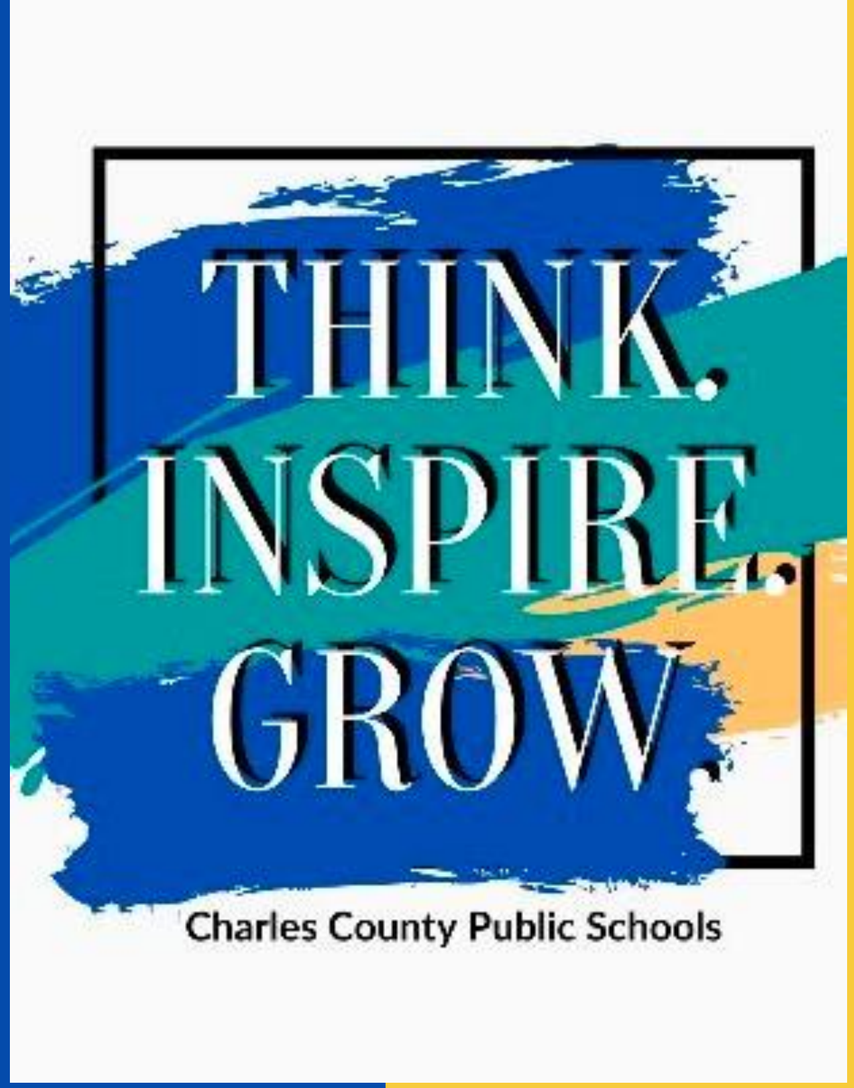
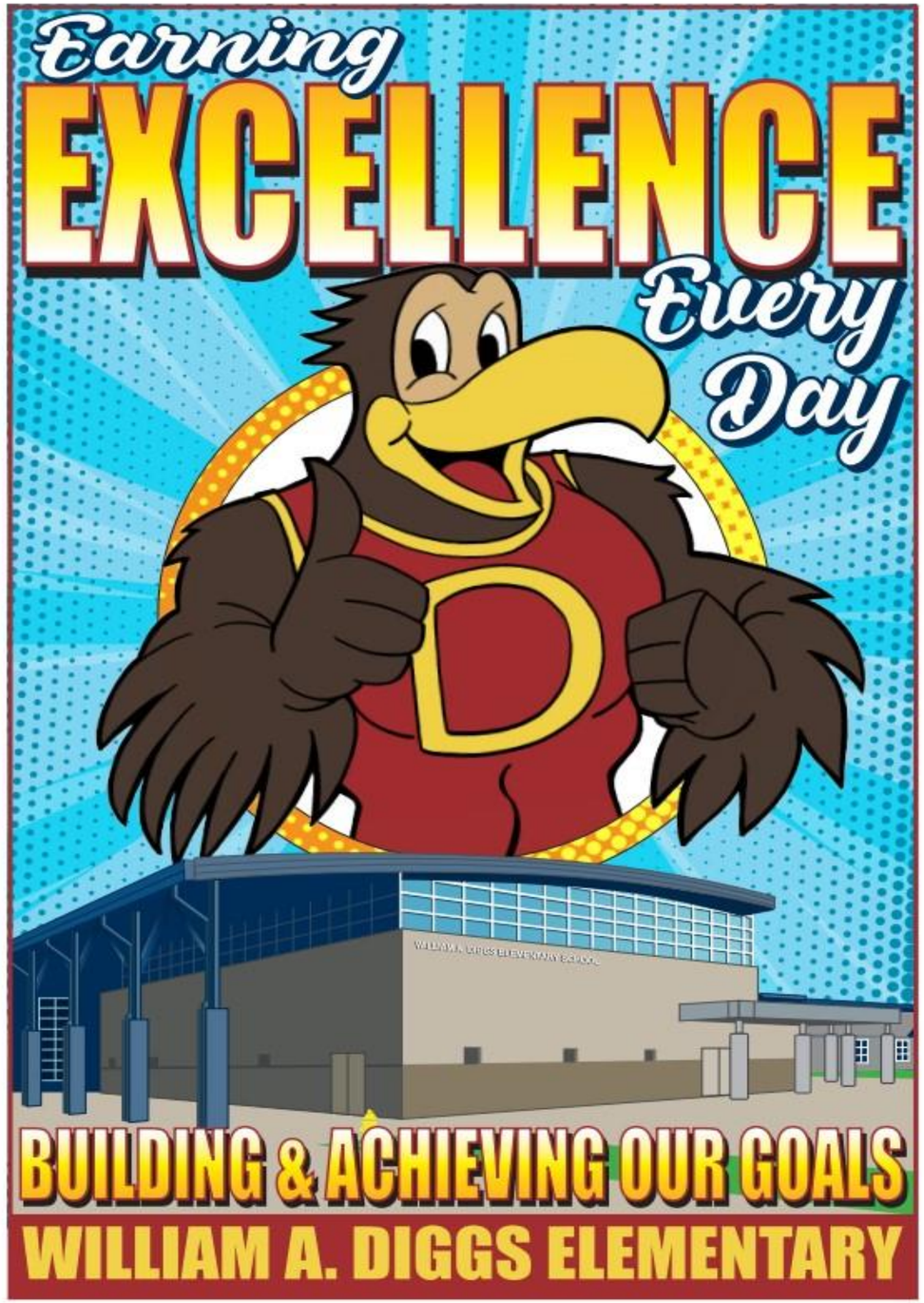
Charles County Public Schools

School Improvement Plan

Cycle 1

William A. Diggs





THINK.
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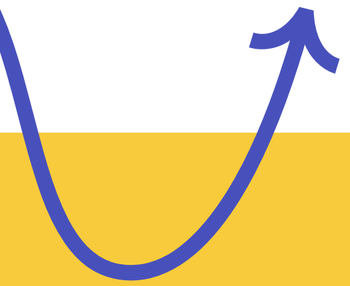
Why Continuous School Improvement

- ✓ 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).

VISION
MISSION
COLLECTIVE
EFFICACY

01

DATA REVIEW
PROBLEM OF
PRACTICE

02

SMART
GOALS

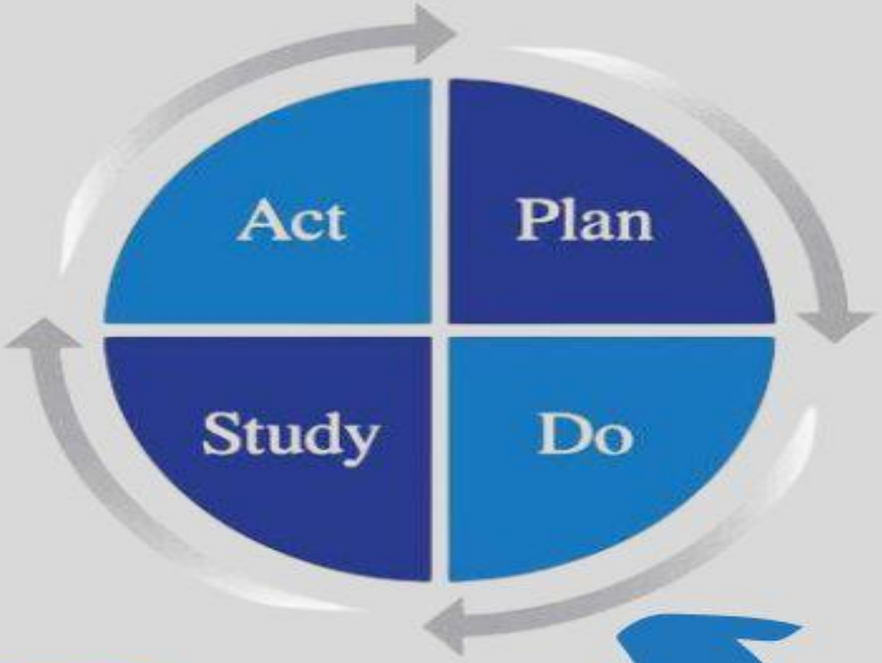
03

CHANGE
PRACTICE

04

CYCLE OF
PROFESSIONAL
LEARNING

05



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.

High quality collaborative planning, by teachers, will result in high quality instructional programming.

If teacher planning is intentional and aligned to grade level standards then students will be able to articulate and/or demonstrate their learning.

Teachers must fully understand the grade-level standards in reading, math, and best practice structures to plan and implement instruction.

Classroom Look Fors

Visuals Noted in Classroom:	
1. (What) Standard written with original verbiage (key verbiage for longer standards)	☐ Yes ☐ No
2. (How) Engagement strategies are listed in Hawk Eye poster	☐ Yes ☐ No
3. (Evidence) "I can..." statements are student-friendly and use verbs from the standard.	☐ Yes ☐ No
4. Hawk Eye Poster aligns with what is happening in the classroom. (Student work, activity viewed at time of visit...).	☐ Yes ☐ No
5. Evidence of the teacher and students unpacking the standards together. • Annotation of standard • Connection (arrows) to I Can statements.	☐ Yes ☐ No
6. PBIS resources posted (Rules, MTW Poster, and/or Zones of Regulations)	☐ Yes ☐ No

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
✓ 46% of students in grades 1-5 are performing below grade level in reading based on iReady assessments (Spring 2024).	✓ 56% of students in grades 1-5 are performing below grade level in mathematics based on iReady assessments (Spring 2024).
✓ 58% of students in grades 3-5 are performing below proficiency level in MCAP Reading (Spring 2024)	✓ 76% of students in grades 3-5 are performing below proficiency level in MCAP Math (Spring 2024)
<u>MCAP ELA score trends:</u> **□ 2025 Grade 3 Proficient or Distinguished 37% (2024-46%)** **□ 2025 Grade 4 Proficient or Distinguished 46% (2024-53%)** **□ 2025 Grade 5 Proficient or Distinguished 42% (2024-53%)**	**MCAP Math Score trends:** **□ 2025 Grade 3 Proficient or Distinguished 25% (2024-39%)** **□ 2025 Grade 4 Proficient or Distinguished 24% (2024-29%)** **□ 2025 Grade 5 Proficient or Distinguished 23% (2024-12%)**

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 42% to 46% of students in grades 3-5 by June 2026.**

Mathematics Smart Goal

- **William A. Diggs will increase the percentage of students meeting or exceeding proficiency on MCAP Math from 24% to 29.7% of students in grades 3-5 by June 2026.**

Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Train staff using a collaborative planning process during quarter 1
- Improve planning practices via collaborative planning
  - Alignment of resources and materials to the standard
- Provide training and a protocol on how to annotate standards
- Create, develop, and add to an engagement strategy tool kit
- Define what engagement looks like (cognitive engagement VS a single strategy)
- Allocate team planning time for looking at student work
- Provide staff with updated look for sheet

Cycle of Professional Learning # 1 Overview

- ✓ **Unpacking and annotating the standards**
- ✓ **Tracking engagement via teacher moves VS student moves information**
- ✓ **Engagement "tool kit" training**
- ✓ **"I can..." Statements**
- ✓ **Peer visists and feedback**

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will unpack standards with students by annotations. **By November 7th teachers will be able to independently run collaborative planning. (I do, you do, we do)** **By November 7th 100% of teams will be able to independently run collaborative planning sessions.** **By November 7th 60% (3/5 team members on each grade level) of teachers will demonstrate the annotation of standards with students.**	***70% of Students will articulate what they are learning when questioned using the look for sheet*** **70% of Students will identify how they are successful in class by identifying the "I can..." statements.** **Student work samples will be evaluated to determine strengths and improvements to guide instruction.**

HAWK EYE LEARNING

RL3.4

What

Determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral

How

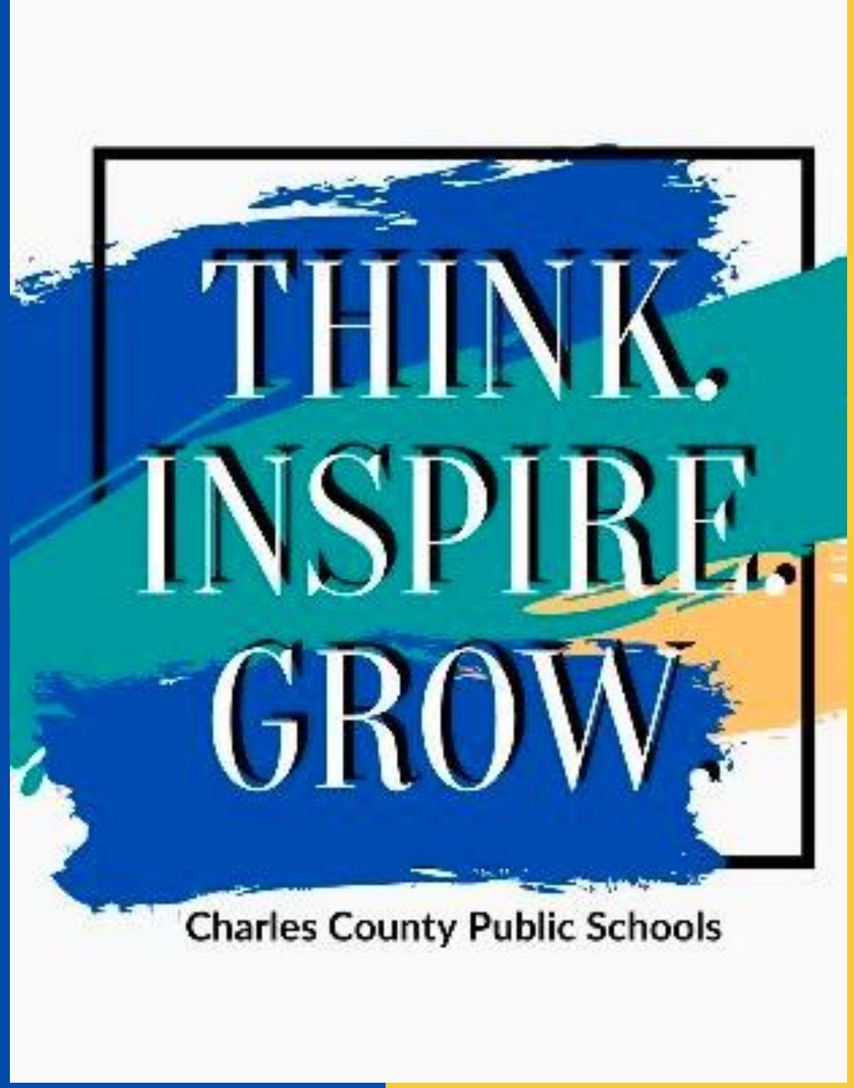
- Use pictures to show literal meaning
- Creating our own phrase to show nonliteral meaning
- Turn + talk

I know I have learned this when I can....

1. figure out what words + phrases mean
2. show difference between literal and nonliteral

Charles County Public Schools Culture & Climate Cycle 1

William A. Diggs Elementary



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Continuous School Improvement

The purpose of the CCPS Continuous School Improvement Plan is to provide a comprehensive framework that William A Diggs 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?

List 4-5 concise data points that identify school climate areas of need.

Attendance Focus:

- ***103/895 Students during SY 24-25 were chronically absent (18 or more days absent)-11.5% of students***
- ***6/895 Students during SY 24-25 were absent 35+ days***
- ***Code 13 requests are processed and accepted based on individual cases in collaboration with feeder schools (shared students)***

The William A. Diggs understands the correlation between student attendance and student achievement. In order to make gains, students must be present daily and provided quality instruction, and engagement.

School Climate: Problem of Practice

Problem of Practice statement:
11.5% of students at William A. Diggs are chronically absent (18 absences or more).

Culture and Climate Focus Areas	Indicate School Focus Area with (X)
Attendance	X
Conflict Resolution	
Engagement	
Staff-Student Relationships	
Student-Student Relationships	
Suspension Disproportionality	

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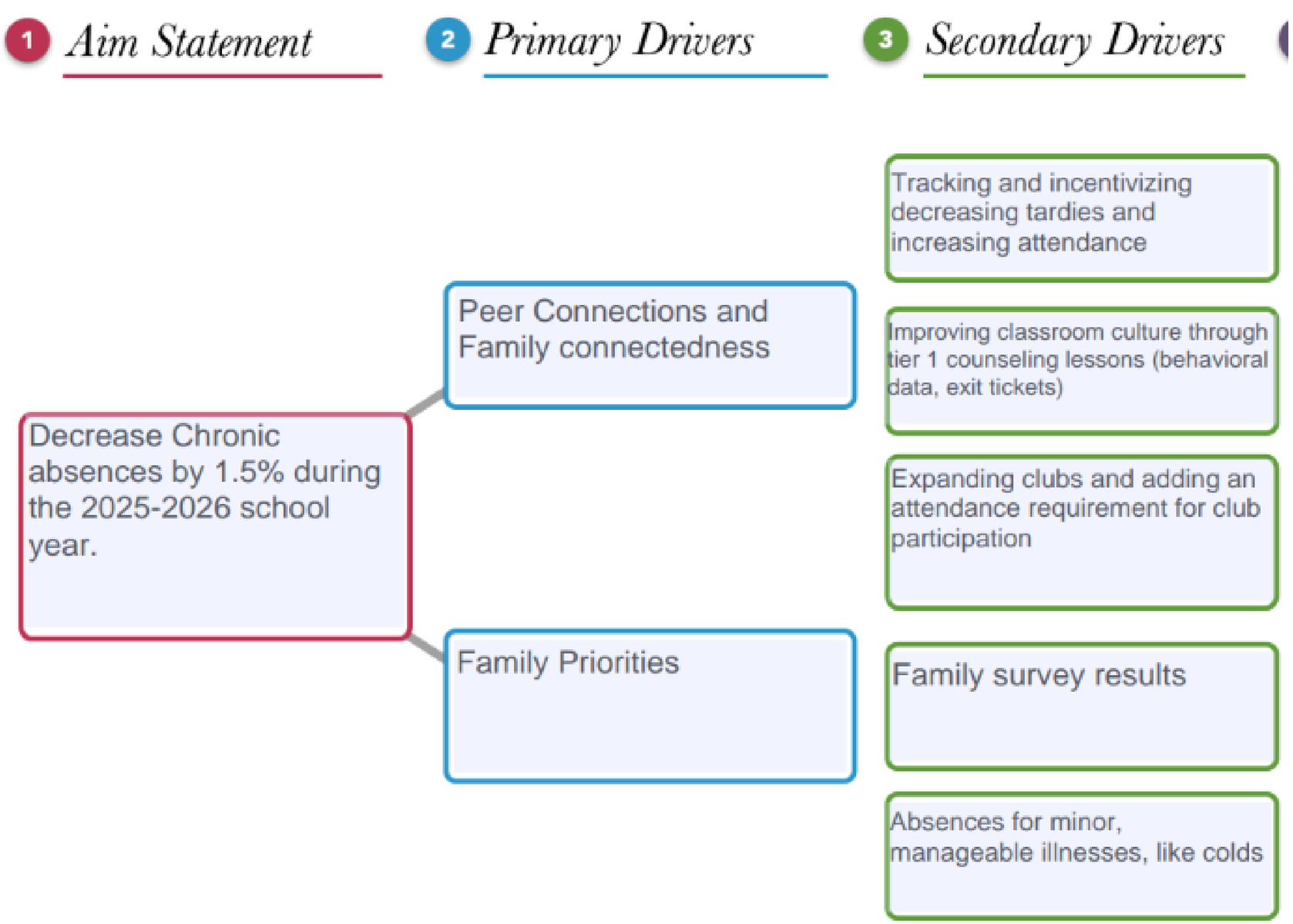

Primary Drivers are taken from the factors in the Fishbone Diagram. They represent how the SMART goal might be achieved.

Secondary Drivers are specific leverage points. They more clearly direct the ***action steps*** participants can implement to meet the SMART goal.

Multi-Tiered Systems of Supports

Schools that implement universal tier-1 behavior intervention programs with fidelity can more effectively use data gathered from the monitoring of this work to determine which students need increased levels/tiers of support. A tier-1 behavior intervention program will be an important foundation from which your school can build effective culture/climate action steps.

Indicate your Tier-1 MTSS behavioral intervention program here:

- Quarter 1-students being present at school
- Monthly attendance challenges
- Teachers calling when students are absent
- Following the CCPS attendance flow chart
- Relationship building staff with students to build rapport

School Climate

Cycle 1 (Sept. 8 – Nov. 7th) 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?*

Action Step(s)	Individual(s) Responsible	Timeline
• **Teacher training on Fair Day**	• Student Service Team	Quarter 1
• **Determine incentives**	• Student Service Team	
• **Develop a survey for parents (attached to letter)**	• Student Service Team	October
• **Letter sent from principal to all chronically absent 24-25 SY**	• Student Service team/Principal	October
• **Counselors/Psych meeting with students who were absent 18-20 days**	• Psych, PPW, Counselor	September
• **Attendance information in newsletters**	• Student Service Team	Quarter 1
• **Review data from last year and schedule meetings tier 3 (20% or more days absent) students.**	• Principal/PPW	

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School Climate

Cycle 1 (Sept. 8 – Nov. 7th) 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?*

Action Step(s)	Individual(s) Responsible	Timeline
• **Monthly attendance calendar with incentives**	• Student Service Team	Quarter 1
• **Create and provide a teacher catalog of choices to incentivize our teachers who support our monthly schoolwide attendance mission**	• Student Service team	Quarter 1
• **Monthly attendance club for Tier 2 and Tier 3 students (Check-in/check-up)**	• Counselors	Quarter 1
• **Develop and use shared attendance tracker to document attendance interventions**	• Randolph develop tracker, team documentation/Team track	Quarter 1 Quarter 1
• **Student Service team will meet weekly to review attendance tracker**	• Student Service Team	

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School Climate: Data Collection

Cycle 1 Data Collection:

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

Our data will include grade levels KD-5

- Quarter 1: School wide we will have a tracker to monitor attendance percentage per month per classroom.
  - We will recognize classrooms that will not miss more than 4 days of perfect attendance per month.
- Quarter 1: Our attendance tracker will provide the percentage of students receiving Tier 2 interventions- specifically it will provide the percentage of students receiving support due to 5, 10, 15 and 20+ absences.

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