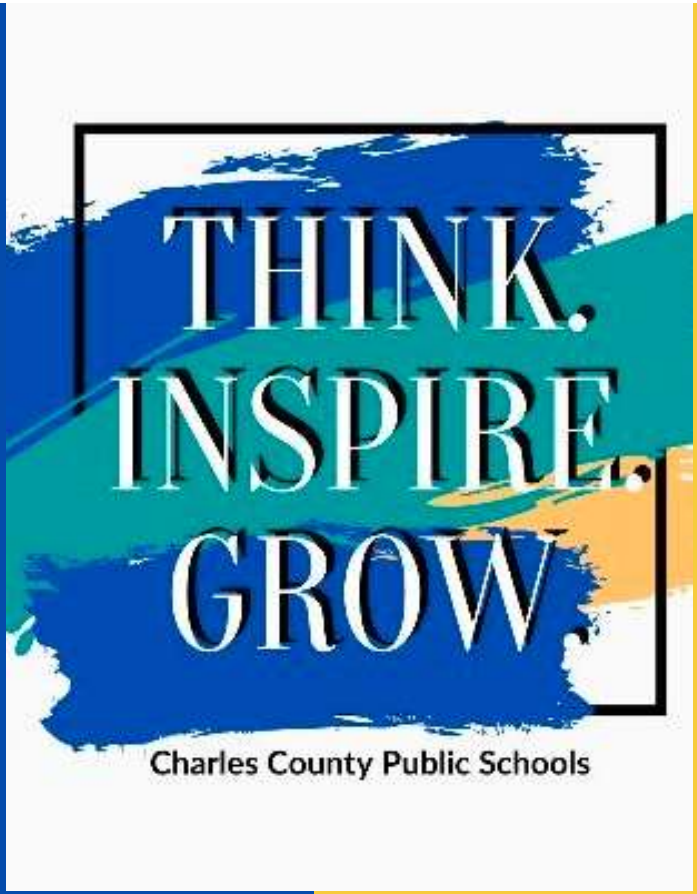
Charles County Public Schools

School Improvement Plan

Cycle 1

Robert D. Stethem Educational Center



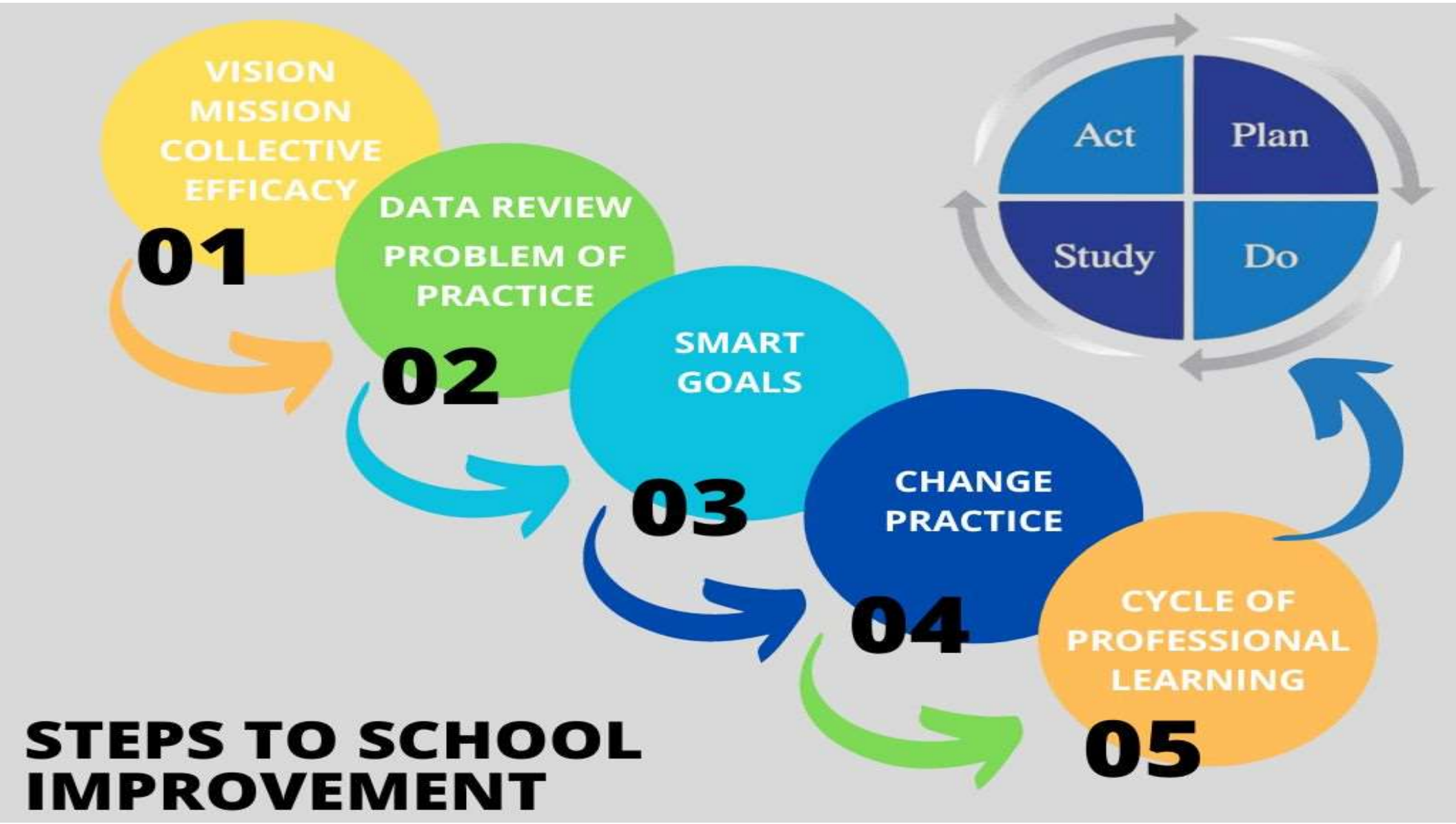
Why Continuous School Improvement

- ✓ 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
Act
Plan
Study
Do
STEPS TO SCHOOL
IMPROVEMENT

Robert D. Stethem Educational Center

Vision, Misson, Collective Efficacy Statements

Vision: The vision of the Robert D. Stethem Educational Center is to develop educational and career programming opportunities for all students through individually tailored academic and behavioral supports that emphasize transferable skills to lead to their success.

Mission: Robert D. Stethem Educational Center offers alternative school programs. The school's mission is to facilitate academic, technical and social success by preparing students for their transitional goals. Our diverse student population of learners from 6th through 12th grade receives high quality intensive instruction and training to ensure success in college, careers, independent living or return to more traditional academic settings.

Collective Efficacy Statement: Through the continuous school improvement process, RDSEC will create a school culture focused on the shared belief that positive school culture and climate is a collaborative effort that values the voice of all stakeholders. Together we will model appropriate behaviors and set consistent and high expectations to foster student and staff beliefs in growth.

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Area of Focus

Area of Focus Statement

We are committed to helping students take ownership of their learning by ensuring they clearly understand *why* they are learning specific content and *how* they can demonstrate mastery. To support this, we are focusing on:

Collaborative Planning Meetings: Teachers work together to align lessons and expectations, ensuring consistency across classrooms.
Walkthroughs with Normed Rubrics: School leaders and teachers use shared tools to observe and reflect on classroom practices, promoting clarity and continuous improvement.
Coaching Conversations: Educators engage in ongoing dialogue to refine instructional strategies and better communicate learning goals to students.
Social-Emotional Learning (SEL) Supports: We recognize that students learn best when they feel safe, supported, and confident. SEL practices help build these foundations.

Through these efforts, we aim to make learning expectations transparent and measurable, so every student knows what success looks like and feels empowered to achieve it.

Sincerely,
Robert D. Stethem Educational Center

Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Use standardized language across contents to aid students in understanding what they are learning and why, while also having teachers post effective success criteria.

Cycle of Professional Learning # 1 Overview

- We are providing opportunities for a book study to work with our staff and hone their skills on student engagement, teacher clarity on standards and developing success criteria
- We are holding weekly collaborative planning meetings where teachers discuss classroom management strategies, instructional activities and dive deeper into student work to provide feedback
- The administrative team will conduct walkthroughs and have coaching conversations with staff to discuss what was seen, the strengths and areas to improve while developing strategic goals

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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
• Teachers will develop success criteria/learning objectives that relate to the standards being taught.	• Students will be able to identify how they show progress towards mastery in the classroom.
• Teachers will describe to students, through multiple means, what success in the classroom looks like, for both behavior and instruction.	• Students will utilize writing strategies to describe the what, why and how of what they are learning in the classroom.
• Instructional strategies will meet students at their level of need.	• Students will demonstrate, through use of organizing materials, how they collect information in their classroom.

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Cycle 1: Outcomes

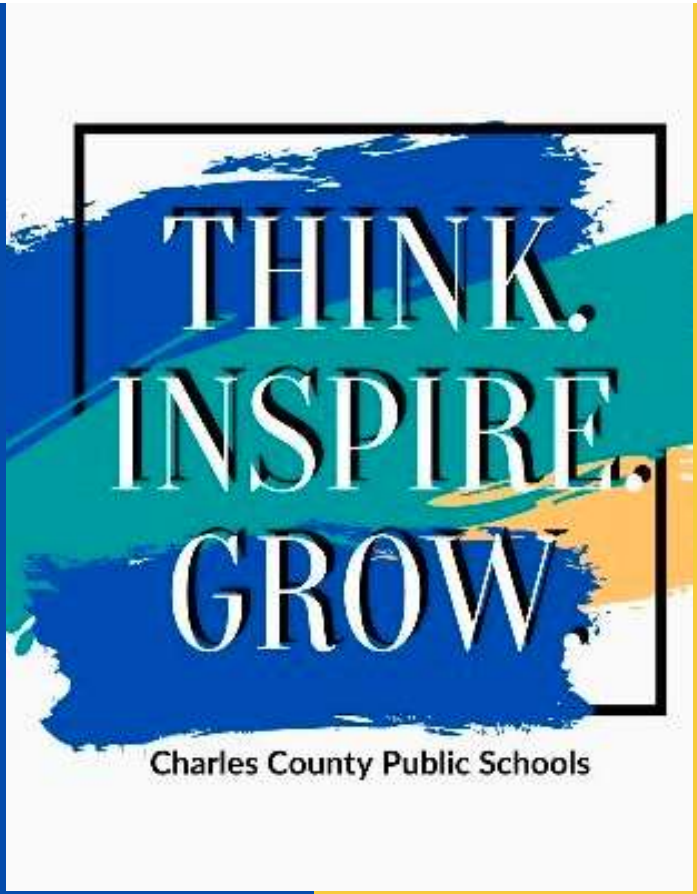
Cycle Areas of Growth	Cycle Celebrations
There is a need for continued professional learning on collaborative planning, specifically in the areas of feedback and expectations for looking at student work protocols. Additional focus on domain 3 of Danielson during walkthroughs.	Students are showing growth in understanding what they are doing in classes and how they verbalize how they demonstrate mastery on assigned work. Staff are utilizing success criteria and tying these statements into the standards in their content. Collaborative planning is consistent across grade levels and is allowing time for staff to review standards and student work.

Next Steps

- Guidelines and expectations will be developed to enhance staff understanding and protocols for LASW.
- Continued professional learning through our school book study.
- Focus administrative walkthroughs on Domain 3 of Danielson and calibrate learning with administrative team on data collection from walkthroughs

Charles County Public Schools Culture & Climate Cycle 1

Robert D. Stethem Educational Center



Culture & Climate Overview

Data Overview	Looking at our data for students from the 24-25 school year, we found that student attendance rate was 87.32%. We also found that we had a decrease in referrals for disruption, disrespect and class cutting by approximately 20%.
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. Delete these directions after making the revisions.)*	We are committed to keeping students engaged in learning and in school by strengthening our approach to behavior support. Our focus is on creating more proactive and restorative strategies so that students have the tools they need to succeed. This includes collaborative problem-solving, social-emotional learning and coaching for staff support.
Smart Goal	We are looking to reduce the number of out of school suspensions by 5% for the 25-26 school year.

Action Steps	
1	Work to improve the PBIS system for students and staff by implementing lessons into classroom curricula and solidifying behavior point expectations.
2	Develop a committee to collaborate on student behavior policies.
3	Meet with student services team to develop plans for assisting in creating culture and climate awareness and classroom management strategies.
4	Use team meetings where teachers can discuss and plan for classroom management strategies and interventions. These meetings will also be utilized to create strategic working plans for supporting students in our school community.

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Continue to work with teachers and administrative team members on alternatives of suspension Utilize the student support team to maximize information shared with teachers on classroom and behavioral management techniques	We have reduced the number of suspensions per student by implementing alternative ways to look at behavioral infractions. Teachers and staff are more aware of the code of conduct and implementation of behavioral strategies.

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School Improvement Plan

Cycle 2

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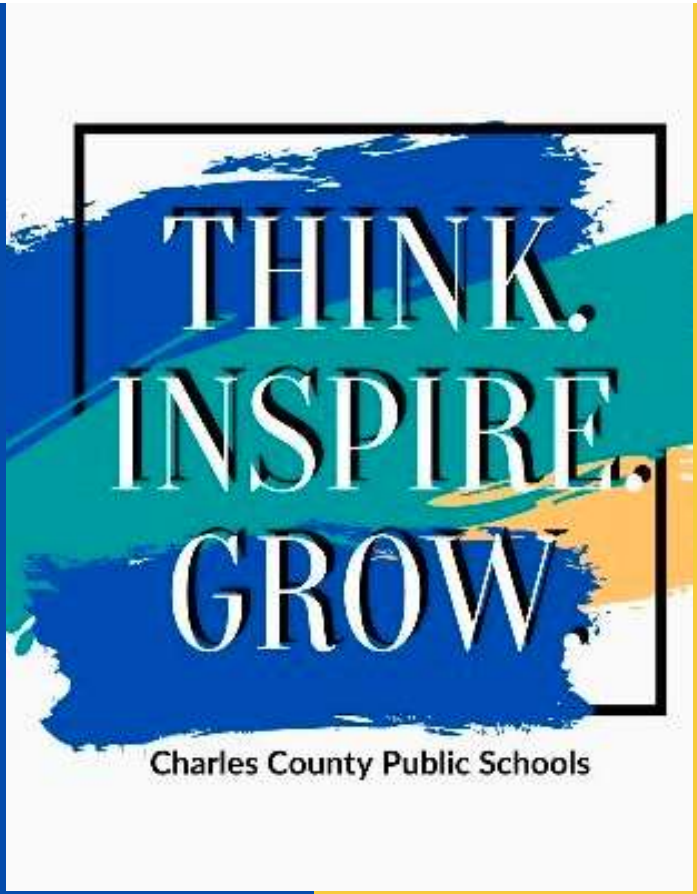

Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Developing clear guidelines and professional learning on constructive feedback (alignment with standards) of LASW focused on the use of learning objectives and student success.

Cycle of Professional Learning # 2 Overview

- We are providing opportunities for a book study to work with our staff and hone their skills on student engagement, teacher clarity on standards and developing success criteria
- Meeting with team leads to develop clear protocols and expectations for collaborative planning focused on Looking at Student Work and feedback aligned to standards
- The administrative team will conduct walkthroughs and have coaching conversations with staff to discuss what was seen, the strengths and areas to improve while developing strategic goals

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Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Staff will participate in LASW sessions that focus on student outcomes and standards.	Student work will show growth, even between departments, on showing an understanding of the success criteria asked of them during lessons
The documents collected from collaborative planning sessions will demonstrate constructive feedback from trainings as well as highlighting the standards addressed in the classrooms	Students will demonstrate, through verbal and written means, more consistent knowledge of what they are learning and how they demonstrate mastery
The documents collected from collaborative planning sessions will demonstrate constructive feedback from trainings as well as highlighting the standards addressed in the classrooms	Walkthroughs will show that students can utilize content language and can tie the work to standards-based instruction

Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings ….

Charles County Public Schools Culture & Climate Cycle 2

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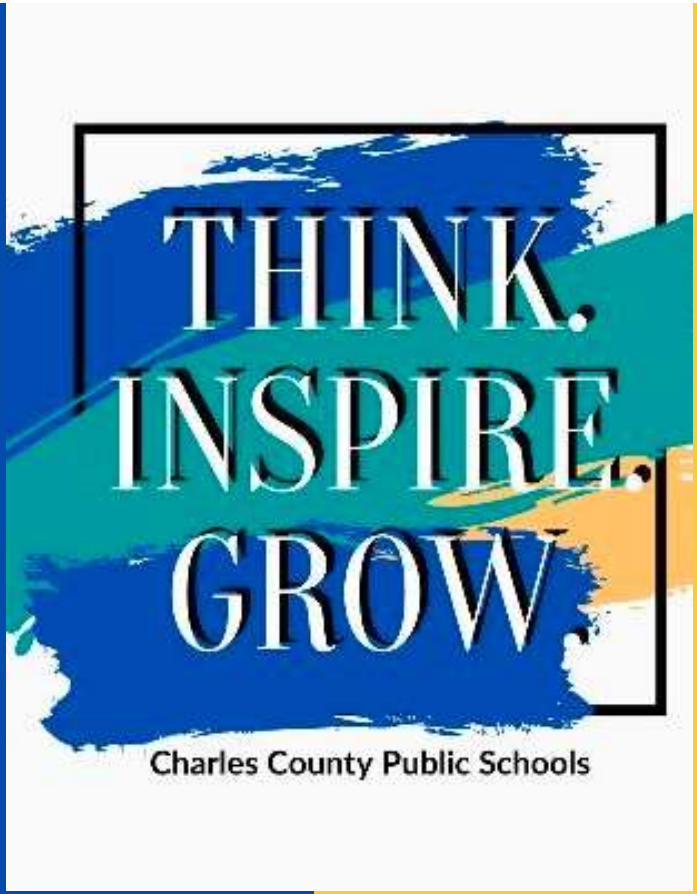

Culture & Climate Overview

Data Overview	As of January 12th, there have been 15 instances of out of school suspensions for students at Stethem.
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.	We are committed to keeping students engaged in learning and in school by strengthening our approach to behavior support. Our focus is on creating more proactive and restorative strategies so that students have the tools they need to succeed. This includes collaborative problem-solving, social-emotional learning and coaching for staff support.
Smart Goal	We are looking to reduce the number of out of school suspensions by 5% for the 25-26 school year.

Action Steps	
1	Continue to implement strategic plans for PBIS to enhance positive behaviors in the school community.
2	Continue to meet with the committee to collaborate on student behavior policies.
3	Meet with student services team to develop plans for assisting in creating culture and climate awareness and classroom management strategies.
4	Use team meetings where teachers can discuss and plan for classroom management strategies and interventions. These meetings will also be utilized to create strategic working plans for supporting students in our school community.

Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings ….

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