Climate Data Analysis

To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?

Data Source:

Successes	Challenges	Next Steps
41 students account for violations for disruptions 400 students are doing the right thing every day	In 2023-2024 during the second quarter the percentage of violations for disruptions was 26.8% In 2024-2025 during the second quarter the percentage of violations for disruptions was 34% The disruption percentage increased by 7.2% Limited consequences for students	Continue use of ISI room to provide consequence for students that cause chronic disruption to learning Continue admin presence during MTW daily and throughout the day Utilize early dismissal days to implement PBIS lessons that address disruptive behavior

School Climate

Quarter 3 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

List your Quarter 3 action steps.

Continue use of ISI room to provide consequences for students that cause chronic disruption to learning

Continue admin presence during MTW daily and throughout the day

Continue with half day SEL lessons for all students that focus on disruption

Provide parent workshop to assist with student behavior



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School Climate: Data Collection

Quarter 3 Data Collection:

Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?

We will use 3rd quarter referral data and walkthrough data to determine progress toward our goal.



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