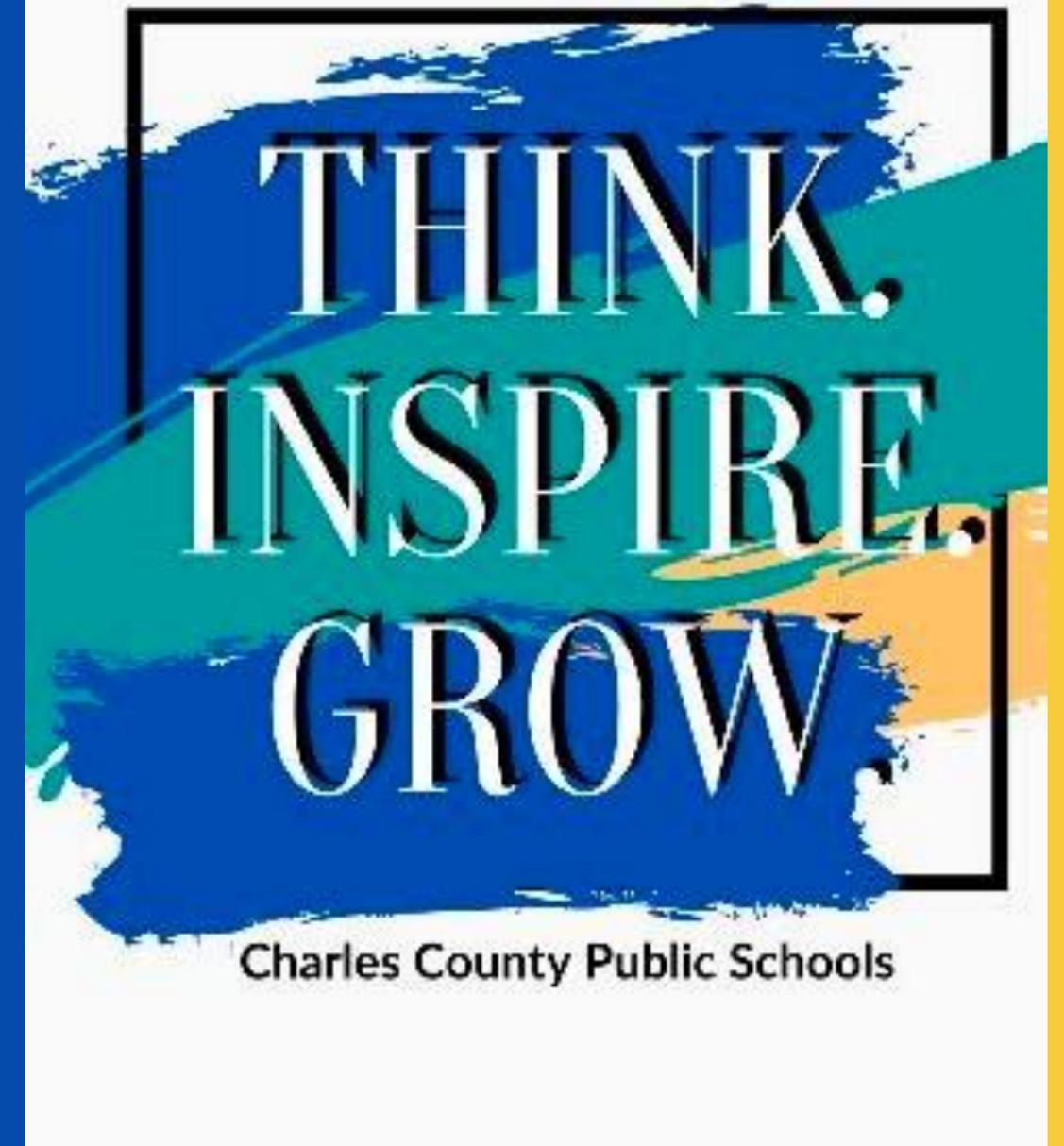


Charles County
Public Schools
School Improvement Plan
Cycle 1

*Eva Turner Elementary
School*

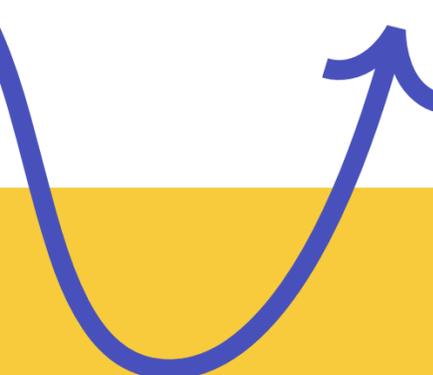


Tiger Pride in Action!



Why Continuous School Improvement

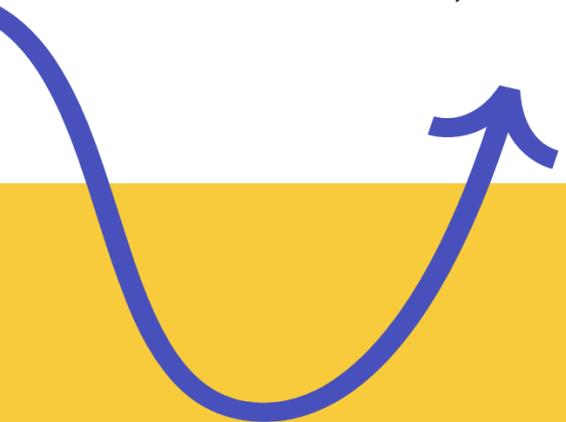
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

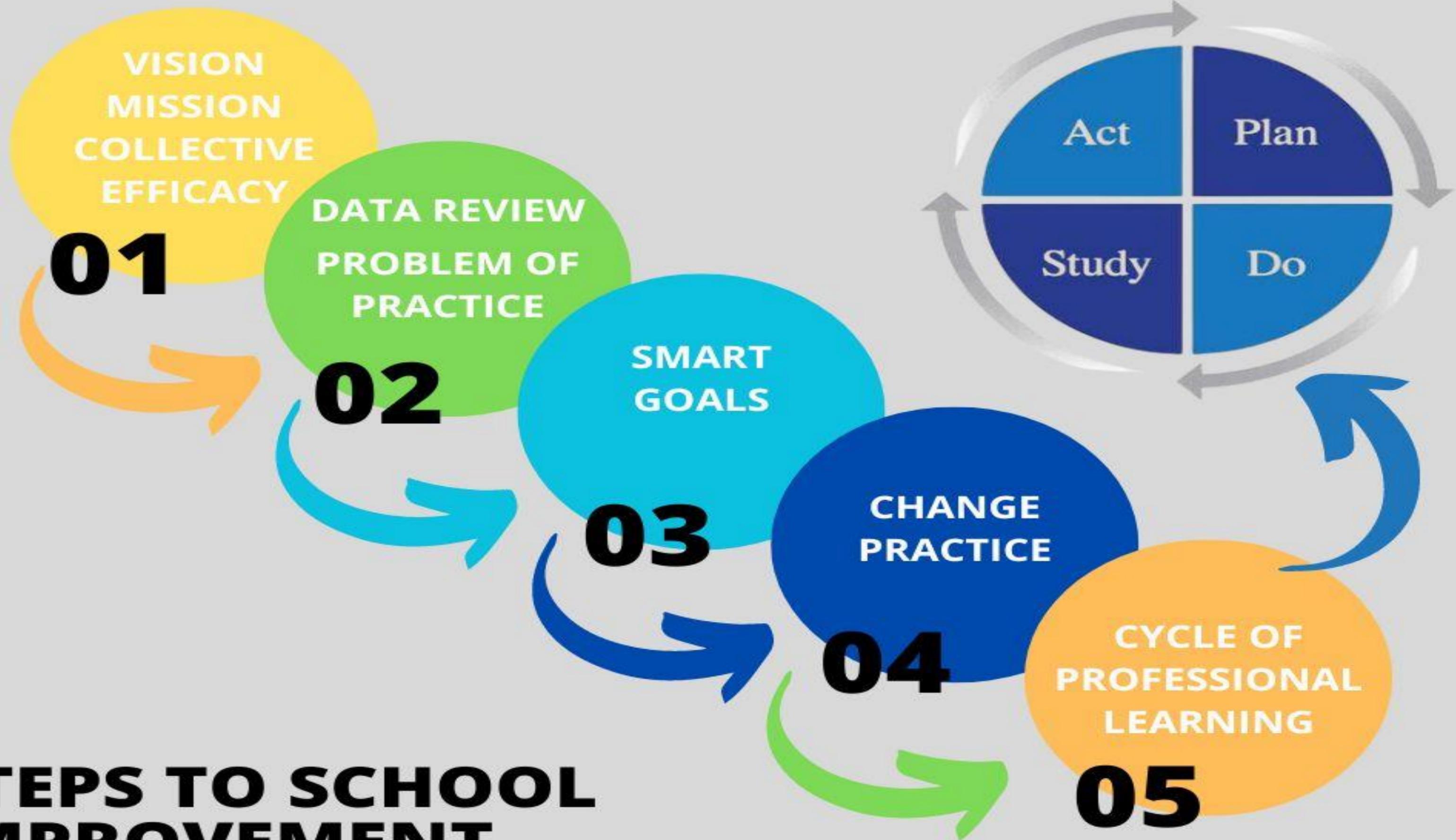
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



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STEPS TO SCHOOL IMPROVEMENT



Eva Turner Elementary Schools

Vision, Mission, Collective Efficacy Statements

Vision: Eva Turner Elementary School will be a community, comprised of educators, parents, and students, who work together to create an educational environment that facilitates a passion for life-long learning. Parents and staff will support our students in their learning process to prepare them for middle school and beyond.

Mission: The mission of Eva Turner Elementary School is to empower all students to become successful, productive citizens by creating a safe and orderly learning environment that promotes both academic and social success for every student.

Collective Efficacy Statement: The Turner ES community is committed to working collaboratively, using evidence-based strategies and data-driven instruction to meet the needs of every learner. We recognize that our collective actions, shared responsibility, and unwavering belief in our students' potential are key factors of their growth and achievement. Together, we will ensure that every child has access to a high-quality education that prepares them for lifelong success.



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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, we are focusing on:

- ✓ Ensuring common practices of sharing objectives and success criteria with students. As a result, students will be able to articulate learning both in writing and verbally.
- ✓ Establishing a framework for collaborative planning (weekly & bi-monthly). This will include data inquiry processes, examining student work, lesson planning and professional learning.
- ✓ Establishing a schedule for personalized professional development pertaining to areas of growth within our building where all staff can learn and grow.

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,

Eva Turner Elementary's Leadership Team

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
Eva Turner students increased their placement by 39% on the iReady reading assessment.	Eva Turner students increased their placement by 46% on the iReady math assessment.
Overall, there was a 3% proficiency increase on the iReady assessment from the 23-24 SY to the 24-25 SY on the iReady reading assessment.	Overall, there was a 3.6% increase in students' proficiency on the iReady math assessment from the 23-24SY to the 24-25SY.
21% of 3rd graders were proficient on the MCAP reading assessment in the Spring of 2025.	20% of 3rd graders were proficient on the MCAP math assessment in the Spring of 2025.
13% of 4th graders were proficient on the MCAP reading assessment in the Spring of 2025.	3% of 4th graders were proficient on the MCAP math assessment in the Spring of 2025.
18% of 5th graders were proficient on the MCAP reading assessment in the Spring of 2025.	12% of 5th graders were proficient on the MCAP math assessment in the Spring of 2025.

School Problem of Practice & Smart Goals

ELA Smart Goal

- By June 2026, 22% of students will be proficient on the ELA MCAP assessment. This is a 7% increase from the 2025 SY.

Mathematics Smart Goal

- By June 2026, 16% of students will be proficient on the Math MCAP assessment. This is a 7% increase from the 2025 SY.

Additional Targeted Assistance Goal

- ATSI: By June 2026, 29% of students will be proficient on the Math & ELAMCAP assessment. This is a 3% increase from the 2025 SY.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- ETES will implement a unified instructional framework that emphasizes clear learning goals, collaborative planning, and personalized professional growth.

Cycle of Professional Learning # 1 Overview

- To implement this change practice, ETES will begin by ensuring all teachers consistently share learning objectives and success criteria with students, helping them clearly articulate their learning both verbally and in writing. Next, the school will establish a structured framework for collaborative planning that occurs weekly and bi-monthly, focusing on data inquiry, analysis of student work, and standards-aligned lesson design within professional learning teams. Finally, personalized professional development opportunities will be embedded into the master schedule to support continuous educator growth aligned with identified school priorities.



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<p>If teams meet regularly to plan, reflect, and adjust instruction, then we will have consistency and implementation of standards.</p>	<p>If we have common practice of sharing objectives and success criteria with students, then students will be able to articulate their learning both verbally and in writing.</p>
<p>If personalized professional learning teams meet regularly to unpack meaningful content, then we will have an increase in staff capacity.</p>	

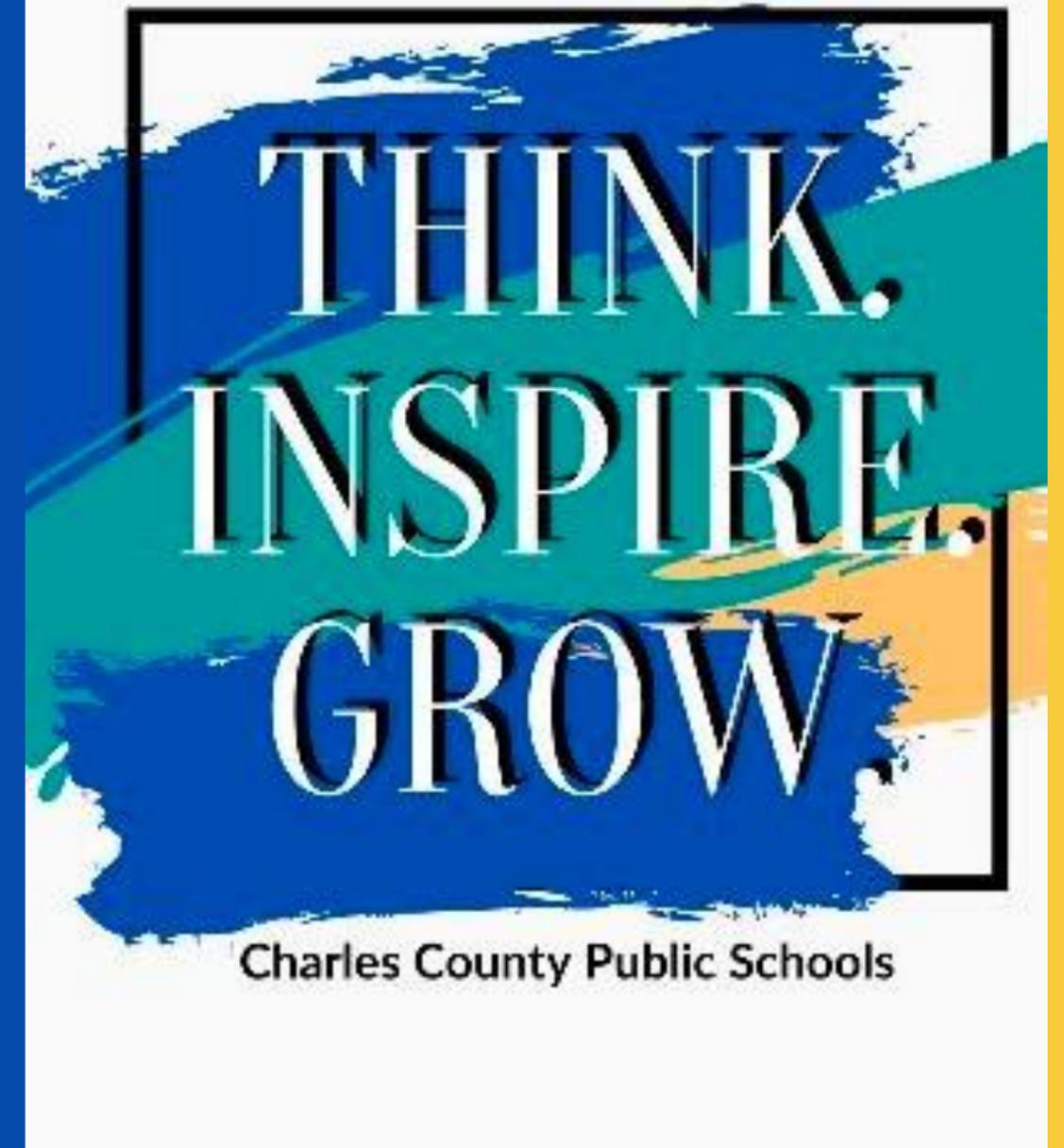
Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Kindergarten Readiness Assessment:</p> <ul style="list-style-type: none">41.2% or 21 of 51 students scored at or above the minimum district benchmark proficiency level for math <p>Classroom Walkthroughs:</p> <ul style="list-style-type: none">32% of classrooms have clearly established learning outcome during classroom walkthroughs.42% of teachers clearly explain what students are learning and why.38% of students can clearly communicate how they will know they have learned a skill. <p>Common Assessments:</p> <ul style="list-style-type: none">An average of 65% of students in 3rd grade showed proficiency on the assessment aligned to math standards.An average of 60% of students in 5th grade showed proficiency on the assessment aligned to reading standards. <p>Collaborative Planning:</p> <ul style="list-style-type: none">There is little to no evidence that grade level teams are meeting to collaboratively plan for instruction.	<p>Kindergarten Readiness Assessment:</p> <ul style="list-style-type: none">59.6% or 31 of 52 students scored at or above the minimum district benchmark proficiency level for reading <p>Classroom Walkthroughs:</p> <ul style="list-style-type: none">75% of students can communicate what they are learning during classroom walkthroughs using academic language.93% of teachers and students show evidence of a strong culture of learning and strategies to support students are evident. <p>Common Assessments:</p> <ul style="list-style-type: none">An average of 32% of students in 4th grade showed proficiency on the assessment aligned to math standards.An average of 50% of students in 5th grade showed proficiency on the assessment aligned to math standards.An average of 32% of students in 3rd grade showed proficiency on the assessment aligned to reading standards.An average of 45% of students in 4th grade showed proficiency on the assessment aligned to reading standards. <p>Interventions (MTSS):</p> <ul style="list-style-type: none">Intervention groups for both reading and math are implemented, progress monitoring is complete, and adjustments have been made based on student need (Kid Talks). <p>Personalized Professional Development:</p> <ul style="list-style-type: none">92% of staff showed favorability regarding participation in personalized professional learning.

Next Steps: Teaching teams will be trained on collaborative planning to ensure consistent implementation across the school.

Charles County
Public Schools
Culture & Climate Cycle 1

Eva Turner Elementary
School



Culture & Climate Overview

Data Overview

Move This World- 33% of staff are using Move this World (Social Emotional Learning Program)
PBIS Rewards Data- 50% of teachers consistently using system
Chronically Absent Students: 168/500= 34% of total students

- 422 Total Referrals (Most frequent categories below)
- Minor disruption 98 referrals
- Minor fighting 76 referrals
- Minor disrespect 76 referrals
- Physical attack on student 29 referrals

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.)

Eva Turner Elementary School has an increase in student discipline referrals, an increase in chronically absent students and data that shows a lack of systems being used such as Tier I supports. This is likely due to staff who lack classroom management, knowledge of child development and ways to implement restorative practices and a lack of professionalism.

Smart Goal

By June 2026, Eva Turner will decrease the amount of referrals by 25% (105 referrals) by implementing the secondary drivers listed.

Action Steps

1

Implement universal tier 1 supports

2

Implement personalized professional development

3

Build and share standard operating procedures

4

Develop and monitor behavior plans through MTSS

5

Hire behavior staff to support students who need tier 2 assistance

6

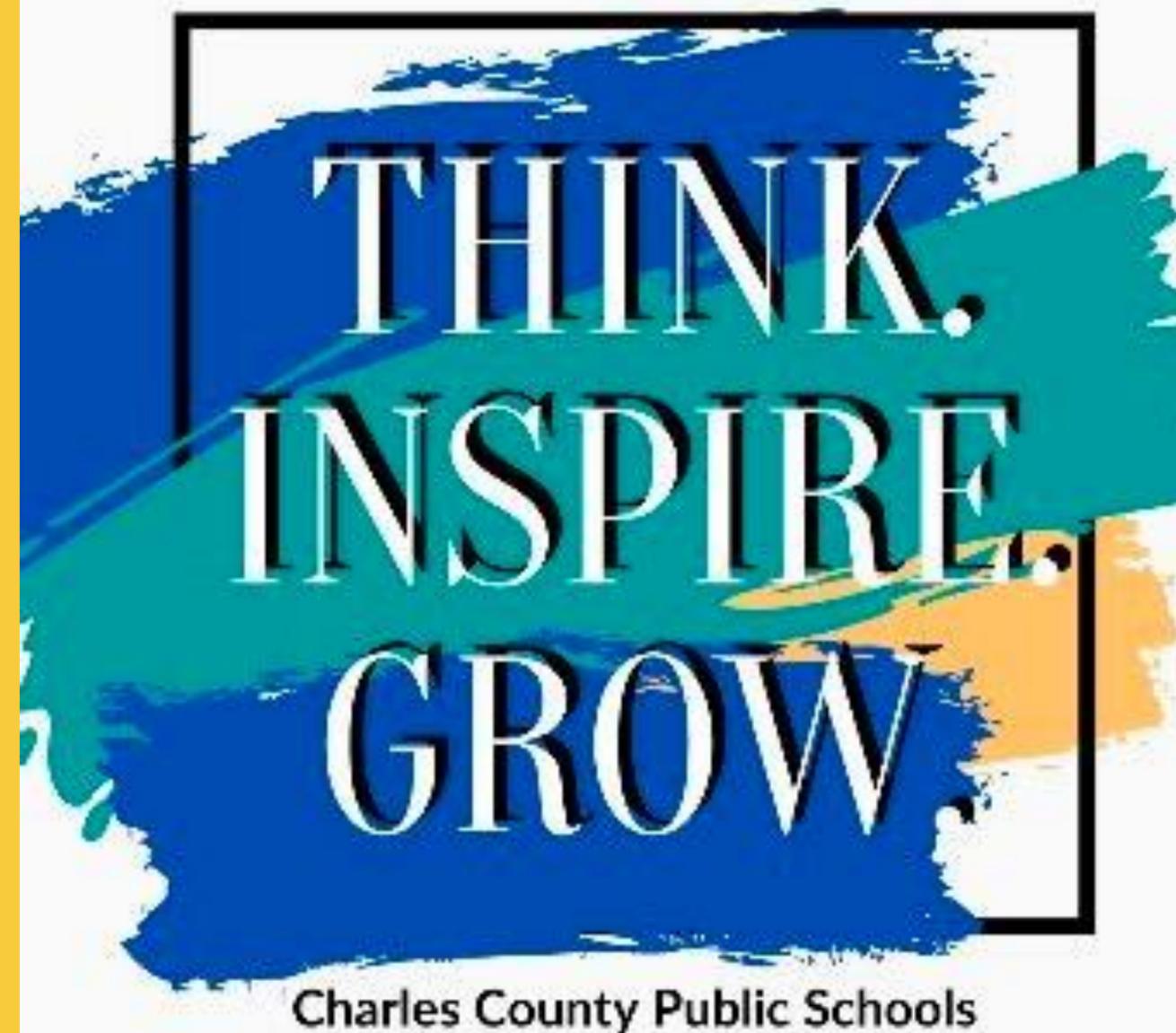
Hire a culture coach

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Move This World- 33% of staff are using Move this World to teach social emotional skills.</p> <p>PBIS Rewards Data- Students are averaging 1 PBIS reward point per day. Our daily goal for points is unmet.</p>	<p>PBIS Rewards Data- All grades are using PBIS rewards and give an average of 541 points per day. Hall passes through PBIS rewards has been implemented. Since implementation there have been no hallway referrals.</p> <p>Referral- Decrease in referral data since the beginning of the school year (Total 177- most common behavior is disruption, least common is major fighting).</p>



THANK
YOU FOR
REVIEWING
OUR PLAN!

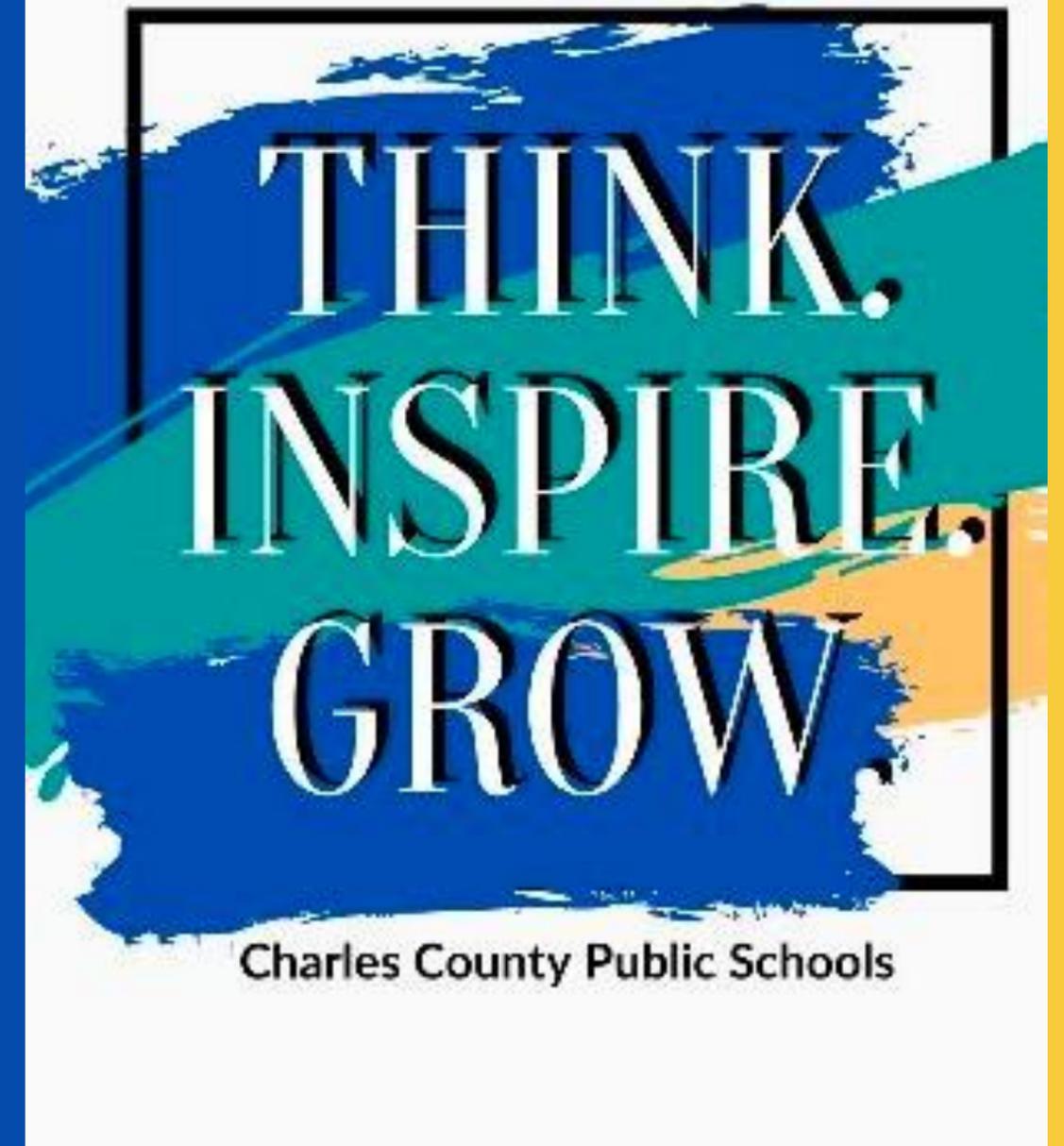


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Charles County
Public Schools
School Improvement Plan
Cycle 2

*Eva Turner Elementary
School*



Tiger Pride in Action!



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- ETES will adopt the current change practice that focuses on teachers personalized professional development. ETES teams will participate in weekly collaborative planning sessions focused on analyzing student work.

Cycle of Professional Learning # 2 Overview

- To implement this change practice, ETES will begin by ensuring all teachers have a shared understanding of how to analyze student work effectively. Next, the school will continue with established structures for collaborative planning that occurs weekly and bi-monthly. Finally, personalized professional development opportunities will continue and be embedded into the master schedule to support continuous educator growth aligned with identified school priorities.

Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
If teams meet regularly to plan, reflect, and adjust instruction, then we will have consistency and implementation of standards.	Students will be able to show mastery of these same standards on common assessments, and more students will be on grade level according to iReady assessments.
If personalized professional learning teams meet regularly to unpack meaningful content, then we will have an increase in staff capacity.	Students will be able to directly benefit from the increase capacity of teaching staff. Students will likely have an increase in iReady scores, classroom walkthrough data will improve, common assessments will improve, and referral data will decrease.



Cycle 2: Outcomes

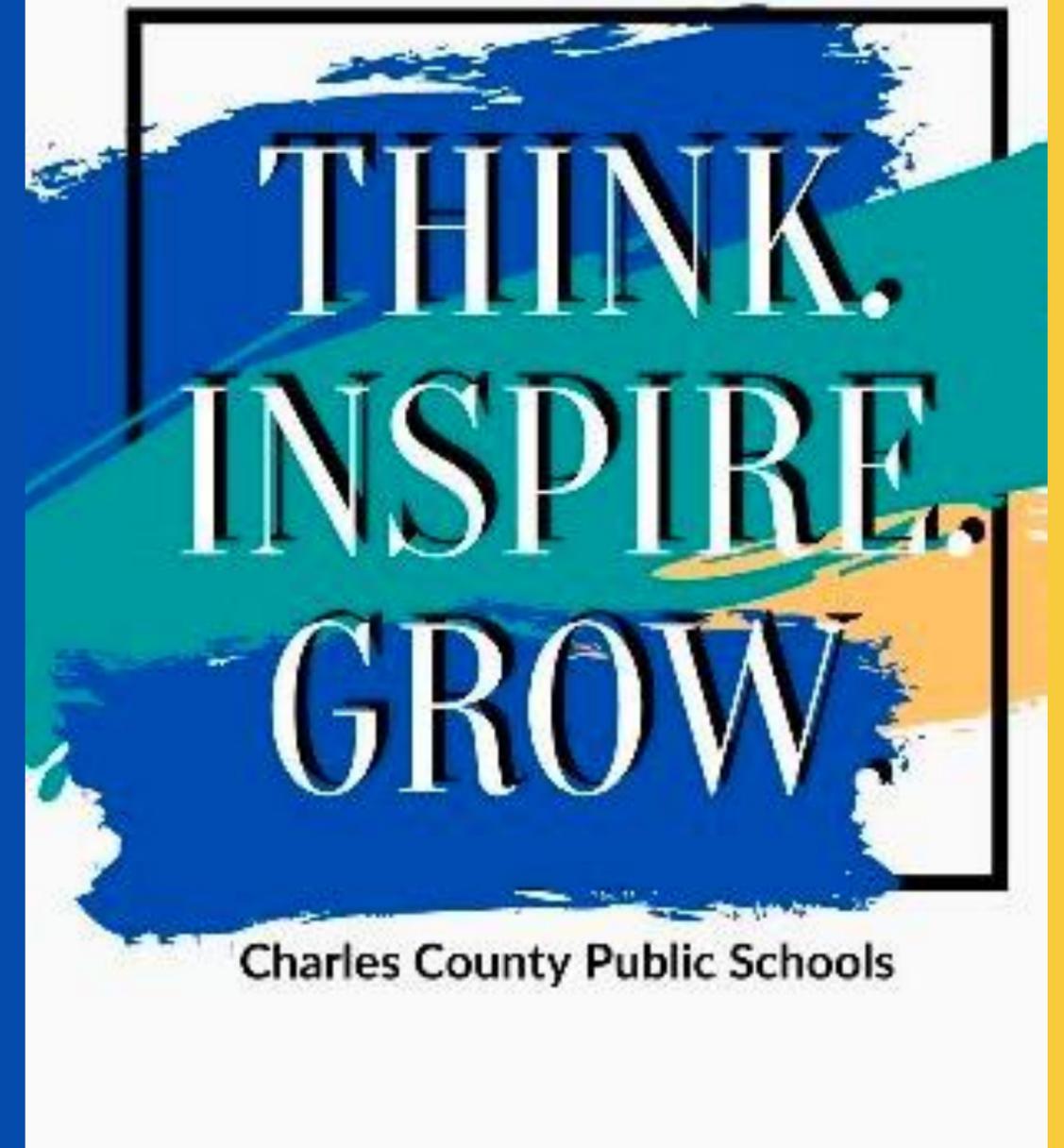
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 2

Eva Turner Elementary
School



Culture & Climate Overview

Data Overview

Move This World- 33% of staff are using Move this World (Social Emotional Learning Program)
PBIS Rewards Data- 100% of teachers consistently using system, but ETES is not meeting our daily points goal, we are averaging 1 point per day, per student
Chronically Absent Students: 19.7% of total students

- 177 Total Referrals (Most frequent categories below)
- Minor disruption

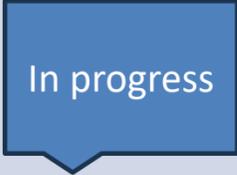
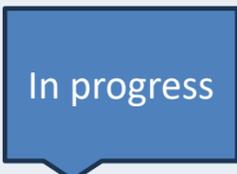
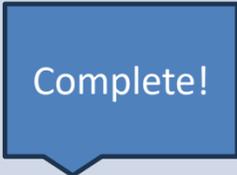
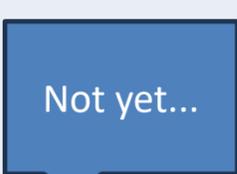
*Culture & Climate Area of Focus
(Write as a brief statement explaining the why for your school's work. Refine the problem of practice in a manner that is easily understood for parents. Delete these directions after making the revisions.)*

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Smart Goal

By June 2026, Eva Turner will decrease the number of referrals by 25% (105 referrals) by implementing the secondary drivers listed.

Action Steps

1	Implement universal tier 1 supports 
2	Implement personalized professional development 
3	Build and share standard operating procedures 
4	Develop and monitor behavior plans through MTSS 
5	Hire behavior staff to support students who need tier 2 assistance 
6	Hire a culture coach 

Culture & Climate Cycle 2: Outcomes

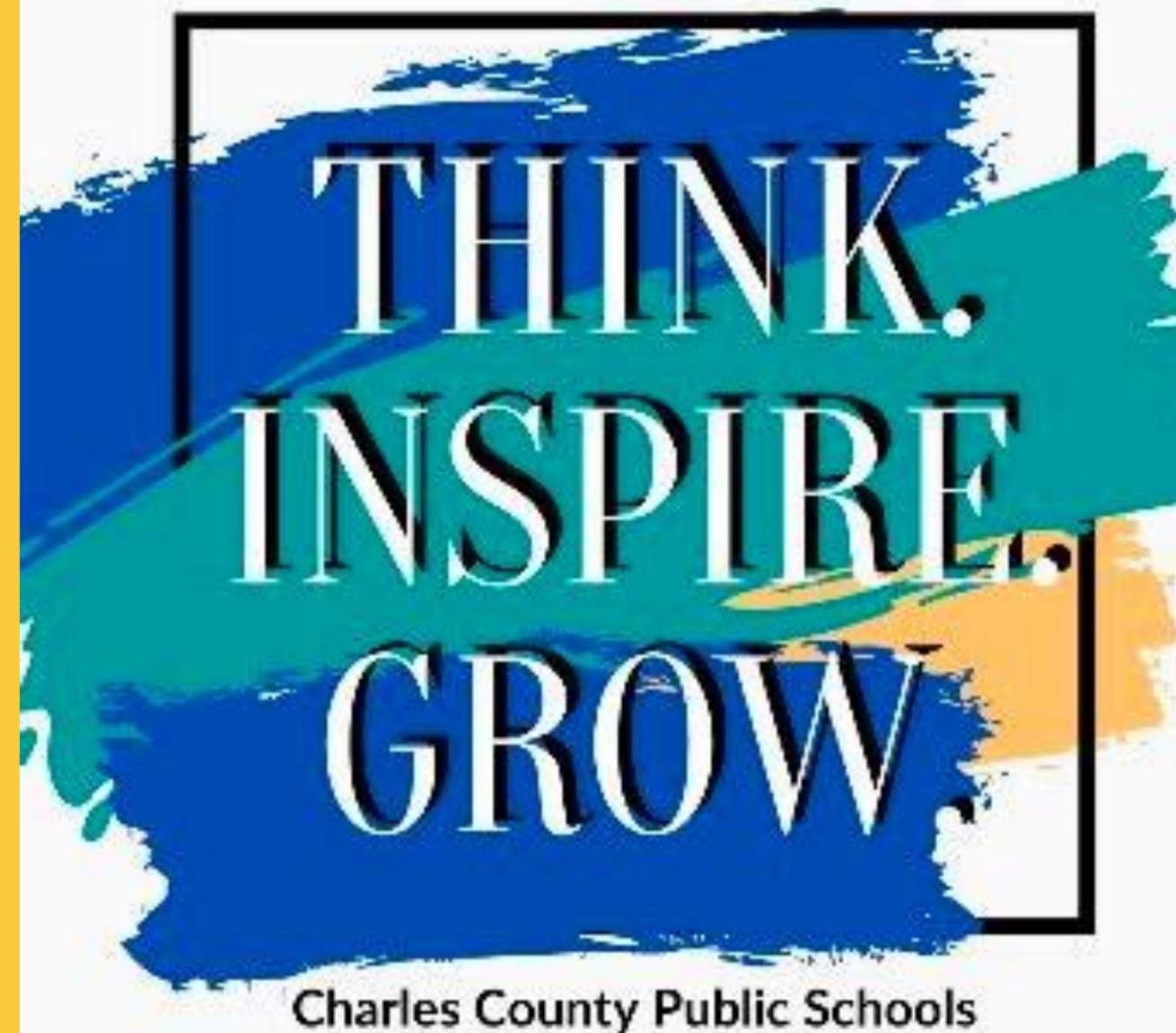
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings



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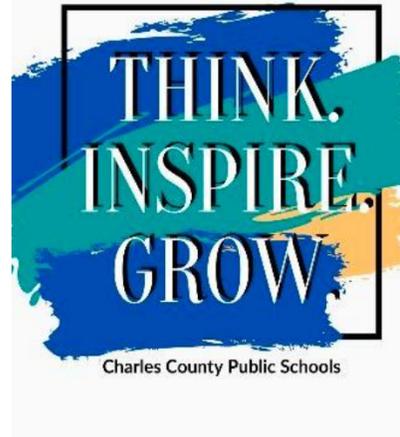


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Directions

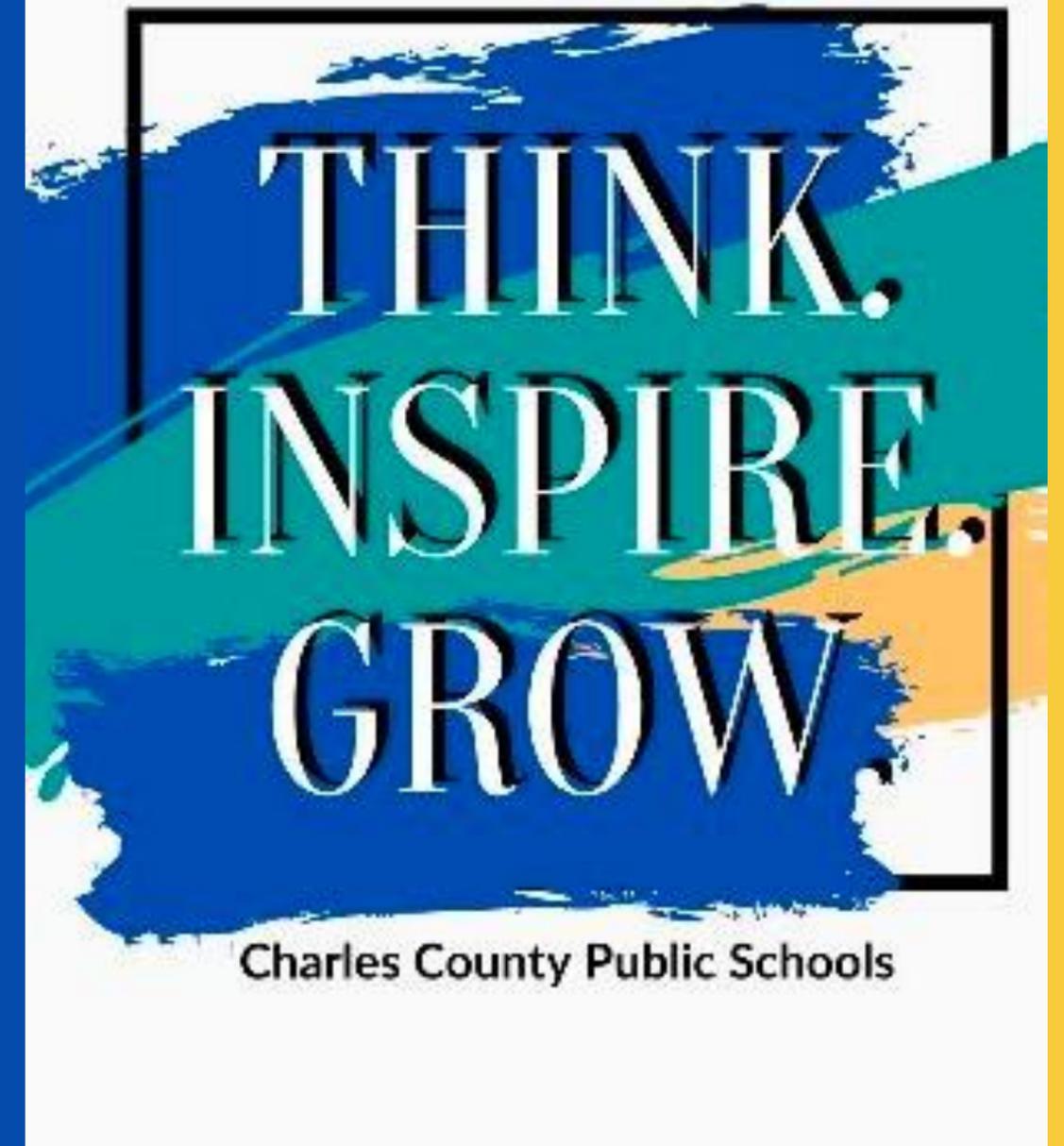
- ✓ Update Cycle 3
- ✓ Use your SIP to update the slides.
- ✓ Adjust formatting of slides as needed. Make an effort to put the required information on one slide without overloading the page. The goal is to deliver a concise parent friendly presentation.
- ✓ Share this presentation with your school community
- ✓ Please have your Public Relations Liaison upload the presentation to the school website by April 17
- ✓ 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



Place a catchy heading here ...

- Principals are brand ambassadors for their schools. Share good news about the school here!
- You can include pictures of school happenings and tell your audience about 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.



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Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)



Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations

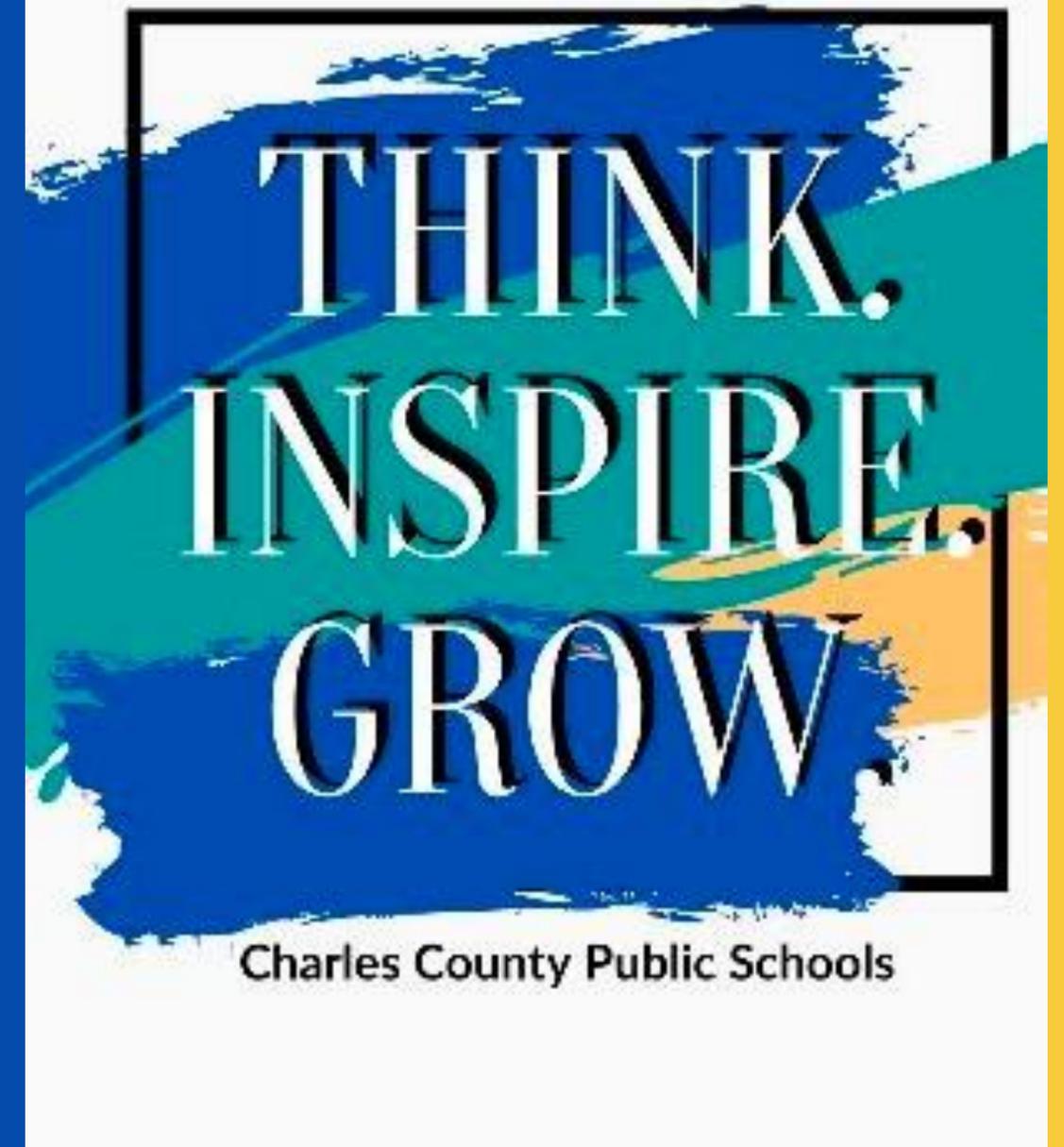
Next Steps

- 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

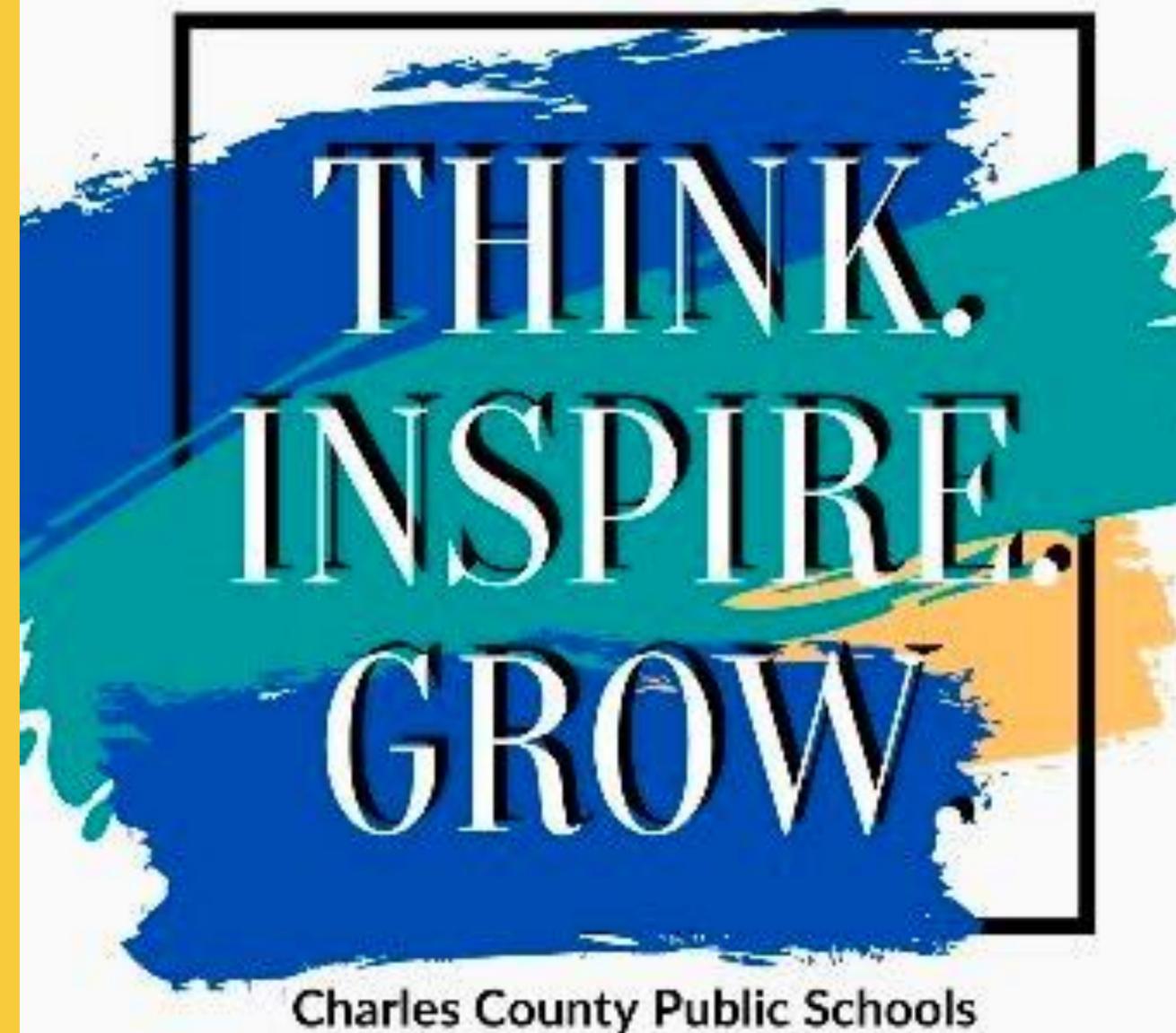
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings



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