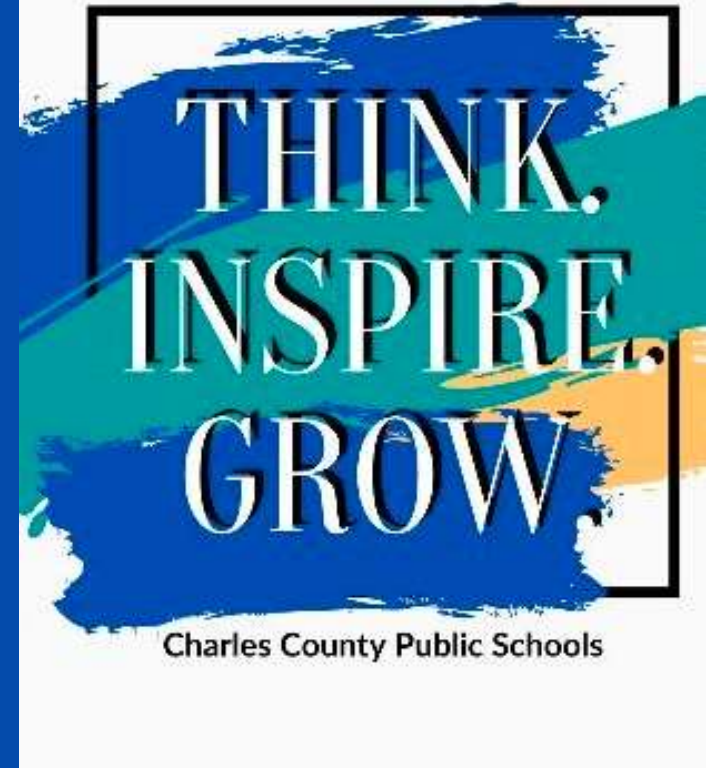


Charles County
Public Schools
School Improvement Plan
Cycle 1

Dr. Thomas L. Higdon
Elementary School

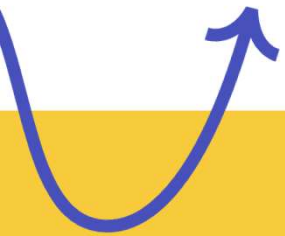


Higdon Huskies Howling in the new school year!



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.



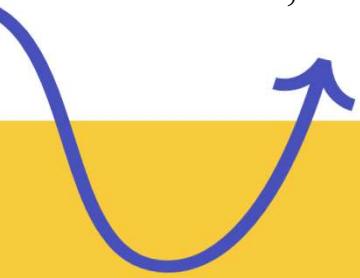
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

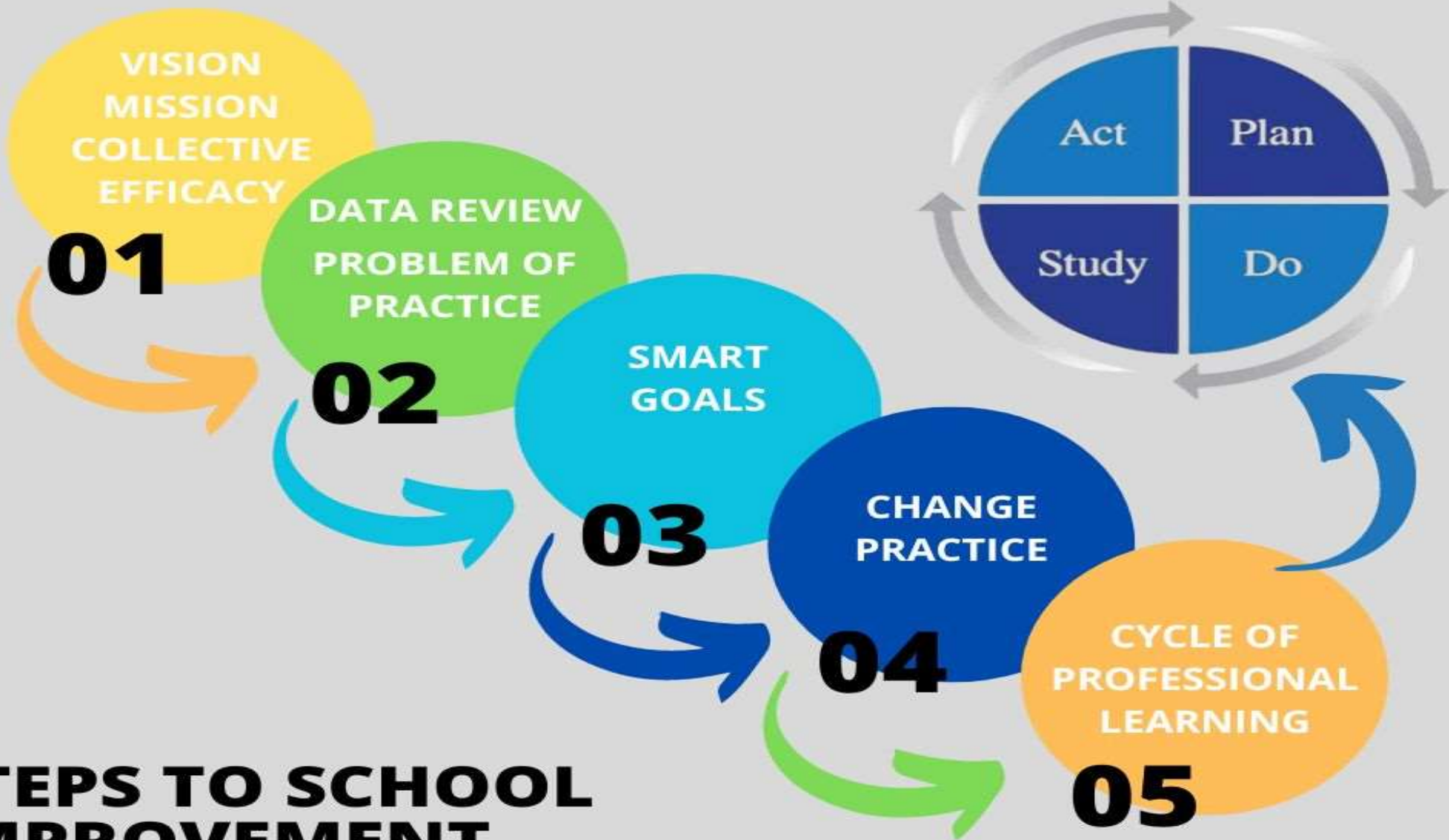
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Dr. Thomas L. Higdon

Vision, Mission, Collective Efficacy Statements

Vision: Dr. Thomas L. Higdon Elementary School empowers all students to embrace learning, develop a growth mindset to achieve their personal best, and increase their capacity to build relationships using empathy and kindness.

Mission: At Dr. Thomas L. Higdon Elementary School, our mission is to empower every student with the skills and mindset to embrace learning and achieve their personal best. We foster a growth mindset that encourages resilience and continuous improvement. Our commitment to nurturing empathy and kindness enables students to build meaningful relationships, preparing them to thrive in a diverse and interconnected world.

Collective Efficacy Statement: At Dr. Thomas L. Higdon Elementary, we will create a positive school culture focused on reflective instructional practices. This culture will help us overcome challenges and produce intentional results. With a focus on collaborative and data driven planning, our staff will have the support and instructional knowledge to provide opportunities for all students to grow.



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Area of Focus

Dear Parents and Guardians,

At Higdon, we are dedicated to helping every child grow and succeed in reading and mathematics. This year, our focus is on strengthening core classroom instruction by making lessons clear, engaging, and aligned with grade-level expectations.

Why this matters:

Strong reading and math skills are the foundation for all future learning.

Clear, intentional teaching ensures every student has access to grade-level content.

When school and families work together, students achieve their highest potential.

We will continue to provide high-quality instruction, monitor progress, and share strategies so families can support learning at home. Together, we can help every child thrive!

**Sincerely,
Higdon Elementary**

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
Spring 25 iReady: 124 students (35%) ONE grade level below school-wide	Spring 25 iReady: 122 students (35%) ONE grade level below school-wide
3: 22 Students (39%) Level 2 4: 29 Students (43%) Level 2 5: 25 Students (36%) Level 2	MCAP Spring 25 3: 28 students (51%) Level 2 4: 34 students (50%) Level 2 5: 33 students (49%) Level 2
3 rd Grade ELA MCAP 59% proficient	
5 th Grade ELA MCAP 58% proficient	
4 th Grade ELCA MCAP 46% proficient	

School Problem of Practice & Smart Goals

ELA Smart Goal

- The percentage of students performing at or above proficiency in ELA will increase by 5% by June 2026.

Mathematics Smart Goal

- The percentage of students performing at or above proficiency in Math will increase by 6% by June 2026.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Improving collaborative planning through structured bi-weekly collaborative team planning meetings to support effective Tier 1 instruction.

Cycle of Professional Learning # 1 Overview

- Enhancing collaborative planning protocols among staff and providing targeted support in developing and applying success criteria will empower both educators and students. This approach ensures that instructional practices are aligned with standards and that students have a clear understanding of what success looks like. By explicitly articulating success criteria, students are better equipped to assess their own progress, take ownership of their learning, and achieve a deeper understanding of standards.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
At least 80% of observed lessons include student-generated or co-constructed success criteria.	Students being able to articulate what success looks like in their own words during classroom walkthroughs or checks for understanding.
Teachers providing students with multiple pathways to demonstrate learning	Improved scored on end of unit/module assessments
A range of instructional strategies are employed to actively engage students, including the use of scaffolding techniques to ensure equitable access to learning for all students	Growth on iReady assessment in Winter and EOY

Cycle 1: Outcomes

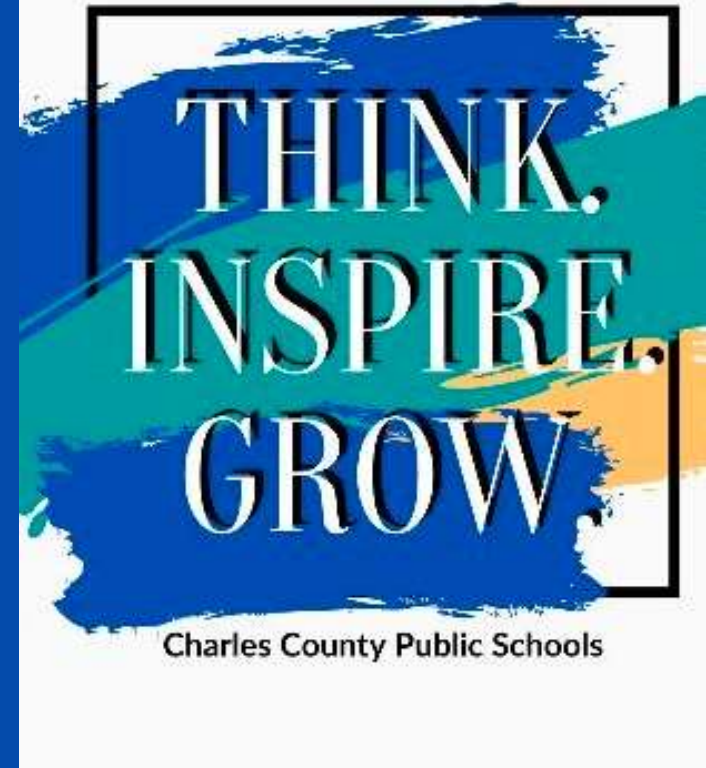
Cycle Areas of Growth	Cycle Celebrations
<p>Need to continue to get students involved with created success criteria and understand the WHY</p> <p>Develop a deeper understanding with questioning, planning, and giving students the opportunity critically think</p>	<p>Team believes that they have had an opportunity to have more time for data analysis protocols and common assessments through collaborative planning</p>

Next Steps

- Continue to build teacher capacity with co-constructing success criteria with students
- Expand teacher capacity to use rubrics with students in math and reading, having students self-reflect

Charles County
Public Schools
Culture & Climate Cycle 1

Dr. Thomas L. Higdon
Elementary School



Culture & Climate Overview

Data Overview

2425 SY
- 170 Major 87 Minor

Dispositions- Disruption, Disrespect, Destruction of Property

Culture & Climate Area of Focus

At Higdon, we are committed to creating a safe, respectful, and positive learning environment for every student. This year, our focus is on building strong relationships, teaching positive behavior expectations, and helping students develop the skills they need to make great choices every day.

Why this matters:

A safe and respectful school helps every child feel valued and ready to learn.

Positive behavior supports academic success and social-emotional growth.

When families and the school work together, students thrive both in and out of the classroom.

We will continue to teach and model positive behaviors, celebrate success, and partner with families to ensure every child feels supported and successful.

Smart Goal

By the end of this school year, our goal is to reduce the number of major behavior incidents by 10%

Action Steps

1

Counseling and PBIS focused lessons

2

Calm Corner and reflect/reconnect taught to students, restorative questions

3

Morning meeting PD and prompts

4

Updated PBIS strategies include HOWL school expectations, quarterly activities for all students, and Level 1 referrals to keep communication with families consistent

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
-Building consistency with MTW lessons and reflect/reconnect process with all students	Decrease in Minor/Major Office referrals Morning meeting introduction and Restorative question introduction Consistent counseling lessons PBIS Quarter 1 event hosted in October- entire school and community volunteers participated

Next Steps

Training from Mr. Paterson and Ms. Fairman to staff

Continue to meet with PBIS, gather feedback, and increase Tier 1 behavioral supports/incentives including lunch bunch, Huskey Bucks, and Quarterly activities

Continue to monitor MTW and morning meetings

Continue monthly grade level lessons from Ms. Vesselles

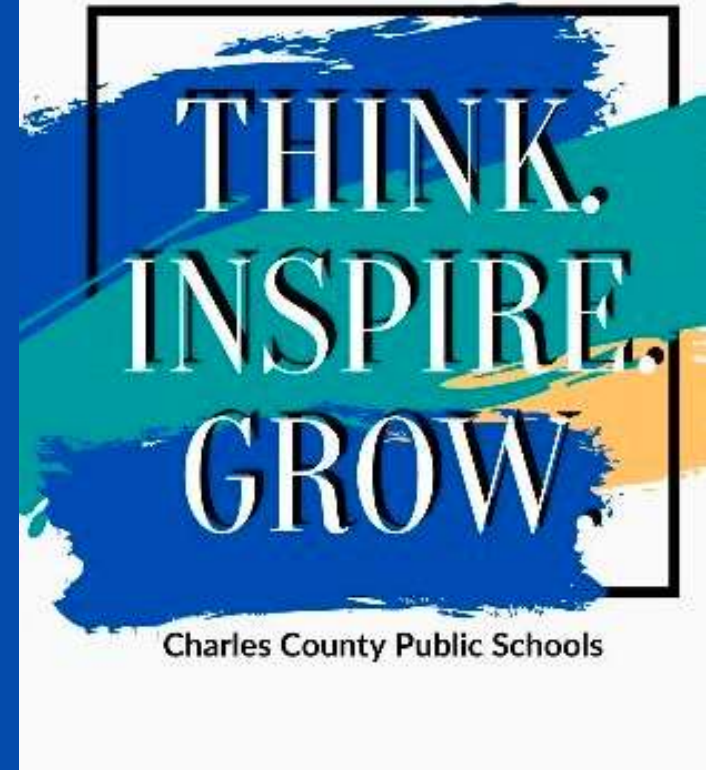
THANK
YOU FOR
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Charles County
Public Schools
School Improvement Plan
Cycle 2

Dr. Thomas L. Higdon
Elementary School



Howling through the year!



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

Change practice Cycle 2-using MSDE aligned rubrics to assess learning

Cycle of Professional Learning # 2 Overview

- Using rubrics aligned with MSDE will provide targeted support in developing and applying success criteria will empower both educators and students. This approach ensures that students receive high-quality instructional practices that create clarity, consistency, and equity in both teaching and assessment. Students have a clear understanding of what success looks like. By explicitly articulating MSDE rubrics, students are better equipped to assess their own progress, take ownership of their learning, and achieve a deeper understanding of standards.



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Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
At least 80% of observed lessons include student-generated or co-constructed success criteria.	Students being able to articulate what success looks like in their own words during classroom walkthroughs or checks for understanding.
At least 50% of the time, teachers are planning to use a rubric (based on the CCP form).	When completing LASW protocols, students will self-assess their learning, and teachers will be able to compare MSDE-created rubrics. Students and teachers' scores will parallel 80% of the time.

Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Need to continue to get students involved with created success criteria and understand the WHY</p> <p>Continue to support teachers with what rubrics can look like, help teachers plan for higher order thinking questions and continue to move towards a student-centered classroom</p>	<p>Students' ability to articulate what success looks like in their own words during classroom instruction is increasing.</p> <p>Students are using self-assessment more frequently during lessons.</p> <p>Teachers are spending more time reviewing MSDE-created rubrics during collaborative planning.</p>

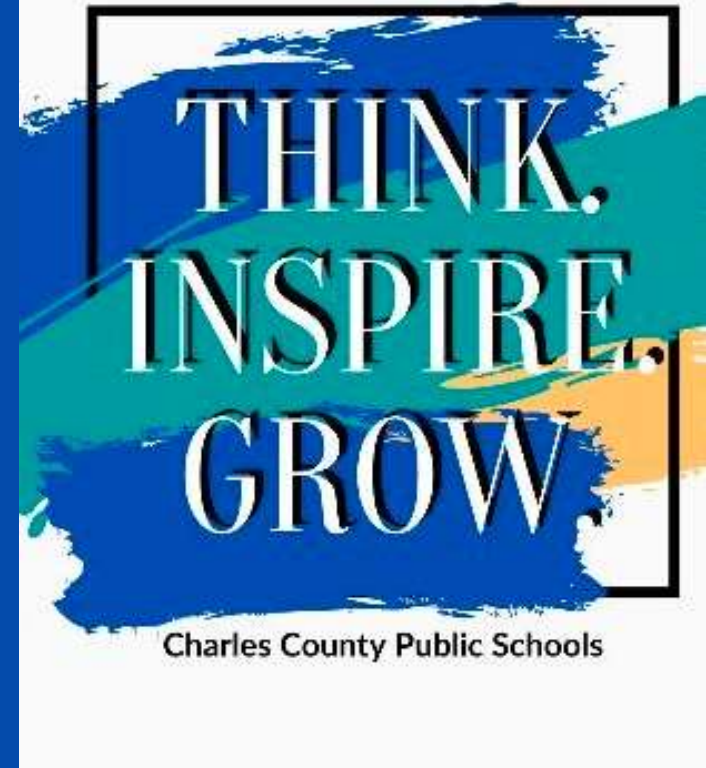
Next Steps

- Continue to build teacher capacity by co-constructing success criteria with students.
- Expand teacher capacity to effectively use rubrics in math and reading by supporting student self-reflection and broadening how rubrics are used within daily classroom instruction
- Provide professional development to grow a deeper understanding of self-assessment strategies and student rubrics.
- Continue peer visits and planning for student self-assessment during ILT/collaborative planning.



Charles County
Public Schools
Culture & Climate Cycle 2

Dr. Thomas L. Higdon
Elementary School



Culture & Climate Overview

Data Overview

2425 SY
- 170 Major 87 Minor

Dispositions- Disruption, Disrespect, Destruction of Property

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.

At Higdon, we are committed to creating a safe, respectful, and positive learning environment for every student. This year, our focus is on building strong relationships, teaching positive behavior expectations, and helping students develop the skills they need to make great choices every day.
Why this matters:
A safe and respectful school helps every child feel valued and ready to learn.
Positive behavior supports academic success and social-emotional growth.
When families and the school work together, students thrive both in and out of the classroom.
We will continue to teach and model positive behaviors, celebrate success, and partner with families to ensure every child feels supported and successful.

Smart Goal

By the end of this school year, our goal is to reduce the number of major behavior incidents by 10%

Action Steps

- 1 Reflect and reconnect with all students through intentional check-ins and relationship-building activities to strengthen a sense of belonging and support.
- 2 Enhance morning meetings by incorporating targeted prompts to foster engagement and purposeful discussion.
- 3 Add additional Level 2 supports by implementing targeted lunch bunch groups with a specific focus to address student needs.
- 4 Provide Ukeru training to staff to strengthen trauma-informed practices and enhance student support strategies.

Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Continue building relationships with all students – based on survey, we still have 16% of our 3rd- 5th grade that state they do not feel connected with an adult at school.</p>	<p>Maintained consistency with MTW lessons and reflect/reconnect process with all students</p> <p>Urkeu training provided and teachers able to use additional mental health resources and supports in the classroom</p>

Next Steps

- Counselor and psychologist continue to plan for specific lunch bunches and make connection with students, offer Hazel Health and Center for Children as needed
- Continue to plan rewards for students showing HOWL behaviors and stay consistent with our discipline referral system

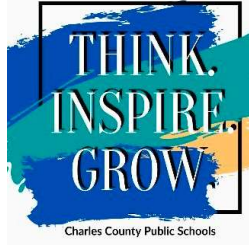
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Directions

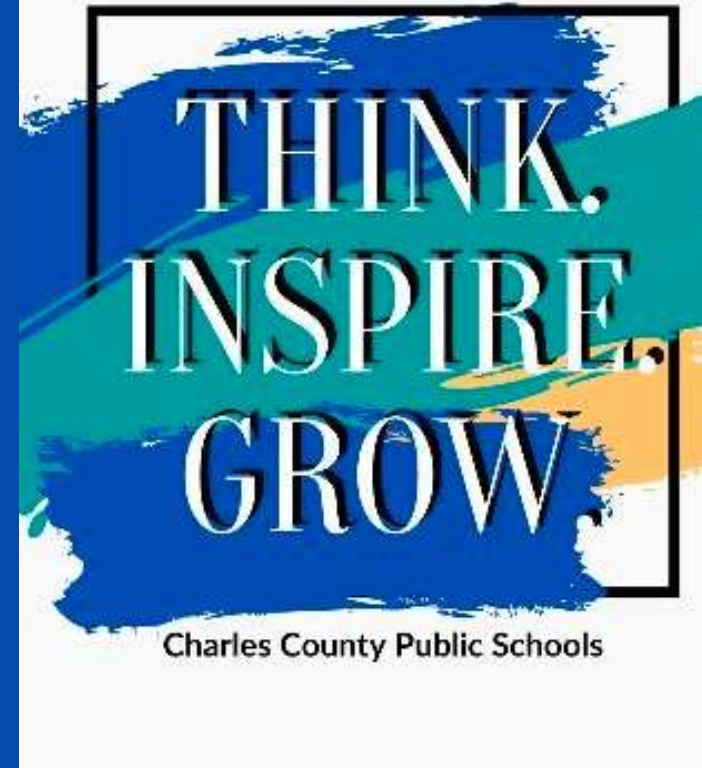
- ✓ Update Cycle 3
- ✓ Use your SIP to update the slides.
- ✓ Adjust formatting of slides as needed. Make an effort to put the required information on one slide without overloading the page. The goal is to deliver a concise parent friendly presentation.
- ✓ Share this presentation with your school community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

Higdon Elementary
School



Howling through the year...



Cycle 3: Change Practice & Cycle of Professional Learning

Change Practice

- Consistently use student self-assessment strategies (including but not limited to MSDE aligned rubrics) with students to assess learning and writing to show understanding.

Cycle of Professional Learning # 3 Overview

- Students will be better equipped to assess their own progress, take ownership of their learning, and achieve a deeper understanding of standards. Students will have a deeper understanding of the standard and be well prepared to assess their learning using different types of rubrics (analytic, single-point, student-friendly, and co-created) across content areas. •

Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
At least 80% of observed lessons include student-generated or co-constructed success criteria.	Students being able to articulate what success looks like in their own words during classroom walkthroughs or checks for understanding.
At least 50% of the time, teachers are planning to use a rubric (based on the CCP form).	When completing LASW protocols, students will self-assess their learning, and teachers will be able to compare student self-assessment with the score of the assignment.
	Students and teachers' scores will parallel 80% of the time.

Cycle 3: Outcomes

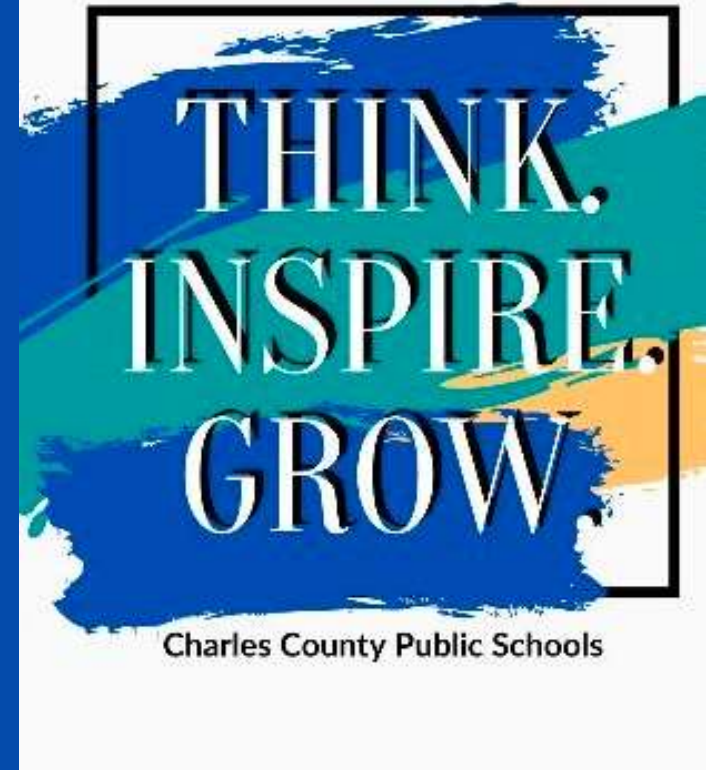
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 3

Higdon Elementary



Culture & Climate Overview

Data Overview

2425 SY
- 170 Major 87 Minor

Dispositions- Disruption, Disrespect, Destruction of Property

Culture & Climate Area of Focus
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We will continue to teach and model positive behaviors, celebrate success, and partner with families to ensure every child feels supported and successful.

Smart Goal

By the end of this school year, our goal is to reduce the number of major behavior incidents by 10%

Action Steps

1

Staff will revisit key Ukeru concepts (environmental supports, and proactive strategies) as needed for student support

2

Continue to monitor MTW data and hold regular community meetings within classrooms to build relationships and provide targeted support.

3

Use results from the student needs survey to intentionally connect with students and respond to identified academic, social, and emotional needs.

4

Culture & Climate Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

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