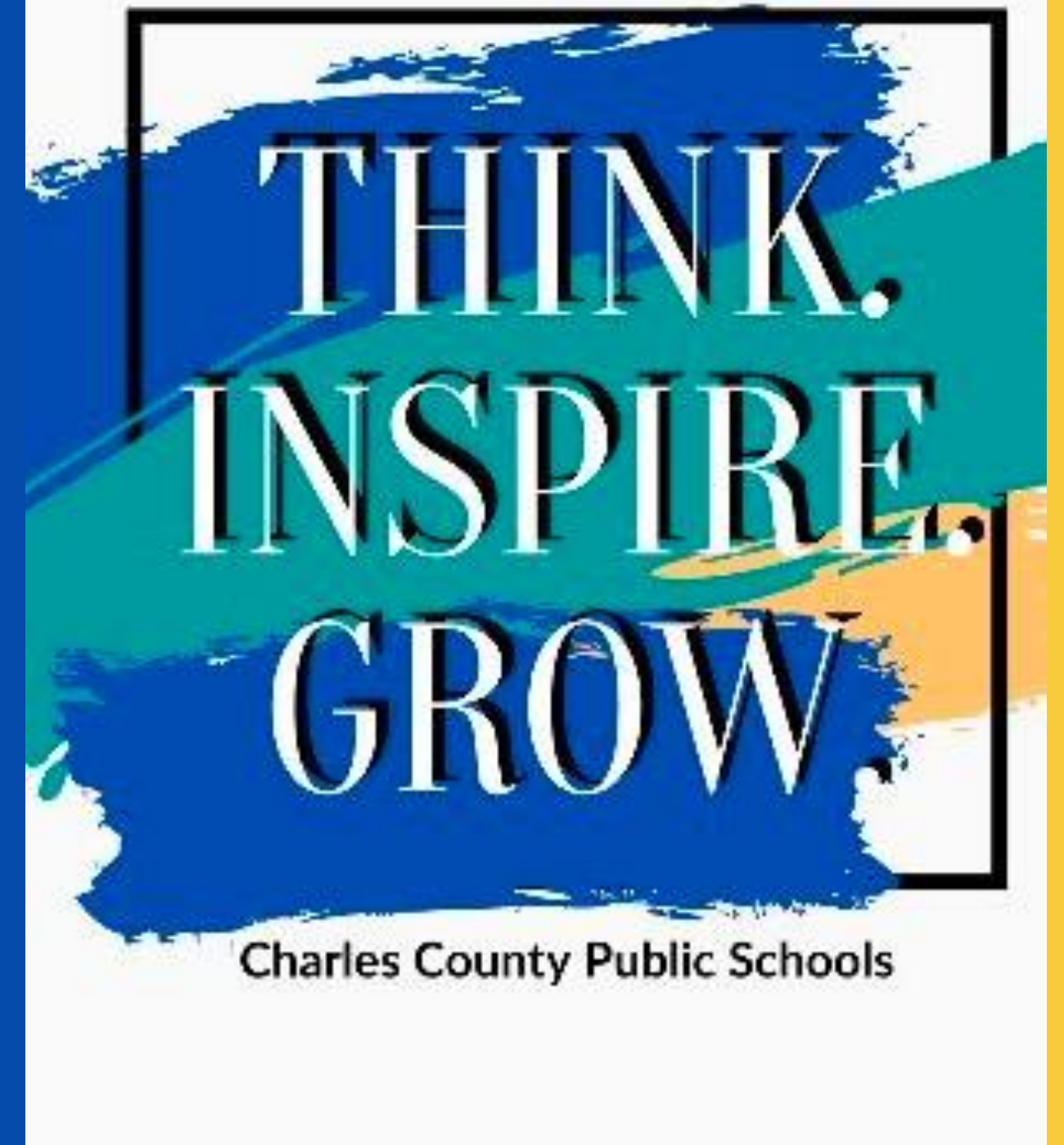


Charles County
Public Schools
School Improvement Plan
Cycle 1

Thomas Stone
High School



Showing Our Cougar PRIDE

● Community Schools new this year to TSHS

We continued our school tradition of giving holiday baskets to our neediest families as food insecurity is very prevalent in our community by asking for donations from our staff, students and community members. We were able to purchase full meals for the Thanksgiving Holiday weekend for 40 of our families. This was important for our community, as those who needed it the most were able to make their holiday a little brighter. We purchased hot meals from Bobs Evans for our families who did not have access to a kitchen where they could cook and purchase complete meals from our local Safeway on King Street for other families.



Truck of Treat hosted by our Student Government Association for a feeder elementary schools where students organized and ran stations as a community service activity.



Faulty Vs Student Basketball afterschool game sponsored by our freshman class as a fundraiser to help continue to build community and foster atmosphere.



Senior Decision Day 2024



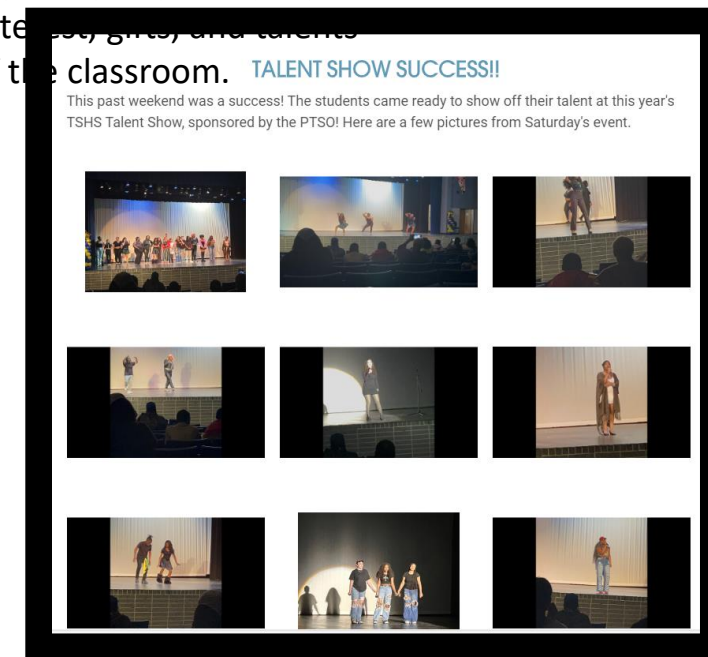
Partnered with the Ruby Bridges Foundation to bring awareness of the Ruby Bridges story and teach students about activism.



Staff participated in a fundraisers for Winer/Holiday Baskets for our needed families by purchasing T-shirts.

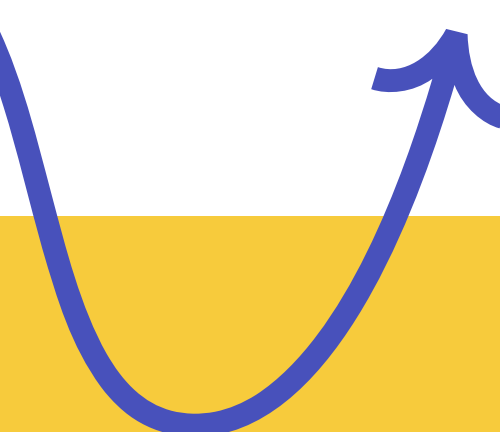


PTSO Sponsored our first every Talent Show this past Spring to highlight student interests, gifts, and talents outside of the classroom.



Why Continuous School Improvement

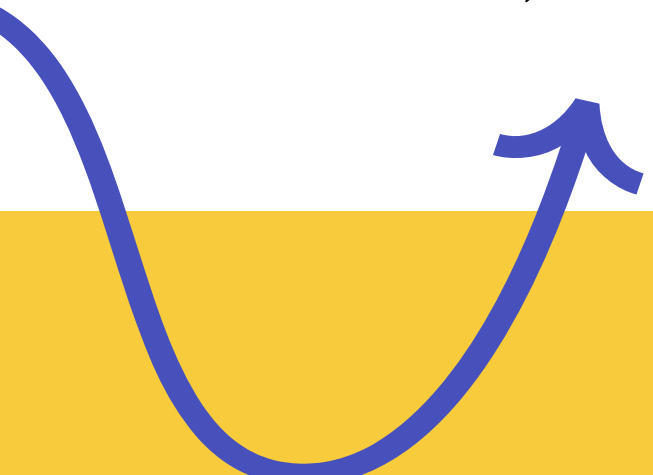
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

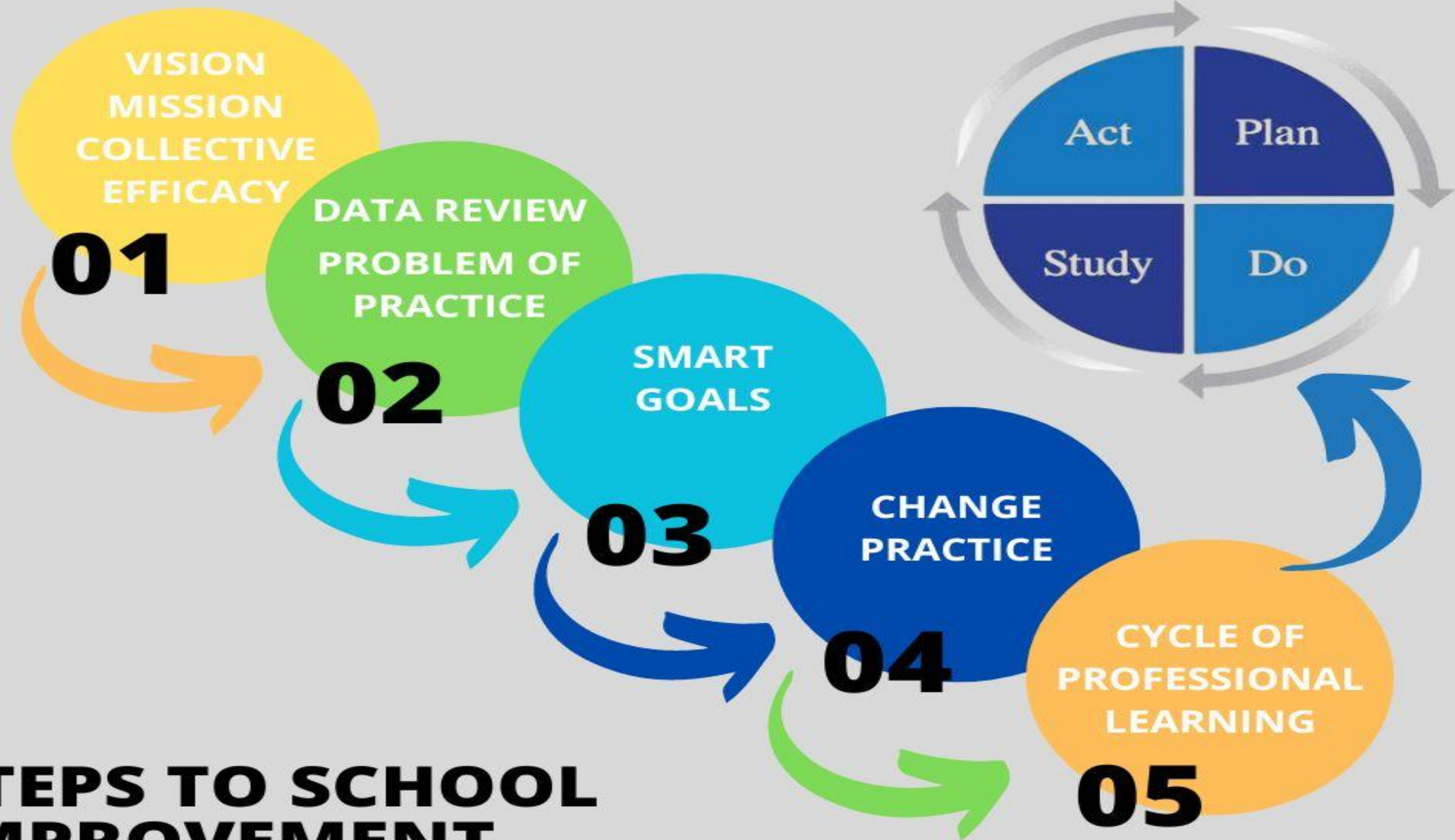
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Thomas Stone High School

Vision, Mission, Collective Efficacy Statements

Vision: To empower all staff and students at Thomas Stone High School to take ownership of their learning and growth through collaboration, inquiry, and academic achievement.

Mission: Our mission is to provide an education which inspires responsible citizenship, leadership, and lifelong learning.

Collective Efficacy Statement: The belief that staff can achieve the goal by working together through shared competence using collaboration, intentional implementation, reflection, and data analysis to improve student achievement and success.



Charles County
Public Schools

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Area of Focus

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, we are focusing on:

- ✓ Quality instructional programming that ensures consistent understanding and implementation of standards-aligned instruction.
- ✓ Well-designed lessons that engage and challenge students.
- ✓ Differentiated instruction to meet the diverse needs of all learners.

By prioritizing these areas, we aim to create an inclusive and effective learning environment where every student can thrive. We believe that with your support, we can help our students reach their full potential.

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

Sincerely,

Shanif Pearl

Principal

Thomas Stone High School

Data Summary

English Language Arts and Math Data Overview

- Star rating of two
- Data presents the second year back from covid
- Room for improvement in all sub- groups
- ELL sub-group saw a larger regression in scores resulting in ATSI status as a school

Mathematics Proficiency

Sub Groups	Annual Target	Improvement
All Students	Not Met	Not Met
Black/ African Amer.	Not Met	Not Met
Hispanic/ Latino	Not Met	Not Met
White	Not Met	Met
Econ. Disadvantaged	Not Met	Not Met

English/ Language Arts Proficiency

Sub-Groups	Annual Target	Improvement
All Students	Not Met	Not Met
Black/ African Amer.	Not Met	Not Met
Hispanic/ Latino	Not Met	Not Met
White	Not Met	Not Met
Econ. Disadvantaged	Met	Met



School Problem of Practice & Smart Goals

ELA Smart Goal

- 41% of students will demonstrate proficiency on the English MCAP for the 2024 – 2025 school year.

Mathematics Smart Goal

- 5% of students will demonstrate proficiency on the Mathematics MCAP for the 2024 – 2025 school year.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will create rigorous lesson plans that align with grade-level standards.

Cycle of Professional Learning # 1 Overview

- The focus will be on unpacking content standards
 - Task analysis of the content standards
 - Curriculum resources and how to utilize them to design lessons that meet the needs of all students
 - What students must know and be able to do
 - What mastery looks



Charles County
Public Schools

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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Lesson plans that are aligned with standards.	Student led instruction with engagement.
Learning goals, standards and success criteria have been articulated to students and posted.	Students can articulate the learning goal and success criteria
Lesson plan and delivery of instruction correlate.	Students will be engaged with tasks aligned with standards.
<p>Instruction using one or more notetaking strategies as appropriate for the lesson:</p> <ul style="list-style-type: none"> •Thinking Notes •Anticipation Guide •Cornell Notes •Graphic Organizer 	<p>Students are demonstrating mastery of writing through Costa's Level of Learning and Questioning.</p> <ul style="list-style-type: none"> •use note taking to springboard into writing. •Students use sentence frames and transition words. •Students use techniques to embed quotes into writing that supports and justifies their thinking. •Students engage in peer editing and revising to meet the maximum number of points on the rubric.
Assessments incorporate writing using Costa's Level of Learning and Questioning to build rigor.	Students are writing higher-order responses to prompts to align with instruction.

Cycle 1: Outcomes

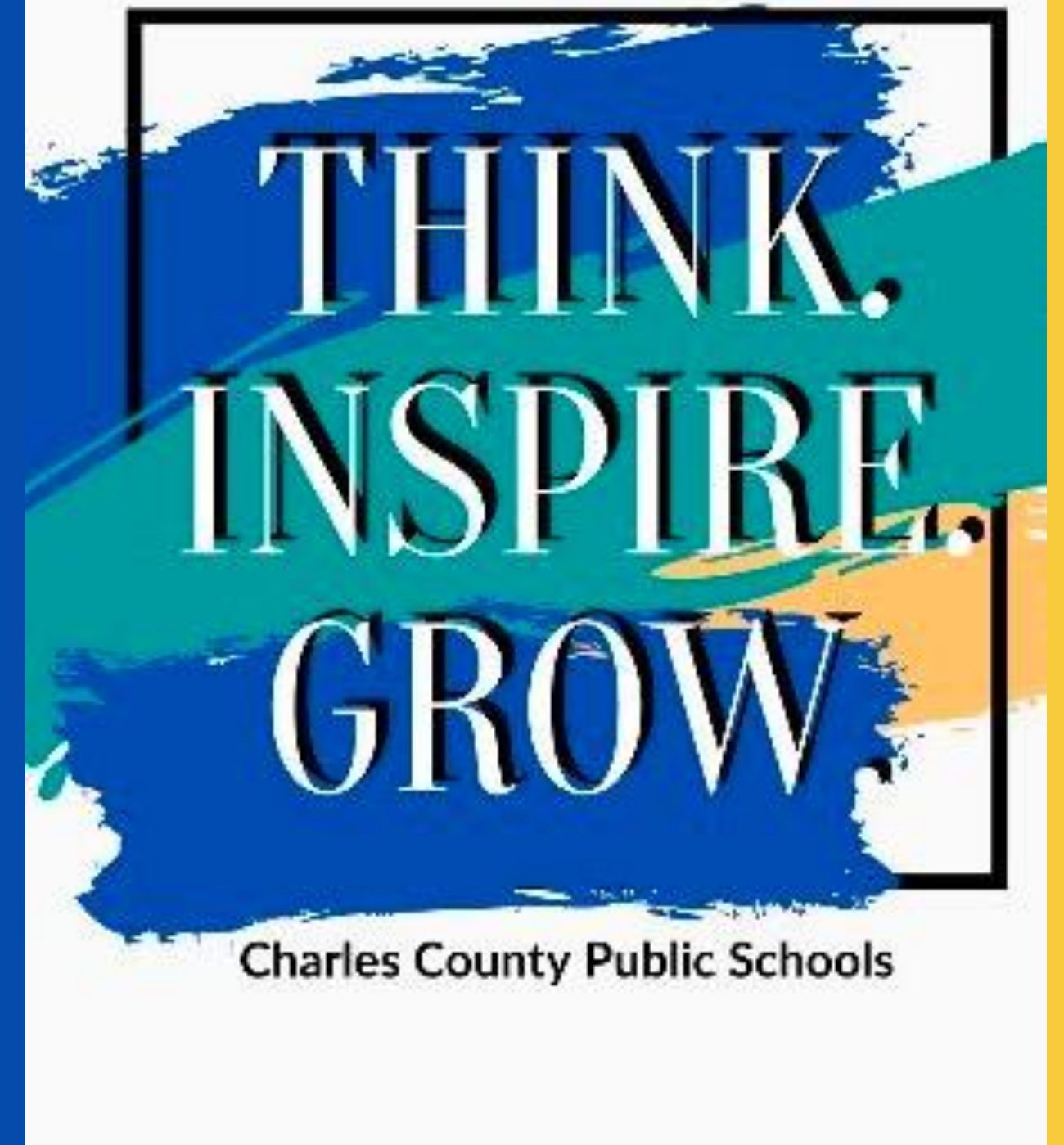
Cycle Areas of Growth	Cycle Celebrations
<p>Cycle One concludes in early November. After the cycle's completion, sufficient time will be allocated to monitor and assess the changes in practice. Following this evaluation, areas of growth will be identified, analyzed, and shared to ensure continuous improvement and targeted support for future success.</p>	<p>At the beginning of the cycle, we integrated Costa's Levels of Learning and Questioning into the lesson planning process to enhance rigor and deepen students' critical thinking skills. By embedding these strategies, we aim to promote higher-order thinking and create more intellectually challenging learning experiences that foster greater student engagement and achievement.</p>

Next Steps

- Will be developed at the end of cycle one.

Charles County
Public Schools
Culture & Climate Cycle 1

Thomas Stone
High School



Culture & Climate Overview

Data Overview
for the
2023 – 2024 School Year

Referring to incident referrals by totals it revealed there were 1,286 referrals submitted for class cutting out of a total of 2,942 which 44% of the referrals submitted.

Major Disrespect was 186 which 6.3% and Minor Disrespect was 521 which is 18%, which is 707 referrals overall accounting for 24% of discipline referrals.

Major Disruptions was 218 which is 7.4% and Minor Disruption 313 which is 10.6% which is a total 531 referrals overall accounting for 18% of discipline referrals.

84% of the student population did not receive a synergy referral for the 2023-2024 school year

All of our referrals can be attributed to 16% of our student population

Culture & Climate Area of Focus

We are aim to create an inclusive and effective learning environment where every student can thrive.

To achieve this, we are focusing on:

- ✓ Well-designed lessons that challenge and foster student engagement.
- ✓ Implementation of tier one interventions and supports for improved student behavior.
- ✓ Implementation of tier two interventions and supports for improved student behavior.

Smart Goal

There will be 10% decrease in discipline referrals in grades 9-12 that are a result of class cutting due to inconsistent implementation of Tier one and Tier two interventions for the 2024 – 2025 school year.

Action Steps

- 1 Staff Presentation on 8/20 on data and MTSS/Tier One and Tier Two Supports
- 2 Staff implement Tier One and Tier Two supports and documents in Synergy.
- 3 Instructional team will work with staff to develop lesson plans that include engaging activities and standard alignment.
- 4 Grade level administrators work closely with counselors, and PPW to case manager students.

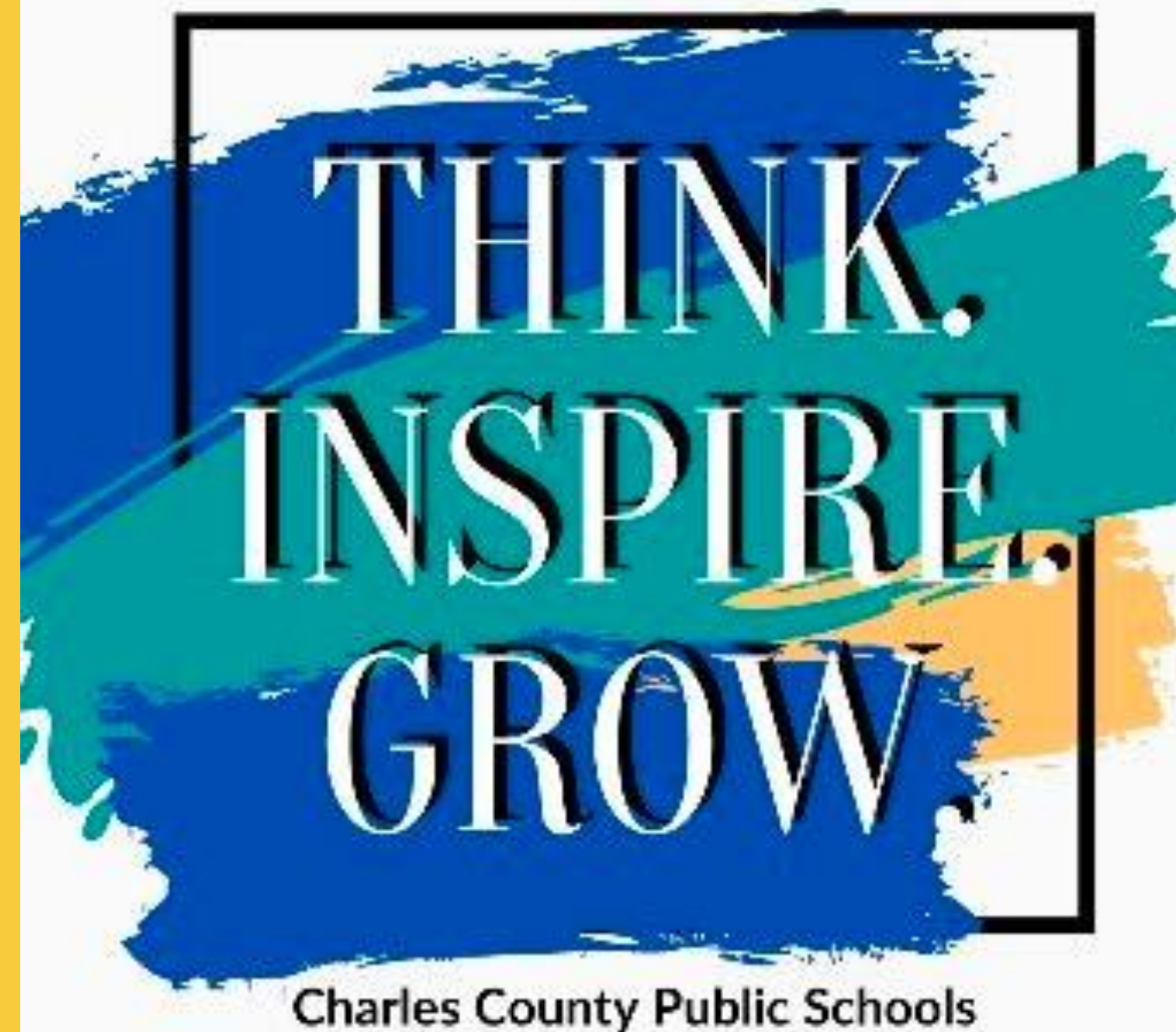
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Cycle One concludes in early November. After the cycle's completion, sufficient time will be allocated to monitor and assess the changes in practice. Following this evaluation, areas of growth will be identified, analyzed, and shared to ensure continuous improvement and targeted support for future success.</p>	<p>At the start of the cycle, we introduced a school-wide hall sweep policy to improve student accountability and ensure a more focused learning environment. This initiative aims to minimize disruptions by encouraging timely transitions between classes and maintaining a structured, orderly atmosphere throughout the school day.</p>

Next Steps

- Continued implementation school-wide hall sweep policy.
- Continued collection of data.
- Case management of students

THANK
YOU FOR
REVIEWING
OUR PLAN!

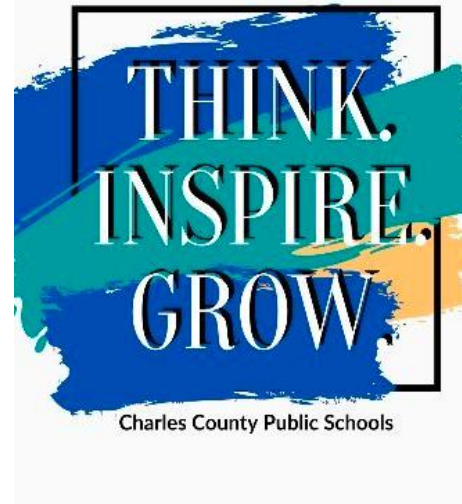


Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!

Directions

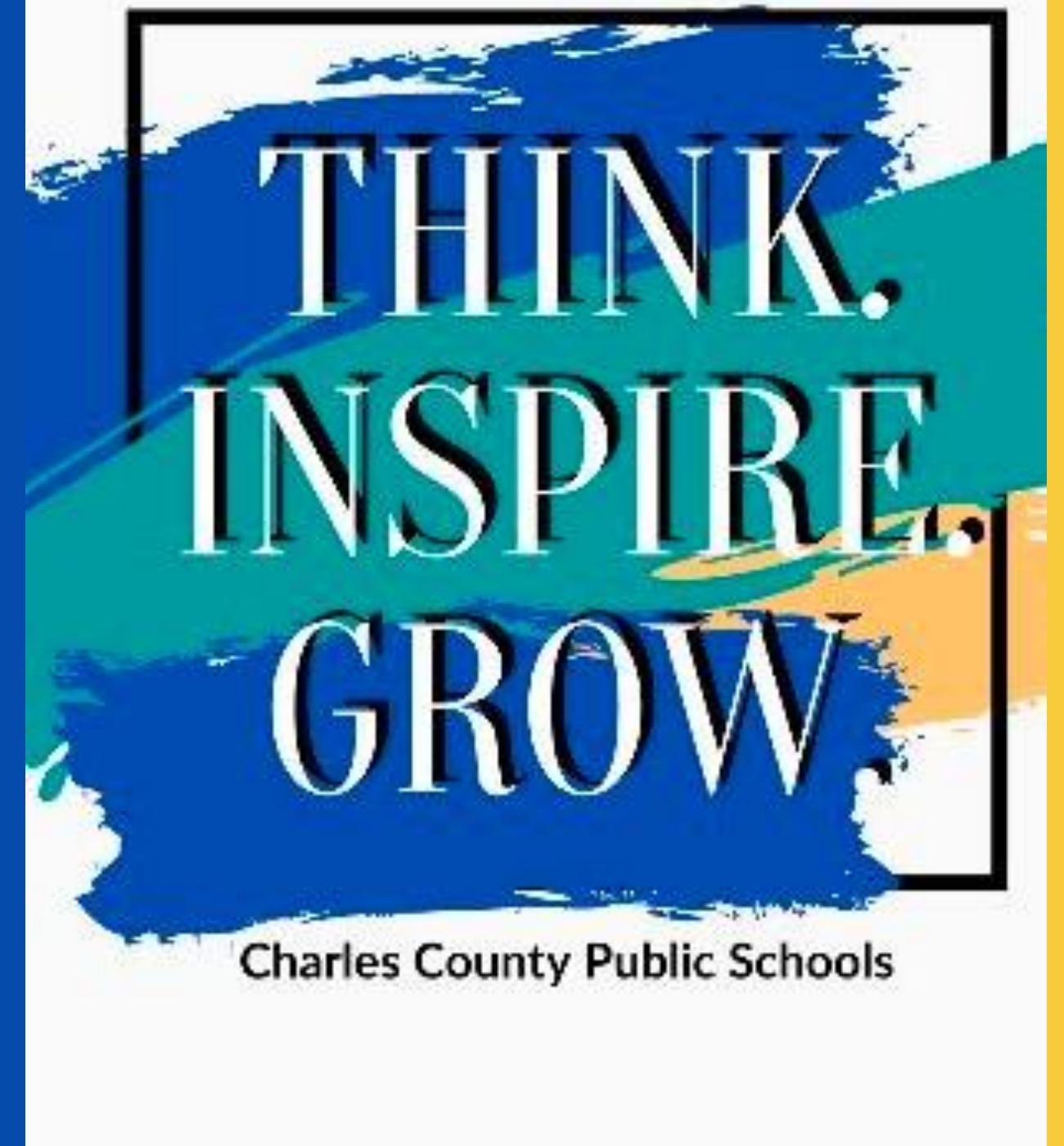
- ✓ Update Cycle 2
- ✓ Use your SIP to update the slides.
- ✓ Adjust formatting of slides as needed. Make an effort to put the required information on one slide without overloading the page. The goal is to deliver a concise parent friendly presentation.
- ✓ Share this presentation with your school community
- ✓ Please have your Public Relations Liaison upload the presentation to the school website by January 6.
- ✓ Update Cycle Outcomes at conclusion of cycle.
- ✓ Update each cycle.
- ✓ Delete this directions slide.



**Delete This Slide
Before Presenting**

Charles County
Public Schools
School Improvement Plan
Cycle 2

Thomas Stone High School
Shanif Pearl



Showing Our Cougar PRIDE

Fall Festival

Choir Concert

Ruby Bridges Walk

Community Schools

Winter Program

Spirit Days – Homecoming

Spirit Days – Attendance

2024 – 2025 is off to a Great Start



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will create rigorous lesson plans that align with grade-level standards to include writing standards of informational content.

Cycle of Professional Learning # 2 Overview

- The focus will be on continuing to unpack content standards
 - Task analysis of the content standards
 - Curriculum resources and how to utilize them to design lessons that meet the needs of all students
 - What students must know and be able to do
 - What mastery looks



Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Lesson plans that are aligned with standards to include informational writing.	Student led instruction with engagement to include discussion.
Continued learning goals, standards and success criteria have been articulated to students and posted.	Students can articulate the learning goal and success criteria
Continued lesson plan and delivery of instruction correlate.	Students will be engaged with tasks aligned with standards.
Continued Instruction using one or more notetaking strategies as appropriate for the lesson: <ul style="list-style-type: none"> •Thinking Notes •Anticipation Guide •Cornell Notes •Graphic Organizer 	Students are demonstrating mastery of writing through Costa’s Level of Learning and Questioning. <ul style="list-style-type: none"> •use note taking to springboard into writing. •Students use sentence frames and transition words. •Students use techniques to embed quotes into writing that supports and justifies their thinking. •Students engage in peer editing and revising to meet the maximum number of points on the rubric.
Continued assessments incorporate writing using Costa’s Level of Learning and Questioning to build rigor.	Students are writing higher-order responses to prompts to align with instruction.

Cycle 2: Outcomes

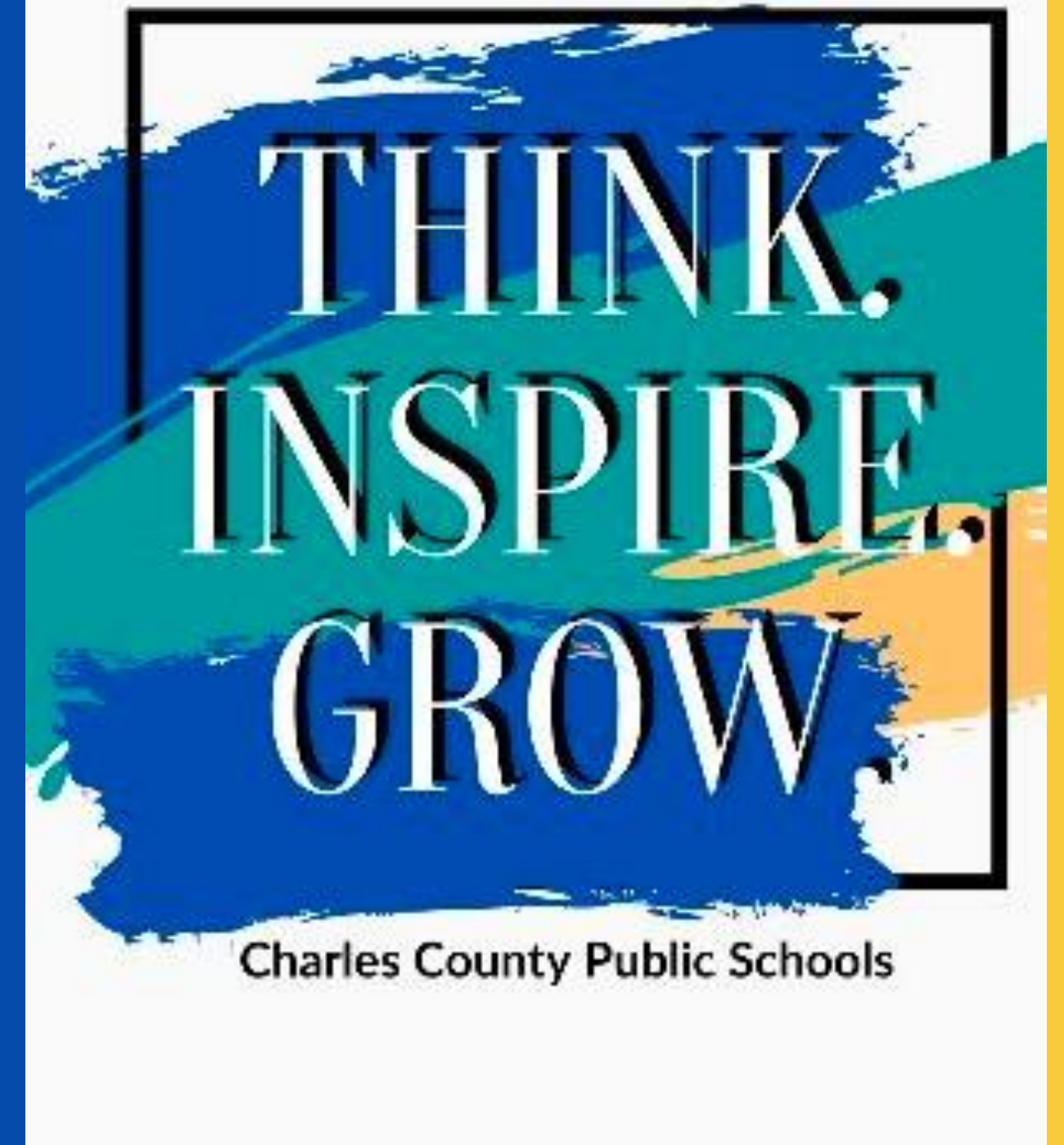
Cycle Areas of Growth	Cycle Celebrations
<p>At the conclusion of Cycle One, data shows more practice is needed to have students writing with proper transitions</p> <p>Student alignment but more encouragement for intellectual risk taking</p> <p>Communication for the purpose of learning and content is mostly clear and accurate and supports active engagement and learning, but does not fully invite students to think critically and contribute intellectually and nor does it encourage curiosity</p> <p>Cycle One concludes in early November. After the cycle's completion, sufficient time will be allocated to monitor and assess the changes in practice. Following this evaluation, areas of growth will be identified, analyzed, and shared to ensure continuous improvement and targeted support for future success.</p>	<p>At the conclusion of Cycle One, data shows students using notetaking to springboard into writing, students are engaged in their lessons and taking ownership of their learning</p> <p>Standard alignment</p> <p>At the beginning of the cycle, we integrated Costa's Levels of Learning and Questioning into the lesson planning process to enhance rigor and deepen students' critical thinking skills. By embedding these strategies, we aim to promote higher-order thinking and create more intellectually challenging learning experiences that foster greater student engagement and achievement.</p>

Next Steps

- Encourage discussion that will springboard into writing
- Encourage use of rubrics

Charles County
Public Schools
Culture & Climate Cycle 2

Thomas Stone High School
Shanif Pearl



Culture & Climate Overview

Data Overview
for the
2023 – 2024 School Year

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Smart Goal

There will be 10% decrease in discipline referrals in grades 9-12 that are a result of class cutting due to inconsistent implementation of Tier one and Tier two interventions for the 2024 – 2025 school year.

Action Steps

- 1 Staff continue to implement Tier One and Tier Two supports and documents in Synergy.
- 2 Instructional team will continue work with staff to develop lesson plans that include engaging activities and standard alignment.
- 3 Grade level administrators will continue to work closely with counselors, and PPW to case manager students.
- 4 Build in school celebrations to acknowledge and encourage Cougar Pride among students.

Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Cycle One concludes in early November. After the cycle's completion, sufficient time will be allocated to monitor and assess the changes in practice. Following this evaluation, areas of growth will be identified, analyzed, and shared to ensure continuous improvement and targeted support for future success.</p>	<p>At the start of cycle 2, we introduced a school-wide hall sweep policy to improve student accountability and ensure a more focused learning environment. This initiative aims to minimize disruptions by encouraging timely transitions between classes and maintaining a structured, orderly atmosphere throughout the school day.</p>

Next Steps

- Continued implementation school-wide hall sweep policy.
- Continued collection of data.
- Case management of students

THANK
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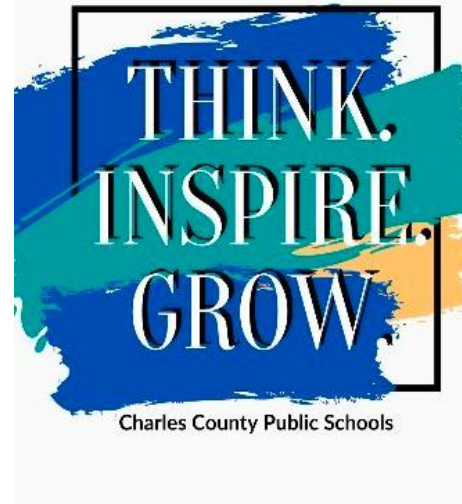
Charles County Public Schools

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We Appreciate Your Partnership!

Directions

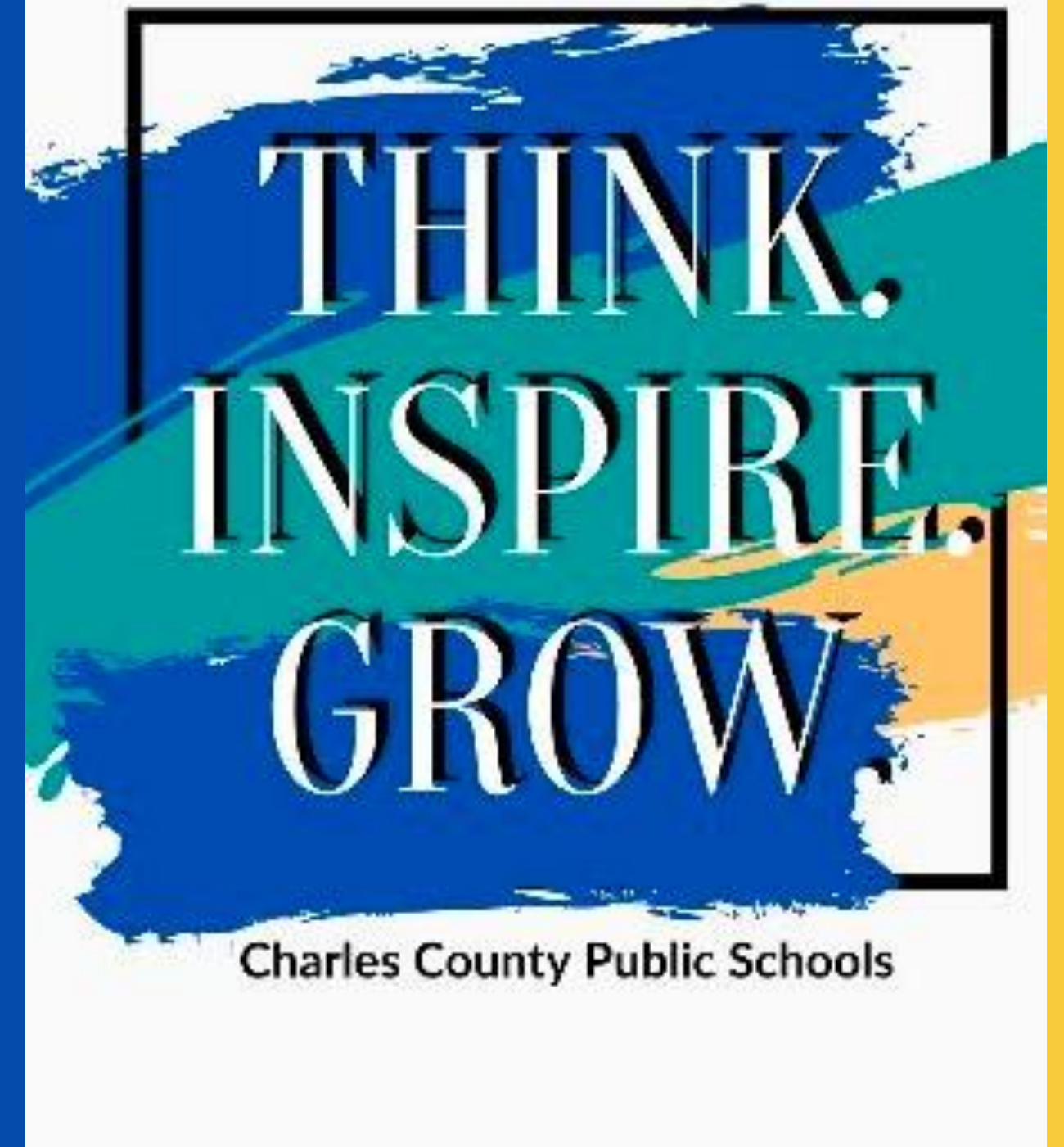
- ✓ Update Cycle 3
- ✓ Use your SIP to update the slides.
- ✓ Adjust formatting of slides as needed. Make an effort to put the required information on one slide without overloading the page. The goal is to deliver a concise parent friendly presentation.
- ✓ Share this presentation with your school community
- ✓ Please have your Public Relations Liaison upload the presentation to the school website by March 31.
- ✓ Update Cycle Outcomes at conclusion of cycle.
- ✓ Update each cycle.
- ✓ Delete this directions slide.



**Delete This Slide
Before Presenting**

Charles County
Public Schools
School Improvement Plan
Cycle 3

Insert School
Name Here



Showing Our Cougar PRIDE

- Principals are brand ambassadors for their schools. Share good news about the start of school here!
- You can also include pictures of school happenings and tell your audience about start of school successes. Pictures would be nice touch!

Have a little fun with this slide!



Cycle 3: Change Practice & Cycle of Professional Learning

Change Practice

- Insert Change Practice

Cycle of Professional Learning # 3 Overview

- Insert strategies that teachers will learn and execute to improve student achievement. This should be an overview of the cycle of professional learning. Broad steps. Highlight the major strategies and areas of focus.



Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)



Cycle 3: Outcomes

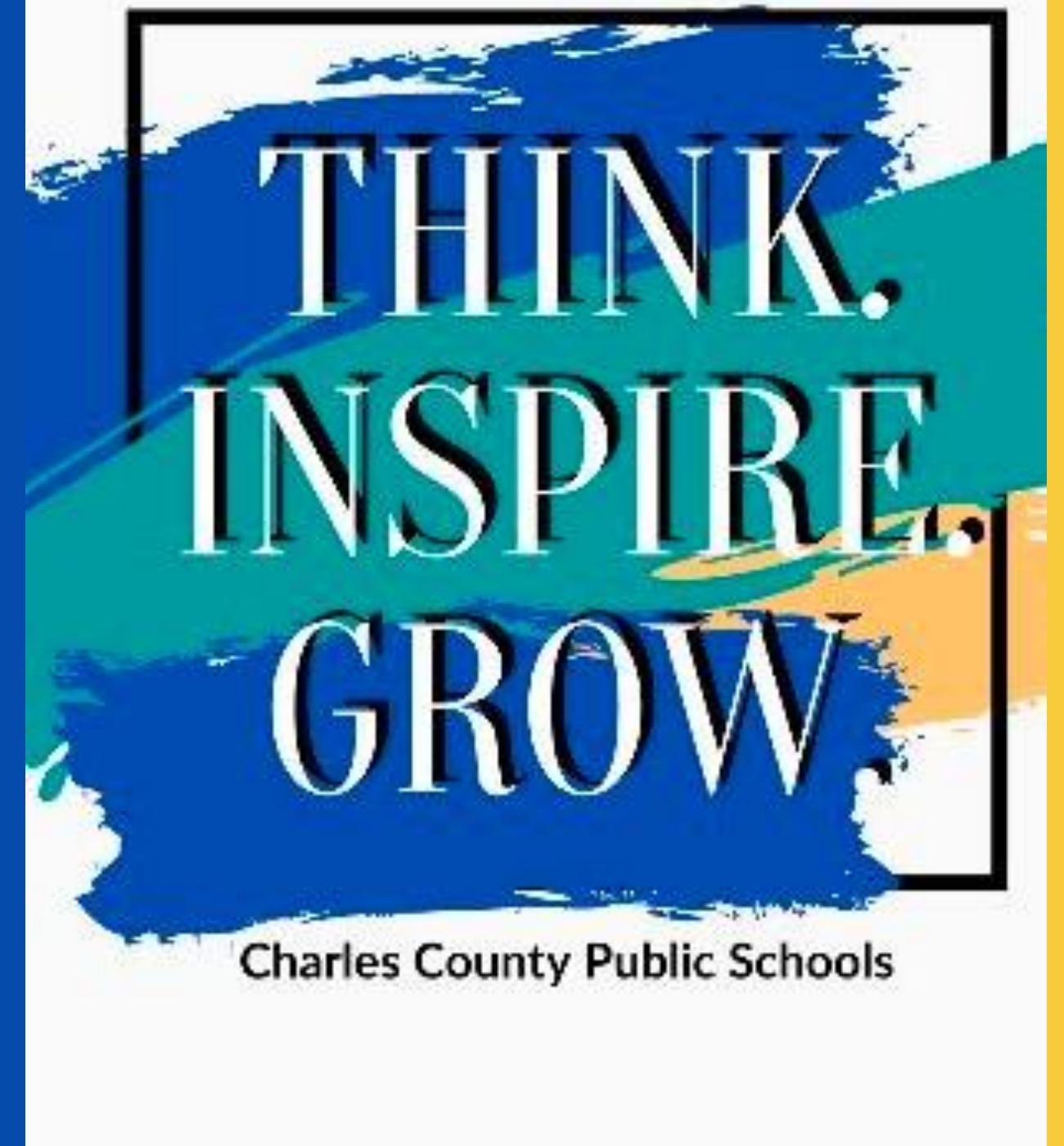
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 3

Insert School
Name Here



Culture & Climate Overview

Data Overview

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.)

Smart Goal

Action Steps

1

2

3

4

Culture & Climate Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

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