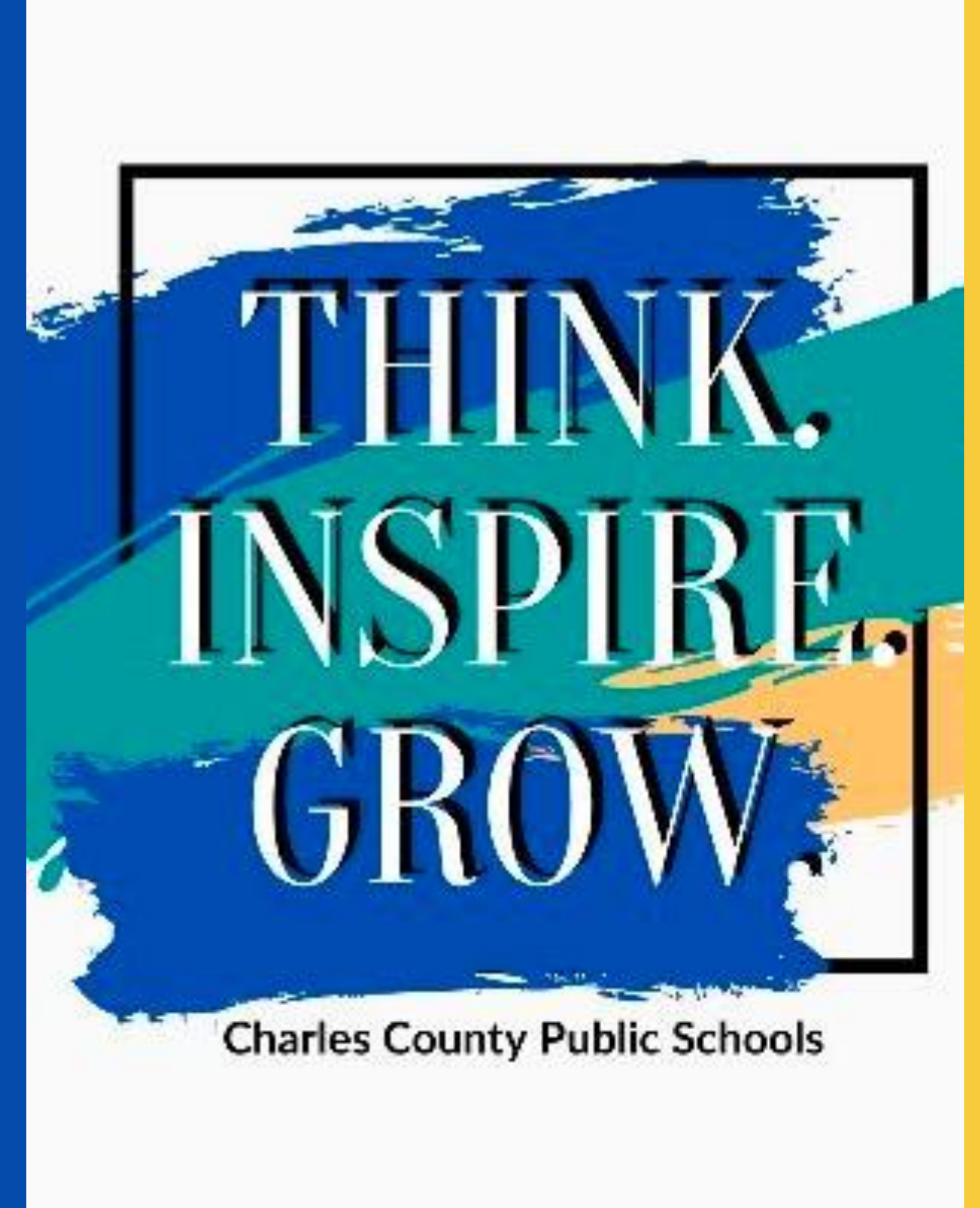


# Charles County Public Schools School Improvement Plan Cycle 1

Maurice J. McDonough  
High School



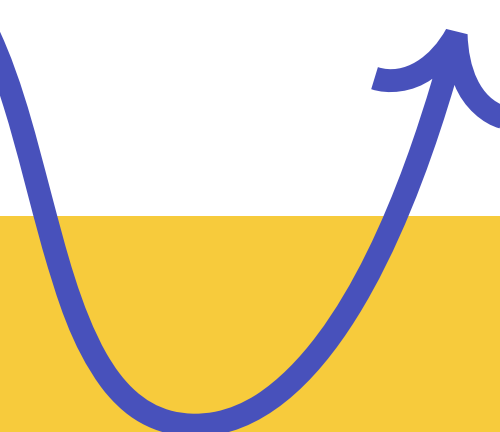
# 23-24 School year in Review...

- Nine students received the Seal of Biliteracy earning proficiency in listening, speaking, reading and writing in English and one or more languages (highest in the county).
- Our talented students were recognized as All State thespians, achieving superior rankings and advancing to national competitions for the third consecutive year.
- The Envirothon team won first place in the county competition.
- The Unified Track team won the Maryland State Championship.
  - Our talented student-athletes won individual Regional Championships in indoor track, and our fall cheer team won a regional championship.
- Ms. Erin Reif, parent volunteer, was celebrated as the Be the Difference award winner for CCPS High Schools.
  - The class of 2024 earned over nineteen million dollars in scholarships and grants.



# 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.



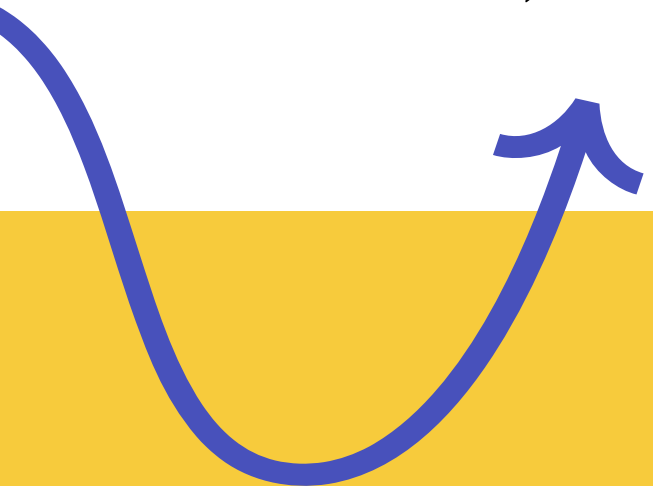
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Public Schools

*Working together to achieve excellence for every student.*

# 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).

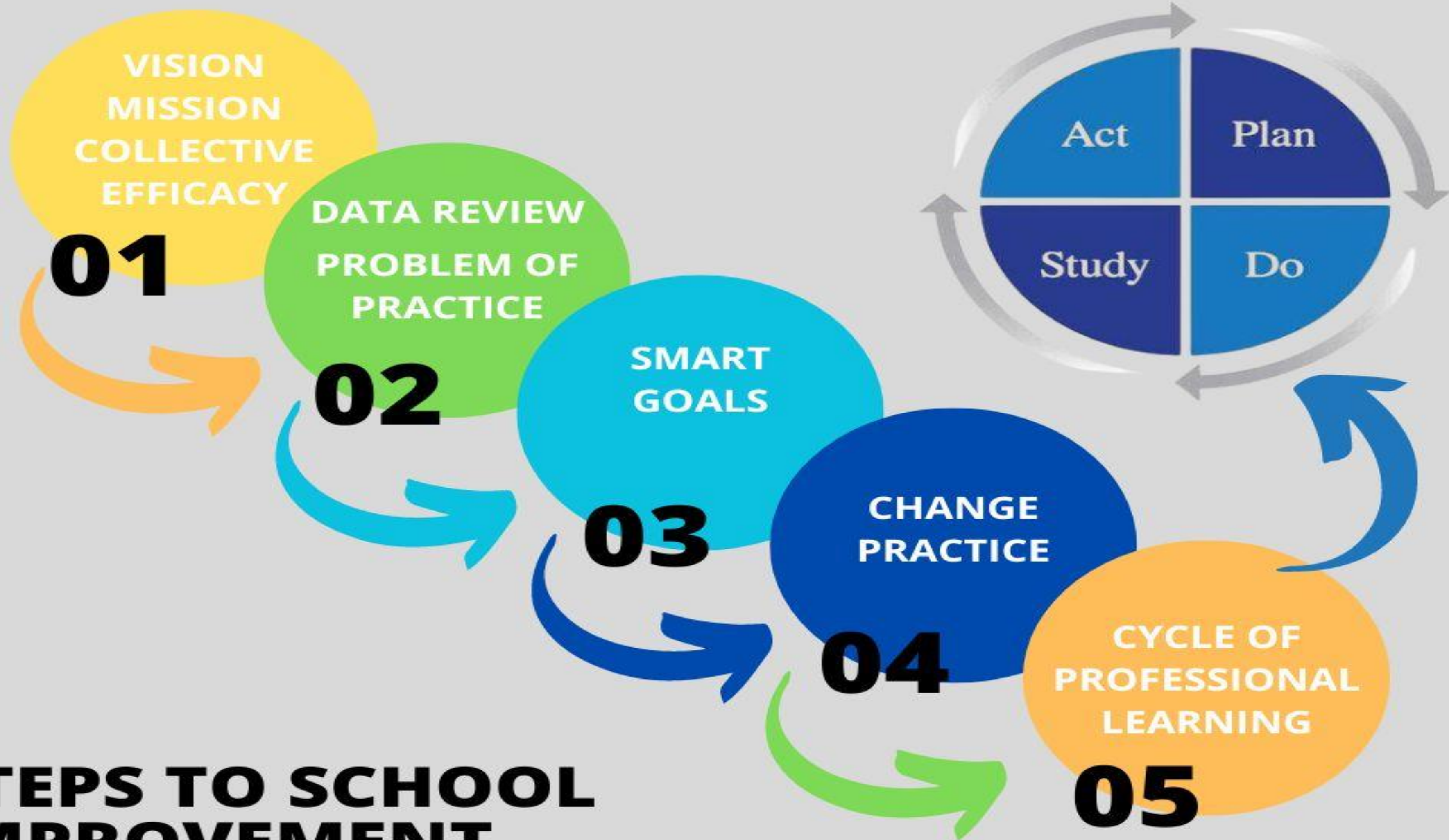


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# STEPS TO SCHOOL IMPROVEMENT



# Maurice J. McDonough High School

## Vision, Mission, Collective Efficacy Statements

**Vision:** The vision of Maurice J. McDonough High School is to create the best environment where students can be prepared for college and career by focusing on equity, creativity, and collaboration.

**Mission:** The mission of Maurice J. McDonough High School is to educate all students in a safe, supportive, and challenging environment where students learn to be productive citizens in a diverse society.

**Collective Efficacy Statement:** At Maurice J. McDonough High School we share a growth mindset so that we can make our dreams come to fruition. We collaborate towards our common goals. We are individually proud and collectively strong.



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# Area of Focus

Dear Parents and Guardians,

We are excited to share our commitment to enhancing our students' proficiency in English Language Arts (ELA) and Mathematics. Our goal is to support all students in achieving and exceeding state proficiency levels on the MCAP assessments.

To achieve this, our focus is to enhance the learning experience for all students in grades 9-12 by implementing well-designed lessons that foster engagement and meet diverse learning needs. We believe that through differentiated instruction and quality programming, we can create an environment where every student thrives and reaches their full potential in English and math.

Thank you for your continued partnership in your child's education.

Sincerely,

Maurice J. McDonough High School



# Data Summary

Below is information used to formulate our school goals.

English Language Arts Data Overview	Mathematics Data Overview
MCAP ELA scores	MCAP Algebra I and II scores
BASE Line Student data	BASE Line Student data
Student work samples	Student work samples
Student common assessment data	Student common assessment data
Student grades	Student grades



# School Problem of Practice & Smart Goals

## ELA Smart Goal

- By the end of the 2024-25 school year, the percentage of students performing proficient or above on the 10<sup>th</sup> grade ELA MCAP will improve by 10%.

## Mathematics Smart Goal

- By the end of the 2024-25 school year, the percentage of students performing proficient or above on the Algebra I/II MCAPs will improve by 10%.



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

Train and promote the use of the MEALS writing plan as a strategy all students can use. We will also train teachers on the use of engagement strategies, leveraging research-based strategies from AVID-Advancement Via Individualized Determination.

## Cycle of Professional Learning # 1 Overview (Researched Engagement Strategies)

- MEALS writing strategy
- Focused notetaking
- World Café
- Circle Discussions
- Thinking Notes
- WICOR partners
- One Pager



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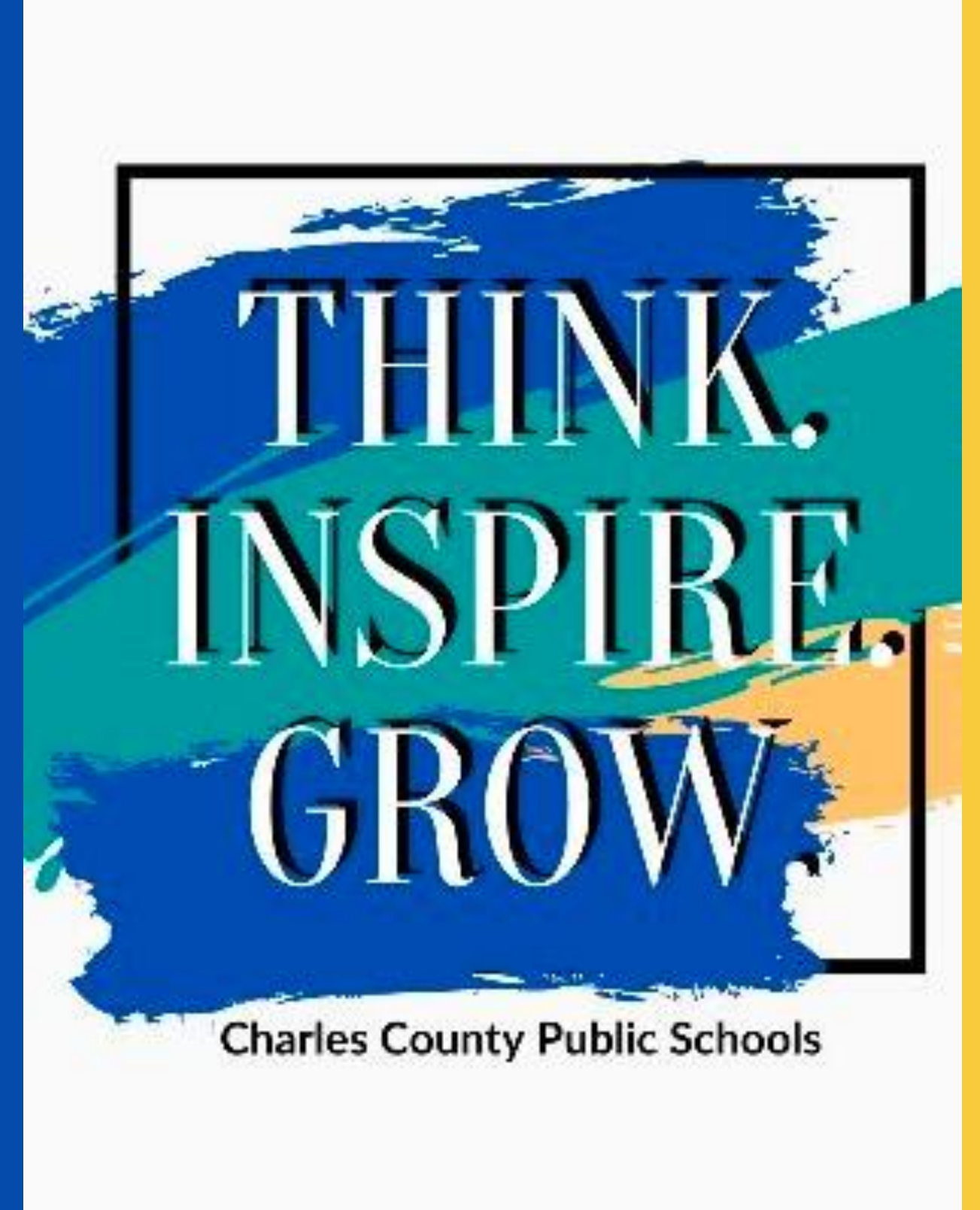
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# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will unpack the content standards for students.	Students will ask questions to clarify their thinking
Model the thinking necessary to compose writing	Use evidence to support their claims
Expect the use of evidence to support claims in writing	Use academic vocabulary appropriate to the topic or standard and audience.
Prompt new student thinking about the organization of their writing	Demonstrate their understanding of topics and content standards
Refer to models for good writing and organization	Use models to organize their thoughts

# Charles County Public Schools Culture & Climate Cycle 1

Maurice J. McDonough  
High School





# Culture & Climate Overview


Data Overview	<p>Data points considered to build our culture and climate goals were:</p> <ul style="list-style-type: none"><li>-Student attendance</li><li>-Discipline data</li><li>-Baseline survey data</li><li>-Referrals for behavioral health assessments</li></ul>
Area of Focus	<p>Our focus is to enhance the positive culture and climate for all students in our school. To do this, we will focus on our PBIS school initiatives building upon positive incentives and restorative approaches to education. We believe that through staff and student training in these areas, we can make a positive impact on school culture and the educational experience.</p>
Smart Goal	<p>By the end of the first quarter, we will see a 10% reduction in tardiness referrals from the previous school year.</p>

## Action Steps

- |   |  |
|---|--|
| 1 | Implementation of PBIS incentives              |
| 2 | Engagement strategies through instruction      |
| 3 | Restorative Practices trainings for staff      |
| 4 | Proactive Re-direction protocols with students |

# Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>-Trained 10 staff members in restorative practices during the month of November.</p> <ul style="list-style-type: none"><li>- Implemented researched based AVID instructional strategies with teachers for use in the classroom.</li><li>- Ran our first PBIS store (Positive Behavior Intervention System) with students.</li><li>- Implemented timely discussions with students both formal and informal about school expectations.</li></ul>	<p>-Student tardiness discipline referrals went down <b>55%</b> from first quarter last year to this year.</p> <ul style="list-style-type: none"><li>- Overall student discipline referrals decreased by <b>30%</b> from last school year to this school year during the first quarter.</li><li>- Attendance data showed a <b>94%</b> present rate for the quarter which was the highest of all high schools during the month of October!</li><li>- Student engagement from our Baseline self survey increased</li></ul>

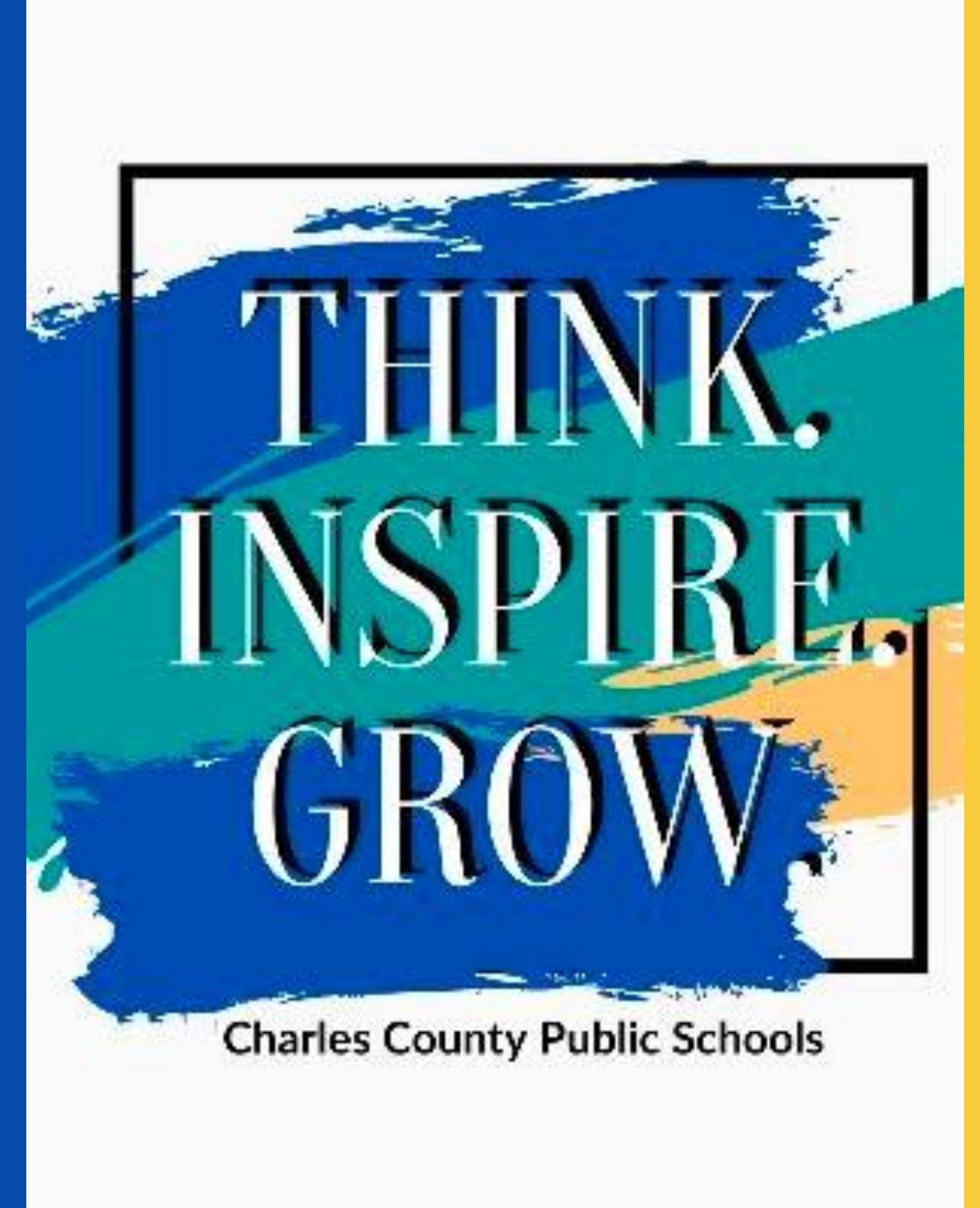


## Next Steps

- Meet as a professional learning team to debrief and plan for the second cycle and adapt our goals.
- Plan for more culture and climate opportunities for students and staff to take part in.

# Charles County Public Schools School Improvement Plan Cycle 2

Maurice J. McDonough  
High School



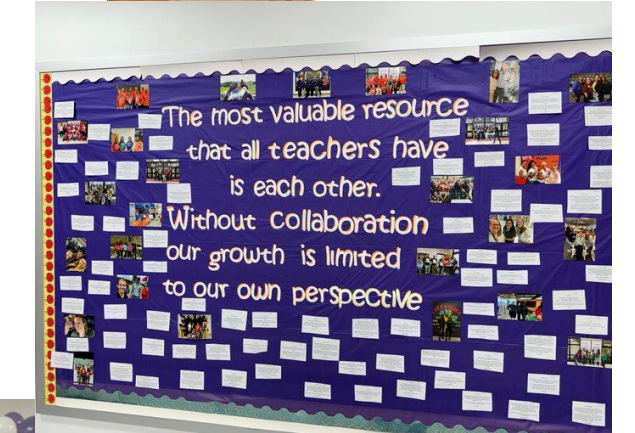


# Staying the Course...

- Celebrating Students: Our It's Academic Team earned 2nd Place; our Fall Cheerleaders are State Champions; two Seniors were chosen for the Student Page Program at the Maryland General Assembly (5 in the county)

- Celebrating Achievement: Our Algebra II and English 10 MCAP scores improved; our Multi Language Learner students showed gains on MCAP scores as well.

- Celebrating Our Community: Our Community Open House in December showcased our new addition and programs



# Cycle 2: Change Practice & Cycle of Professional Learning

## Change Practice

- We are going to stay the course from cycle 1. Analysis of available classroom data is ongoing and timely for teacher reflection. Teachers participate in regular professional development to improve classroom instructional practices.

## Cycle of Professional Learning # 2 Overview

- We are continuing to look at ways to engage our students in meaningful instruction through our 7 Core AVID Strategies for MHS. We will adapt and adjust our plans by incorporating Peer Visits and LASW protocols to allow teachers to reflect on MHS student writing abilities.

# Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<ul style="list-style-type: none"><li>• <b>Unpack the standard by demonstrating their understanding of the topic and skillset(s) students need to know.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Ask questions to clarify.</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Model the thinking necessary to compose writing.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use evidence to support claims.</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Expect the use of evidence to support claims.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use academic vocabulary appropriate to the topic or standard and audience.</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Prompt new thinking about organization.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Demonstrate their understanding of the topic(s) or standard(s).</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Refer to models.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use teacher feedback to improve writing</b></li></ul>





# Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"><li>• Teacher use of writing strategies decreased overall</li><li>• Common Assessment data showed student growth, but not overall mastery</li></ul>	<ul style="list-style-type: none"><li>• We launched our Looking at Student Work Protocol school-wide by analyzing MHS student writing from this year</li><li>• We analyzed strengths and challenges for MHS student writing across contents</li><li>• We implemented 2 rounds of Peer Visits and analyzed the data from those class visits</li><li>• We modeled writing instruction embedded into various contents</li><li>• We discussed the ability to provide students with feedback using rubrics</li></ul>

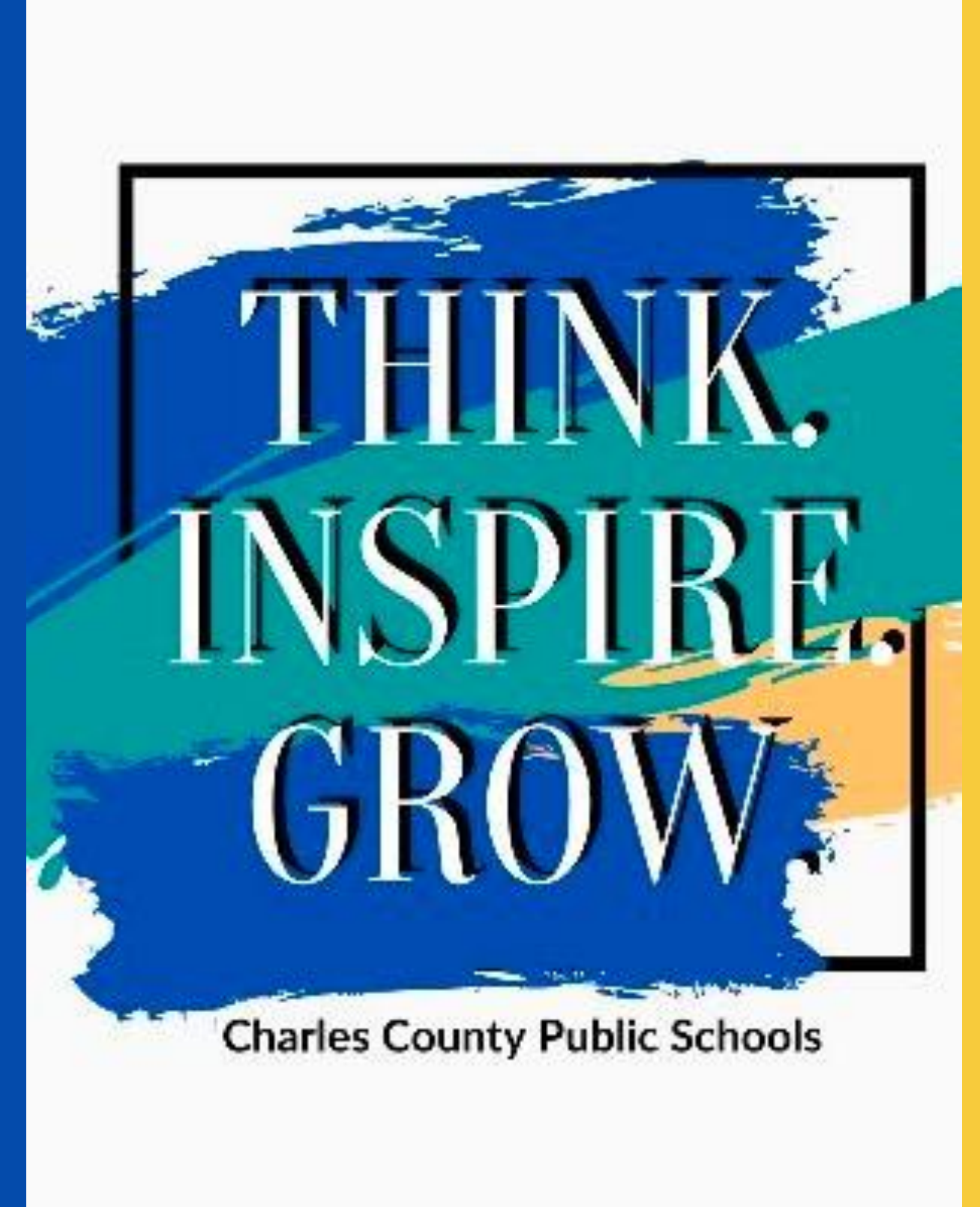
## Next Steps

- Review data points to adjust our outcomes
- Continue Peer Visits to refined feedback to staff
- Continue Looking at Student Work Protocol within departments to refine writing instruction and expectations



# Charles County Public Schools Culture & Climate Cycle 2

Maurice J. McDonough  
High School



# Culture & Climate Overview

Data Overview	<p>Data points considered to build our culture and climate goals were:</p> <ul style="list-style-type: none"><li>-Student attendance</li><li>-Discipline data</li><li>-Baseline survey data</li><li>-Referrals for behavioral health assessments</li></ul>
Culture & Climate Area of Focus	<p>Our focus is to enhance the positive culture and climate for all students in our school. To do this, we will focus on our PBIS school initiatives building upon positive incentives and restorative approaches to education. We believe that through staff and student training in these areas, we can make a positive impact on school culture and the educational experience.</p>
Smart Goal	<p>By the end of the second quarter, we will see a 10% reduction in class cutting referrals from the previous school year.</p>



# Action Steps

- 1 Implementation of PBIS incentives such as the PBIS store.
- 2 Engagement strategies through instruction such as AVID
- 3 Restorative Practices trainings for staff
- 4 Proactive Re-direction protocols with students



# Culture & Climate Cycle 2: Outcomes

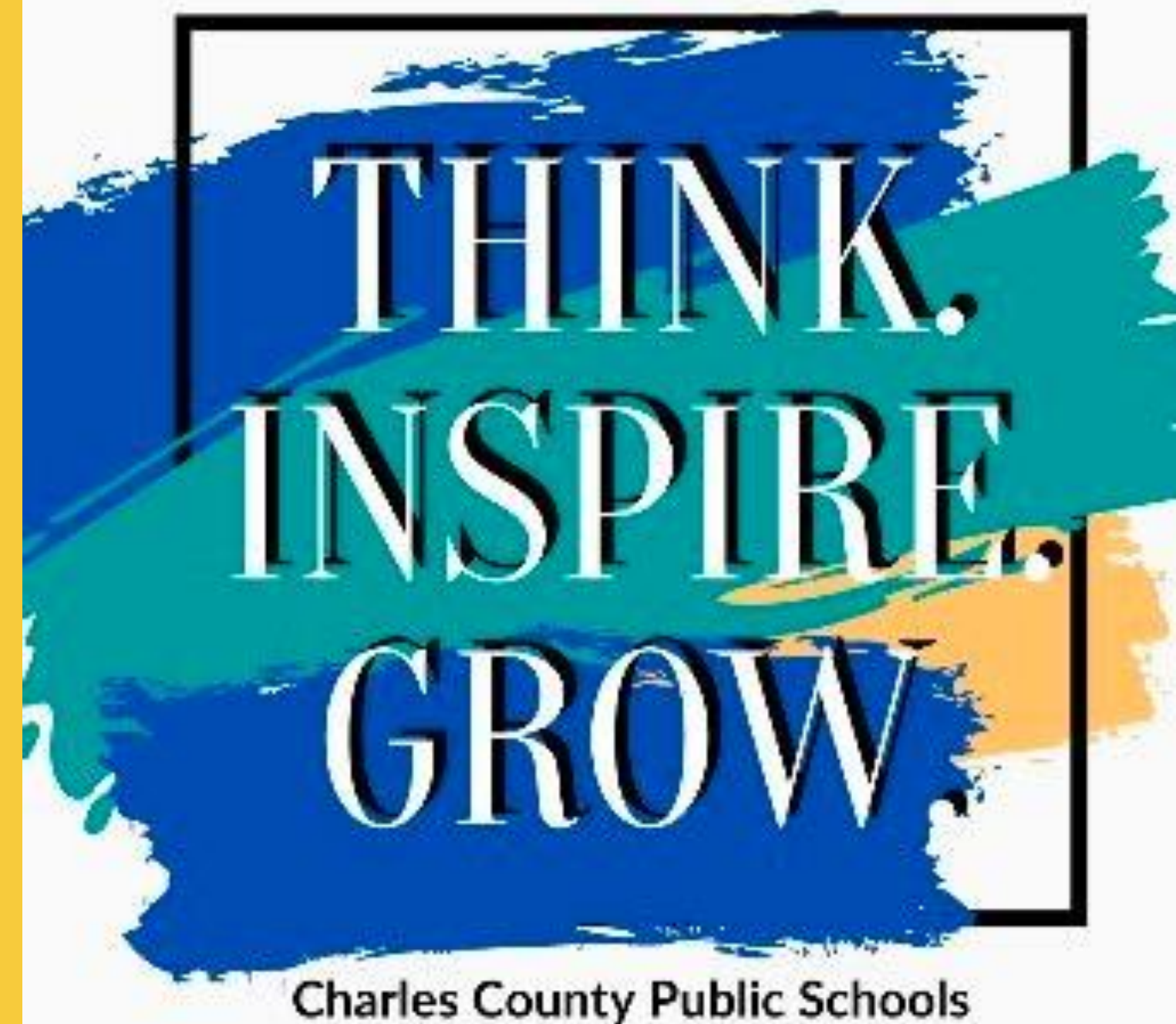
Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"><li>Our staff distributed RAM Bucks to students. We saw that more training was needed in order for consistent distribution.</li></ul>	<ul style="list-style-type: none"><li>We implemented RAM Bucks school-wide</li><li>We held our first PBIS store and sold out in 1 day</li><li>All staff members were trained in Restorative Questions through after school PD by our school-based IRRP Trainers</li><li>Our Referral Data decreased overall, as well as in our focus areas (tardiness and class cutting)</li></ul>

## Next Steps

- We will be reinforcing expectations for distributing RAM Bucks consistently with staff
- We will continue to support our PBIS team's RAM Bucks and Store initiatives



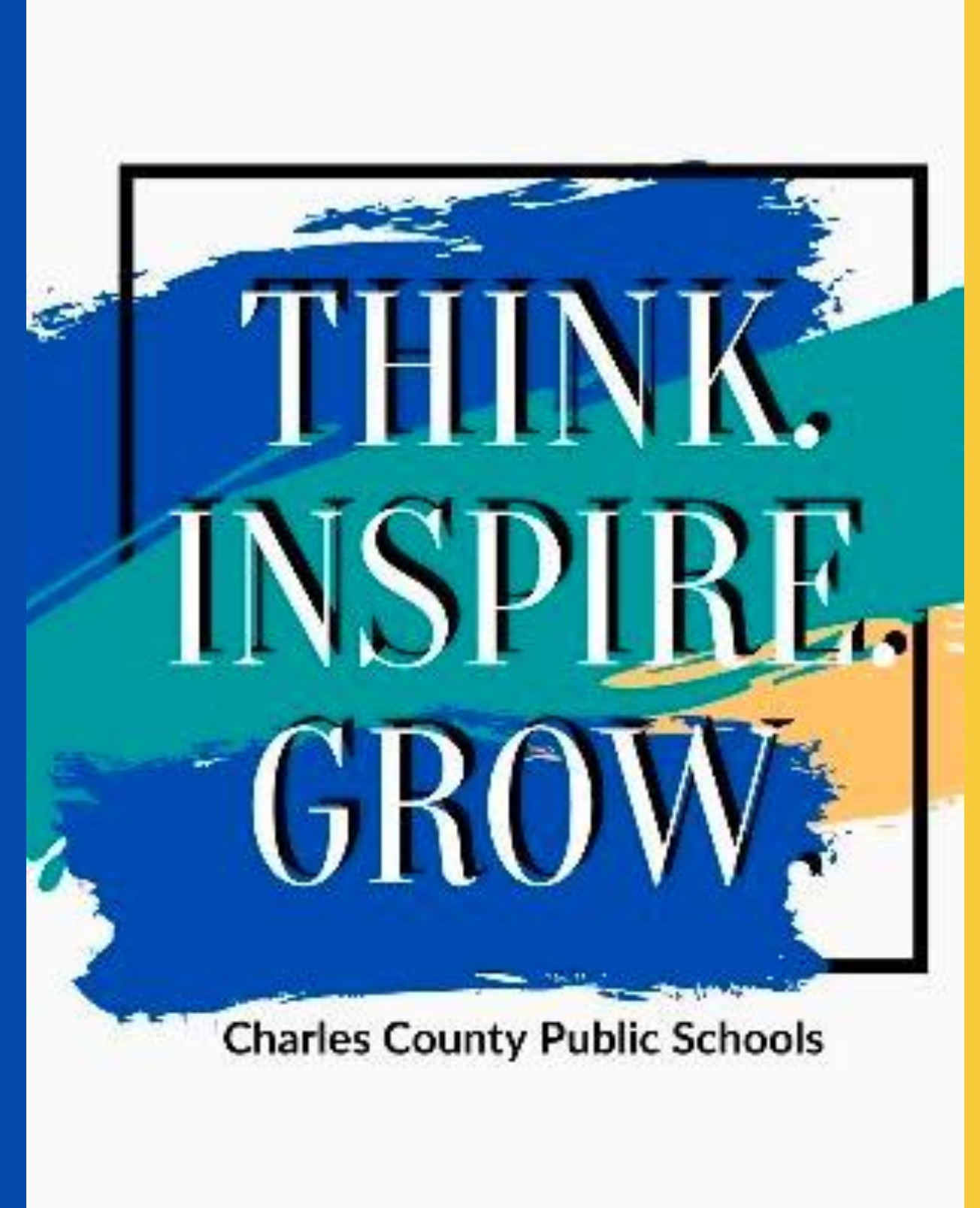
THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .  
We Appreciate Your Partnership!

# Charles County Public Schools School Improvement Plan Cycle 3

Maurice J. McDonough  
High School



# Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<ul style="list-style-type: none"><li>• <b>Unpack the standard by demonstrating their understanding of the topic and skillset(s) students need to know.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Ask questions to clarify.</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Model the thinking necessary to compose writing.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use evidence to support claims.</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Expect the use of evidence to support claims.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use academic vocabulary appropriate to the topic or standard and audience.</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Prompt new thinking about organization.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Demonstrate their understanding of the topic(s) or standard(s).</b></li></ul>
<ul style="list-style-type: none"><li>• <b>Refer to models.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Use teacher feedback to improve writing</b></li></ul>



# Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

- Insert next steps based upon the findings ....