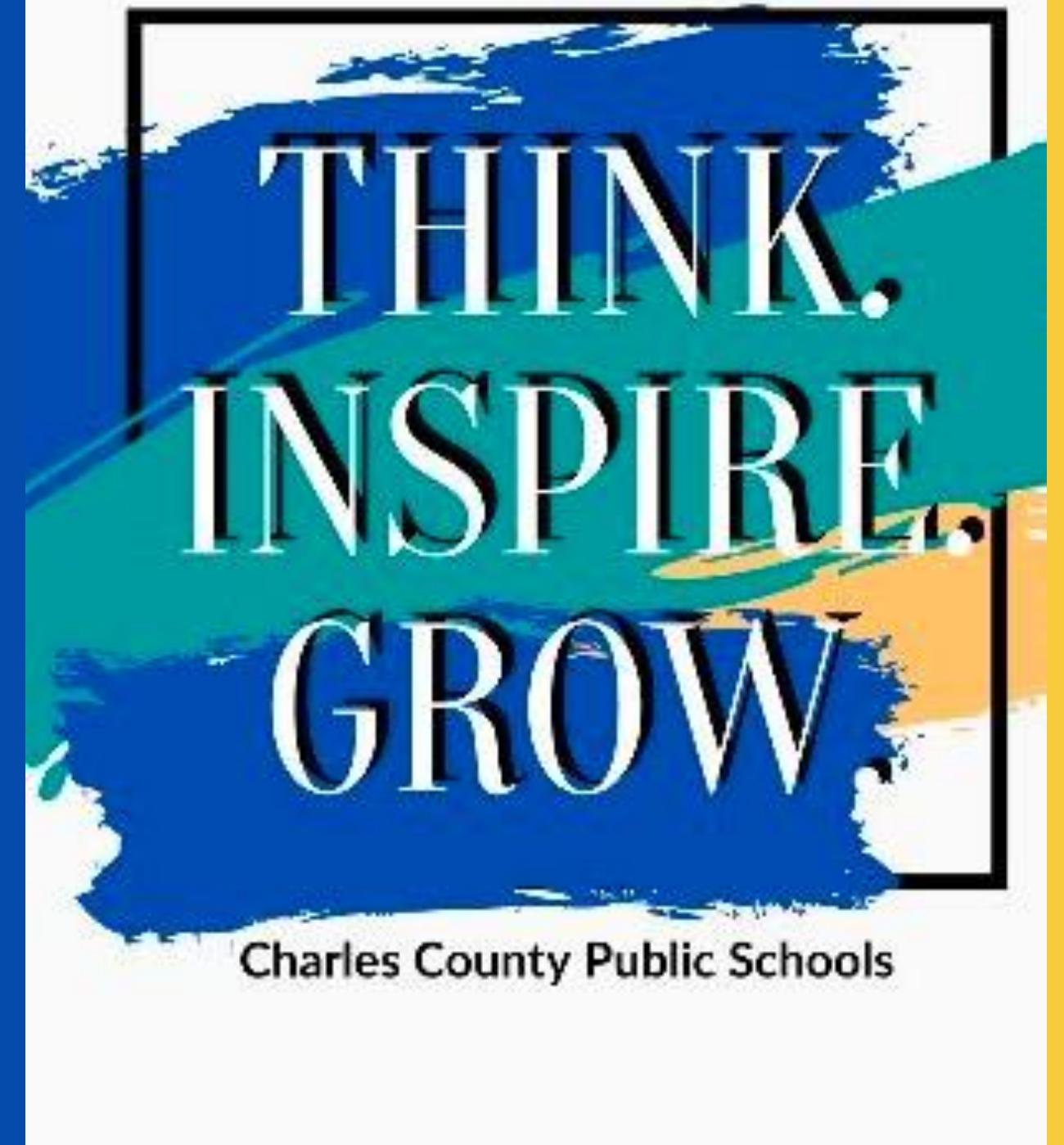



Charles County
Public Schools
School Improvement Plan
Cycle 2

William A. Diggs



Earning
EXCELLENCE
Every Day



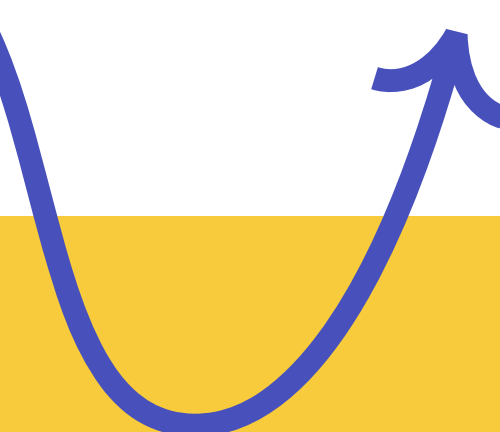
WILLIAM A. DIGGS ELEMENTARY SCHOOL

BUILDING & ACHIEVING OUR GOALS
WILLIAM A. DIGGS ELEMENTARY



Why Continuous School Improvement

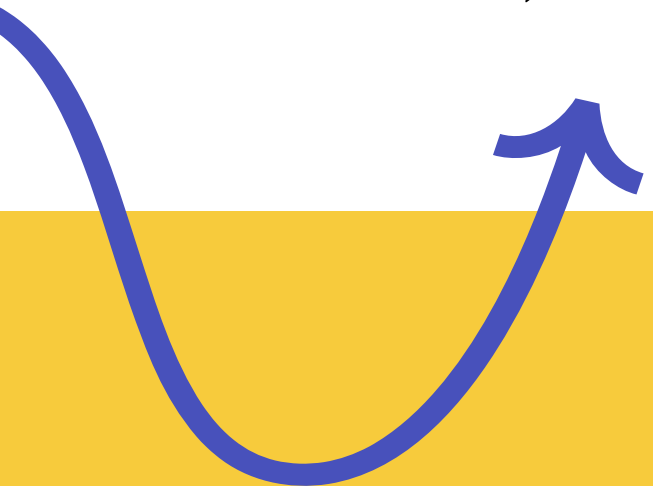
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

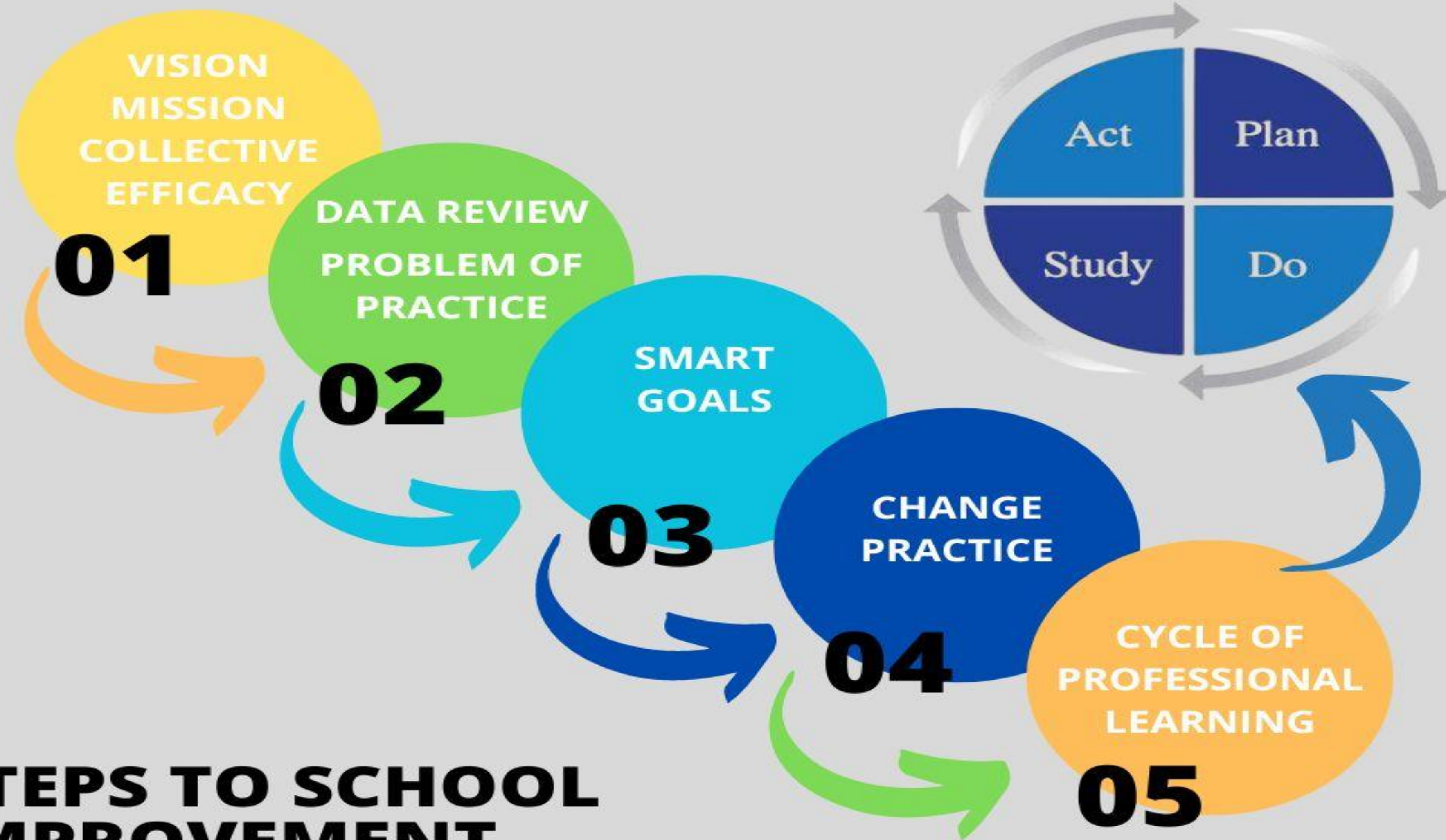
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Charles County
Public Schools

Working together to achieve excellence for every student.

STEPS TO SCHOOL IMPROVEMENT



William A. Diggs Elementary

Our Vision...

To create an environment of excellence where all students can achieve success.

Our Mission...

To provide engaging academic and enrichment opportunities to spark curiosity and interest, inviting students to become lifelong learners and achieve to their fullest potential.

Collective Efficacy Statement: We will work together to invest in each other to do what is best for students by focusing on professionalism, standards-based instruction, intentional practices/reflection to support the academic experiences and growth of students. Expecting teachers and students to both take active roles in teaching and learning with a mindset of earning excellence every day.



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Area of Focus

Area of Focus: Enhancing Student Achievement in Reading and Math

- ✓ We are committed to improving student performance in grades KD-5 by strengthening our approach to standards-based instruction. Our dedicated teachers are focusing on consistent understanding, delivery, planning, and monitoring of instructional practices to ensure every student reaches their full potential in reading and math.



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
✓ 44% of students in grades 1-5 are performing below grade level in reading based on iReady assessments (Spring 2024).	✓ 57% of students in grades 1-5 are performing below grade level in mathematics based on iReady assessments (Spring 2024).
✓ 49% of students in grades 3-5 are performing below proficiency level in MCAP Reading (Spring 2024)	✓ 73% of students in grades 3-5 are performing below proficiency level in MCAP Math (Spring 2024)

School Problem of Practice & Smart Goals

ELA Smart Goal

- **William A. Diggs will increase the percentage of students meeting or exceeding proficiency on MCAP ELA from 51% to 56% of students in grades 3-5 by June 2025.**

Mathematics Smart Goal

- **William A. Diggs will increase the percentage of students meeting or exceeding proficiency on MCAP Math from 26% to 30% of students in grades 3-5 by June 2025.**



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Cycle 1: Outcomes (Cycle 2 Guidance)

Cycle Areas of Growth

- Staff need to ensure that the grade-level rigor of the standard is considered and communicated to students
- Parents need to be exposed to the rigor of the standards so they better understand student expectations
- Student writing focus-use of MCAP rubric
 - “Bump up” chart/rubric for students to understand how to bump up their writing
- Continue to grow engagement tool kits for teachers

Cycle Celebrations

- During walkthroughs 83% of students interviewed were able to explain what they were learning.
- Accountable talk implemented in classrooms increased student engagement and participation
- Staff utilization of common planning tools was successful
- 96% of staff are using the Hawk Eye Learning chart in classrooms (standard posted, engagement listed, “I can..” statement)
- Staff understand the standards for their grade level and how they need to be communicated to students
- Staff are using, and posting, “I can..” statements to help guide students
- Increased grade-level collaboration and team planning took place

Next Steps

- **Continue use of planning documents, unpacking standards, and Hawk Eye Learning charts in classrooms**
- **Continue focus on writing-MCAP rubric (Bump Up chart)**
- **Focus on rigor of each grade-level standard**
- **Grow student engagement tool kit**
 - **Teacher moves that promote engagement focus**

Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- ✓ Teachers will unpack standards to clarify their understanding of the standards and connect students to their learning through engagement. We will monitor this change practice through walk through's, teacher observations, peer visits, and analyzing student work samples using the LASW protocol.

Cycle of Professional Learning # 2 Overview

- ✓ Unpacking the standards in teacher and student-friendly language
- ✓ Ensuring assignments/activities match the standard
- ✓ Strategies for student engagement will be modeled for staff at monthly instructional meetings



Charles County
Public Schools

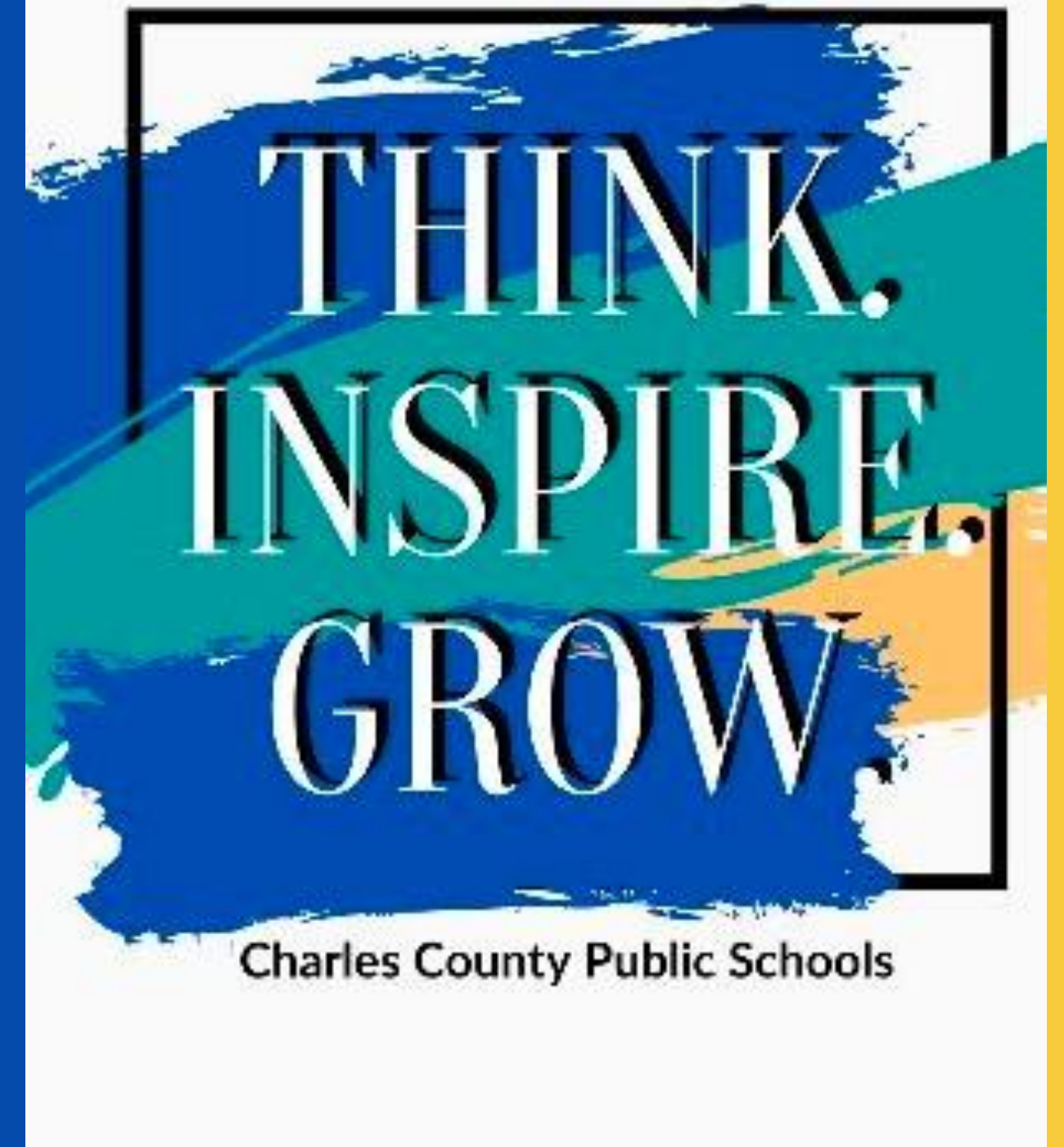
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Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Student)
✓ Staff will use resources to better understand the rigor of the standards	✓ Students will be able to answer look for questions
✓ Review “What” of learning- purpose/objective for learning with students.	✓ Students will understand the standard ✓ What and how of learning-”Hawkeye” Poster
✓ Clarity on success criteria- What does it look like for students to be successful?	✓ Increased engagement and being able to speak to/answer questions about what they are learning
✓ Building engagement tool kit to include accountable talk	✓ Increased participation
✓ Purposeful Planning	✓ Produce pieces of work that demonstrate understanding of the standards.

Charles County
Public Schools
Culture & Climate Cycle 2

William A. Diggs
Elementary



Culture & Climate Overview

Data Overview	<ul style="list-style-type: none">✓ Limited implementation across the school of move this world✓ Student incidents included disruption, disrespect, and physical attack as the top 3 most prevalent negative behaviors✓ Student attendance rate was at 91.79%✓ Safe Screens are at 111
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.	Using data to refine and restructure social emotional learning (SEL) supports at William A. Diggs Elementary School is essential for creating a positive and conducive learning environment. By analyzing data on student behavior, the school can identify specific areas where students need additional support, such as disrespect, disruption, fighting, and physical aggression. This targeted approach allows for the development of tailored interventions that address the root causes of these behaviors, ultimately reducing the number of referrals. Providing teachers with the necessary tools and support and including partnerships with parents, ensures that students are held to high standards and are ready to learn each day.
Smart Goal	William A. Diggs will decrease the number of major referrals by 10% in the areas of disrespect, disruption, and fighting/physical aggression.

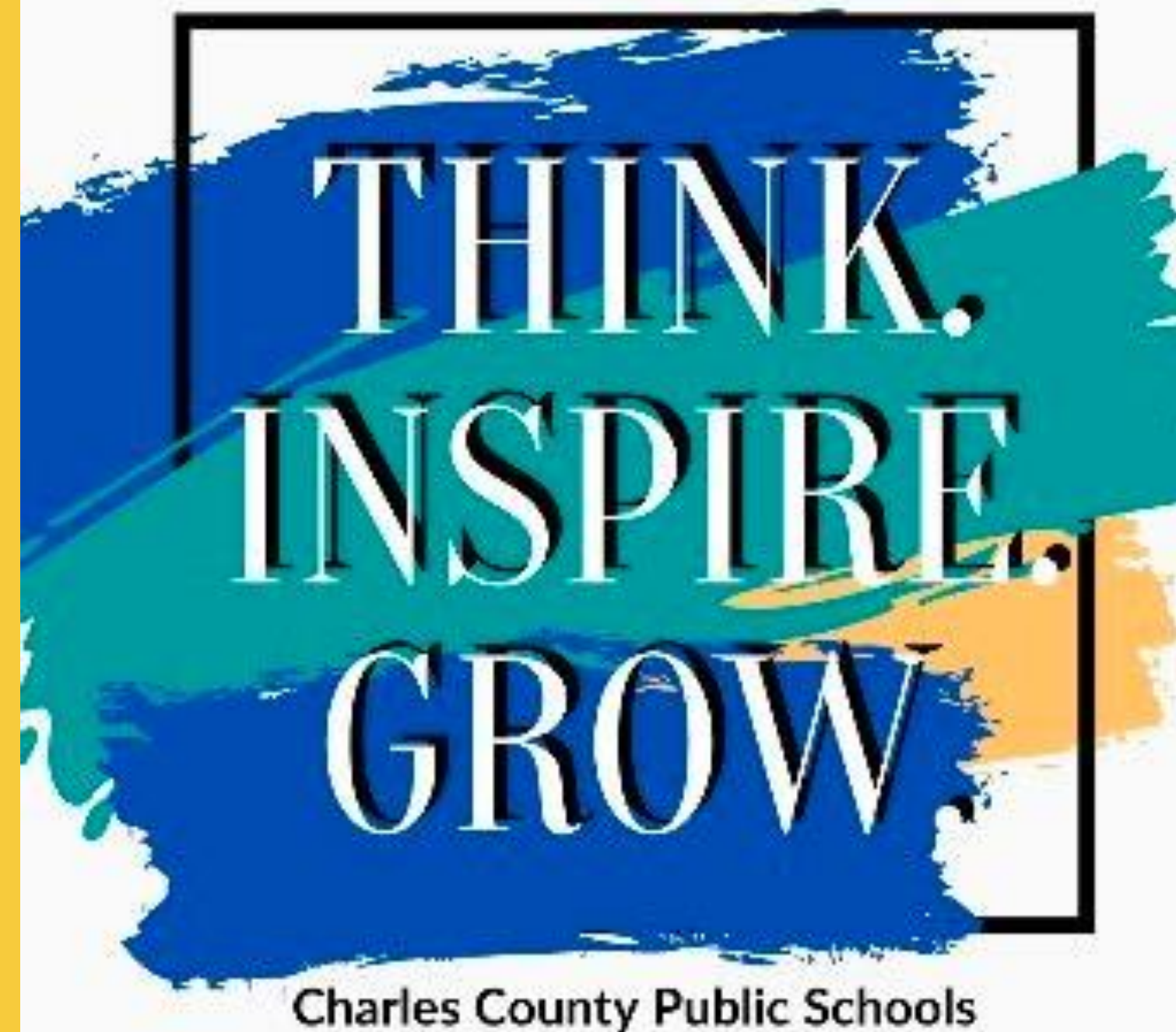
Culture & Climate Cycle 1: Outcomes (Cycle 2 Guidance)

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• Targeted small groups based on behavioral needs• Increase select staff buy in of PBIS• Use of volunteers to support student rewards and initiatives	<ul style="list-style-type: none">• Individual celebrations for behaviors• Small groups happening• Relationship building with teachers• Building relationships with students• PBIS has been consistent-team support and buy in, events and rewards are consistent, and most staff have bought in.• Consistent team meetings• Memorable big events for PBIS.

Action Steps

- ✓ **Move this world implementation in 80% of classes (3 times per week)**
 - ✓ **Implementing consistent guidance lessons and staff training on the use of PBIS strategies (Tier 1 supports for all)**
 - ✓ **Implementation of small group supports as a result of student needs assessment**
 - ✓ **Define what Tier 1 SEL supports look like within the classroom**
-
- ✓ **Tier 2 process guide for teachers to utilize for additional supports**
 - ✓ **Counselors modeling relationship building**
 - ✓ **Full implementation of the attendance flow chart**

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!