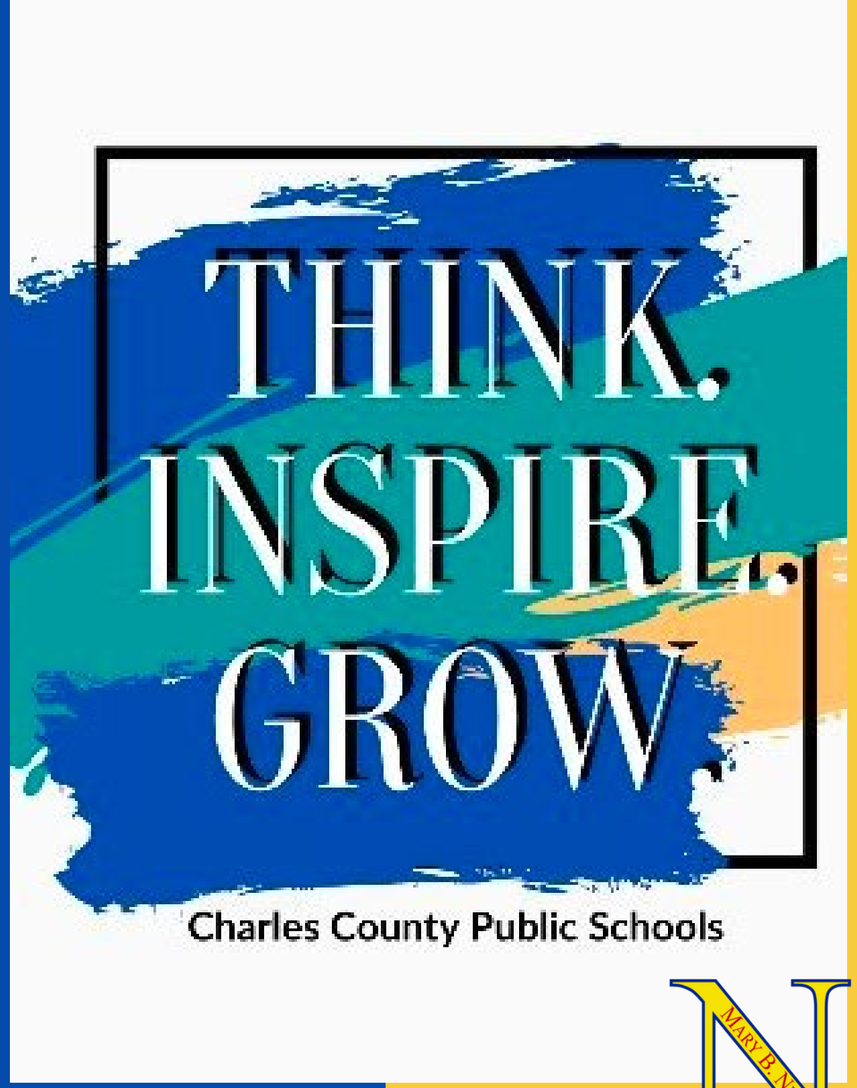
CHARLES COUNTY PUBLIC SCHOOLS STATE OF THE SCHOOLS

Mary B. Neal

Elementary School



We Are Off To A Great Start

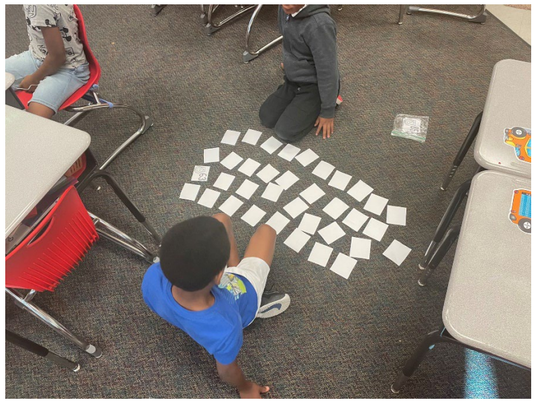
– Meet your Administration

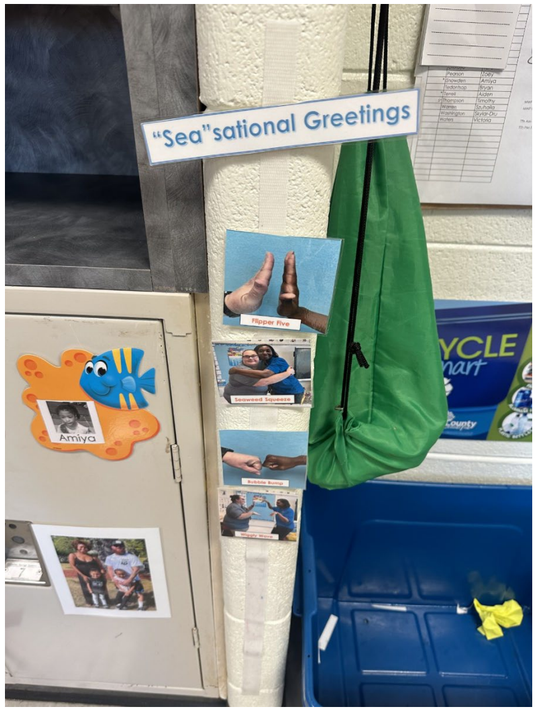
Mr. Carroll, Principal

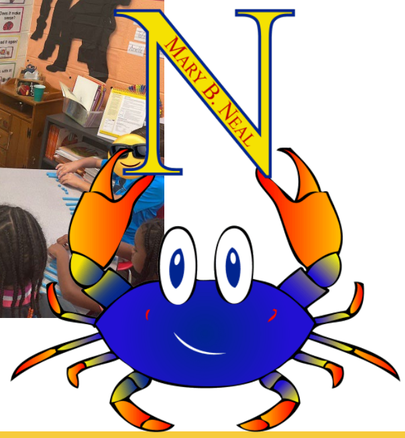
Ms. Hungerford, AP

Dr. Matthew, AP

We Are Off To A Great Start with Learning







We Are Off To A Great Start with Fun

THINK. INSPIRE. GROW.

Charles County Public Schools

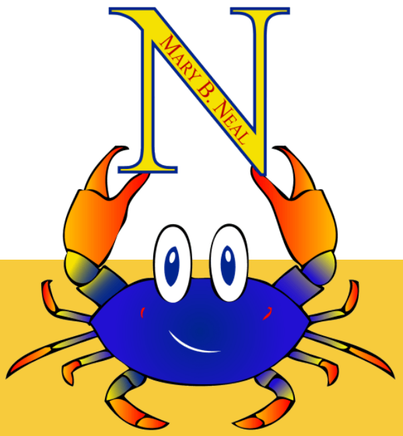
Working together to achieve excellence for every student.

School Improvement

School Improvement is a decision-making model that schools utilize to ensure programming, teaching and learning, and culture and community, provide all students access, opportunity, and support to achieve at high levels.

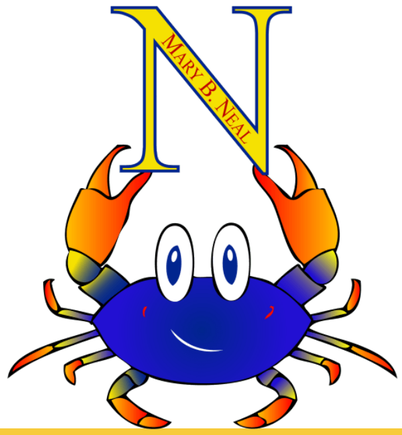
Each school develops a School Improvement Plan (SIP). The SIP identifies priority goals, instructional and culture strategies, and supports schools will implement to raise student achievement and prepare students for college and career pathways.

This works starts at the elementary school and continues through high school.



Student Learning & Achievement - Mathematics

- Goal: Students will increase their scores on the iReady diagnostic assessment in order to improve MCAP scores.
- Data Summary
  - 26.6% of students scored Proficient on the 22/23 MCAP
  - 1% of students with disabilities scored Proficient on 22/23 MCAP
  - Spring 23 iReady scores showed strong improvement from the Fall
  - 26% of student who were below grade level were on grade level by the end of the year.
- Strategies to Support Math Instruction
  - GAP instruction
  - Writing in Mathematics
  - Supplemental Instruction
  - ELO Tutoring



Student Learning & Achievement

Gap Instruction

i-Ready

IM K–5 MATH™ v.1

K–2 Student Dashboard

3–8 Student Dashboard

THINK. INSPIRE. GROW.

Charles County Public Schools

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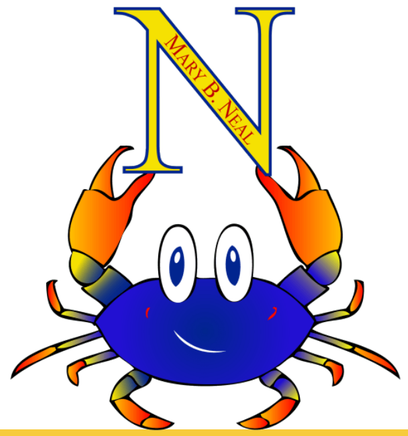
MARY B. NEAL

Student Learning & Achievement

Whole Group Instruction

IM K–5 MATH™ v.1



Student Learning & Achievement

Writing in Mathematics

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

MCAP Mathematics

Holistic Rubric for 3-Point Reasoning Constructed Response Items

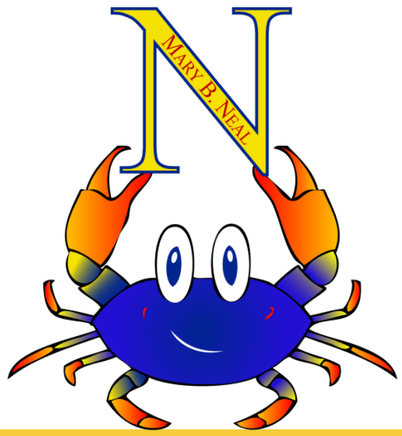
This holistic rubric guides the evaluation of a student response by providing descriptions of sample characteristics for each score point. A score is based on an overall analysis of what is included in a student's response rather than what is missing. It is not necessary for a response to include all of the sample characteristics.

Points	Sample Characteristics
3 Points	A three-point response for reasoning items provides evidence of correct, complete, and appropriate mathematical reasoning. The response may: • be clear and well developed with logical reasoning communicated by the use of precise and appropriate representations, symbols, drawings, or mathematical vocabulary. • contain minor flaws that do not detract from the correct reasoning or demonstration of a thorough understanding.
2 Points	A two-point response for reasoning items provides evidence of partially correct mathematical reasoning. The response may: • display an incomplete reasoning process. • contain minor flaws that detract from the correct reasoning or demonstration of a thorough understanding.
1 Point	A one-point response for reasoning items provides limited evidence of correct mathematical reasoning. The response may: • demonstrate the beginning of a valid chain of reasoning. • reflect a lack of essential understanding of the underlying mathematical concepts. • contain the correct solution, but work is limited or missing. • contain errors in the fundamental mathematical procedures or reasoning. • contain omissions or irregularities that lead to an inadequate solution.
0 Point	A zero-point response is completely incorrect, incoherent or irrelevant.

Illustrative Mathematics

5. A farmer has 48 chickens on her farm. There are 26 more chickens than there are pigs. How many pigs are there on the farm? Show your thinking using diagrams, numbers, words, or equations.

8. Diego has 34 cents. Mai has 19 more cents than Diego. How many cents do Mai and Diego have together? Explain or show your reasoning.



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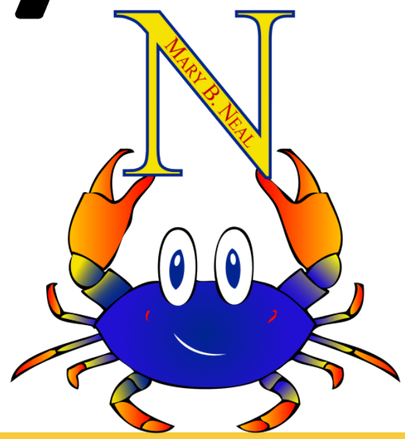
Student Learning & Achievement

Supplemental Instruction

ELO tutoring

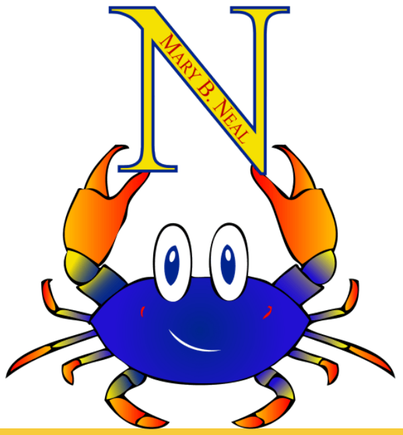
Do The Math

i-Ready



Student Learning & Achievement - Reading

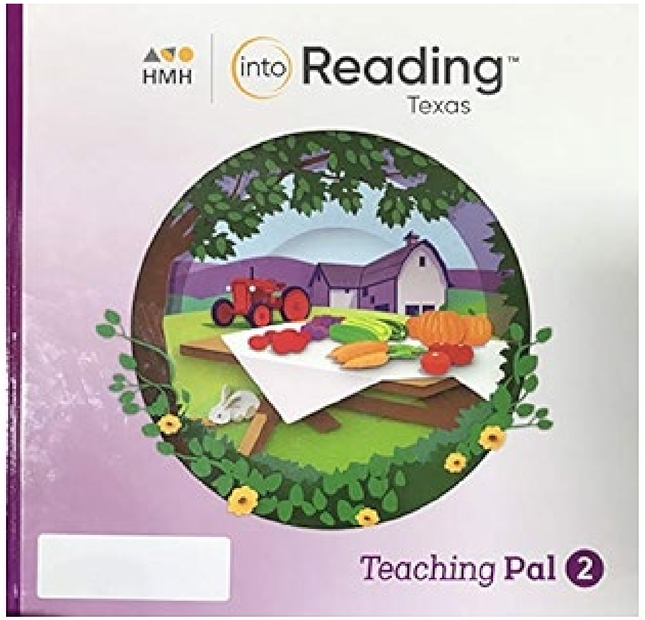
- Goal: Students will increase their scores on the iReady Reading diagnostic assessment in order to improve MCAP scores.
- Data Summary:
  - 44.9% of students scored Proficient on the 22/23 MCAP
  - 5% of students with disabilities scored Proficient on 22/23 MCAP
  - 49% of students scored at/above grade level on the Spring iReady assessment
- Strategies to Support Reading Instruction
  - My Path
  - Into Reading
  - Fundations and LLI
  - ELO Tutoring

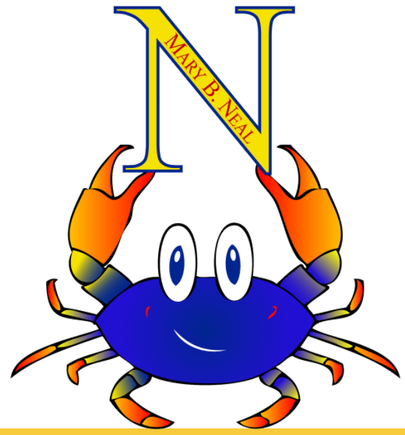


Student Learning & Achievement

Whole Group Instruction

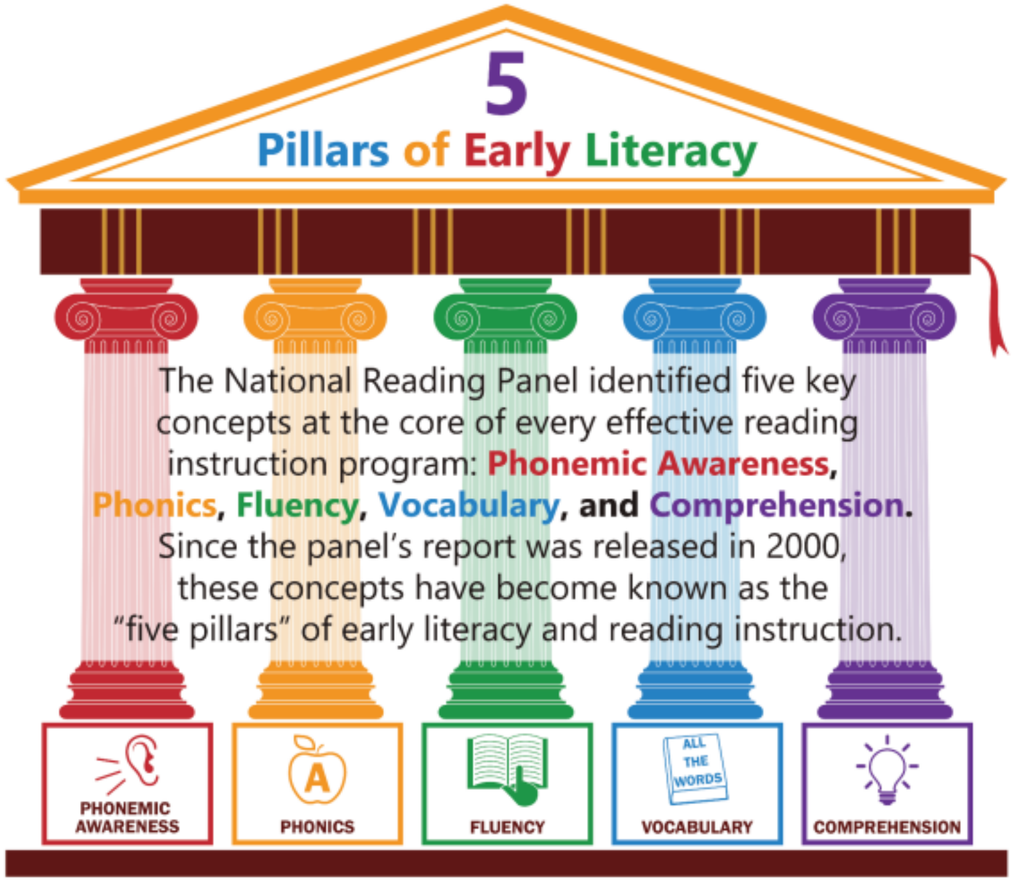
HMH | into Reading™





Student Learning & Achievement

Science of Reading



#1 PHONEMIC AWARENESS

Phonemic awareness is the ability to identify the different sounds that make up speech.

Word games, rhymes, and tongue twisters can help children identify the individual sounds in words and begin to match the sounds to letters of the alphabet. So, keep talking!

#2 PHONICS

Phonics helps kids match sounds to letters or letter groups.

Phonics is the key to decoding new words. Breaking words down into sounds and syllables allows young readers to connect words on paper with the words they hear and speak every day. Remember, Sam-I-Am did not like green eggs and ham!

#3 FLUENCY

Fluency is the ability to read accurately and quickly.

Fluency is achieved when the reader can concentrate on the meaning of the text, not the individual words. Guided practice helps children learn to read fast enough to keep up with their brains!

#4 VOCABULARY

Vocabulary is the key to knowing more about everything.

Kids absorb language like sponges, learning new words every day. Help expand their vocabulary by talking to them, reading aloud, and even singing with them. Use all the words!

#5 COMPREHENSION

Comprehension happens when the words become ideas.

Once a child is reading fluently with a strong vocabulary, they can read for understanding. Comprehension is that "Oh! I get it now!" moment, repeated. Help with comprehension by asking questions about what they are reading.

Student Learning & Achievement

Science of Reading

What it IS

A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.

Teaching Based on the 5 Big Ideas

Phonemic Awareness - The ability to identify and play with individual sounds in spoken words.

Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.

Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.

Vocabulary - Knowing what words mean and how to say and use them correctly.

Comprehension - The ability to understand what you are reading.

Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.

What it IS NOT

A program, an intervention, or a product that you can buy.

The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.

Phonics-based programs that drill phonics skills.

Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.

Complete and no more study needs to be done.

As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.

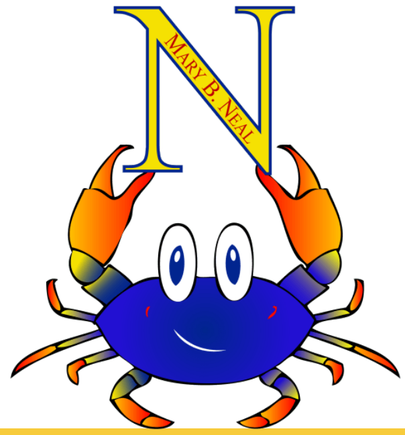
Student Learning & Achievement

Small Group Reading Instruction

i-Ready

K–2 Student Dashboard

3–8 Student Dashboard



Student Learning & Achievement

Supplemental Instruction

ELO tutoring

Heggerty

i-Ready

F&P LLI

fundations®

Wilson Language Basics

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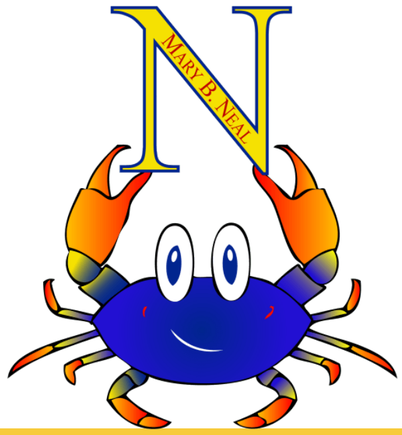
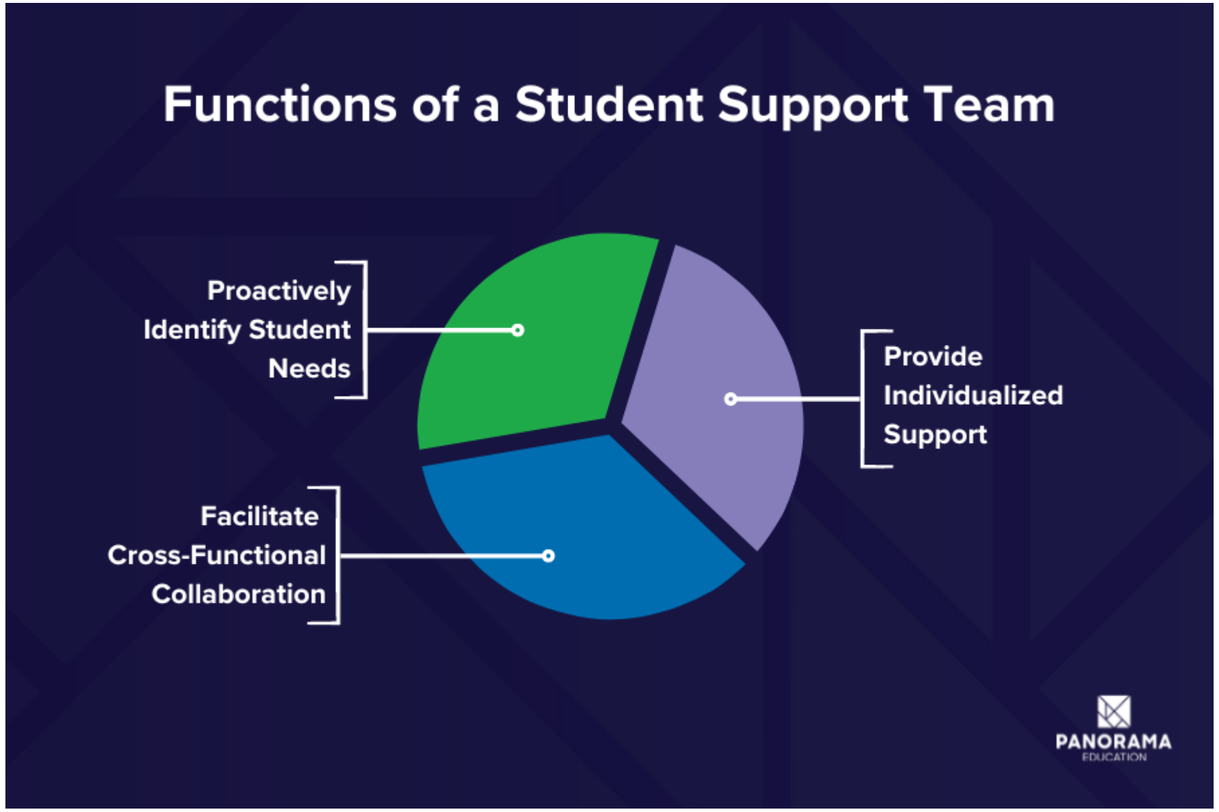
School Climate and Culture

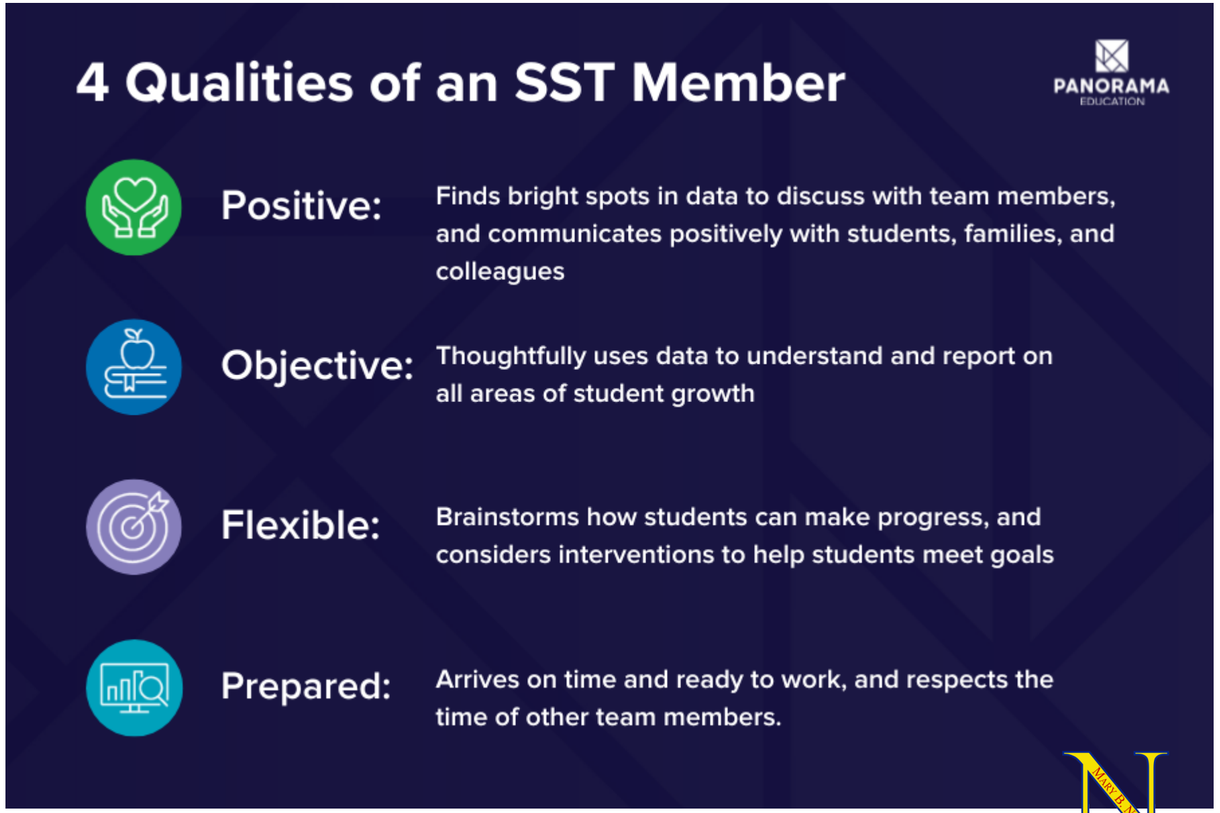
- Goal: Mary B. Neal Elementary School will implement the three signature practices of the CASEL strategies (Welcoming Rituals, Engaging Strategies, and Optimistic Closures)
- Data Summary:
  - Increased number of students needing behavioral support
  - Increased awareness of the emotional needs of students
- Strategies to Improve Climate and Culture:
  - Move This World
  - Student Support Team (SST)
  - School Counseling Lesson Plans/Groups
  - PBIS/Conscious Discipline



Student Learning & Achievement

SST





Student Learning & Achievement

Move this World

MOVE THIS WORLD

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Student Learning & Achievement

Counseling Lessons

Student Learning & Achievement

PBIS and Conscious Discipline

Conscious Discipline®

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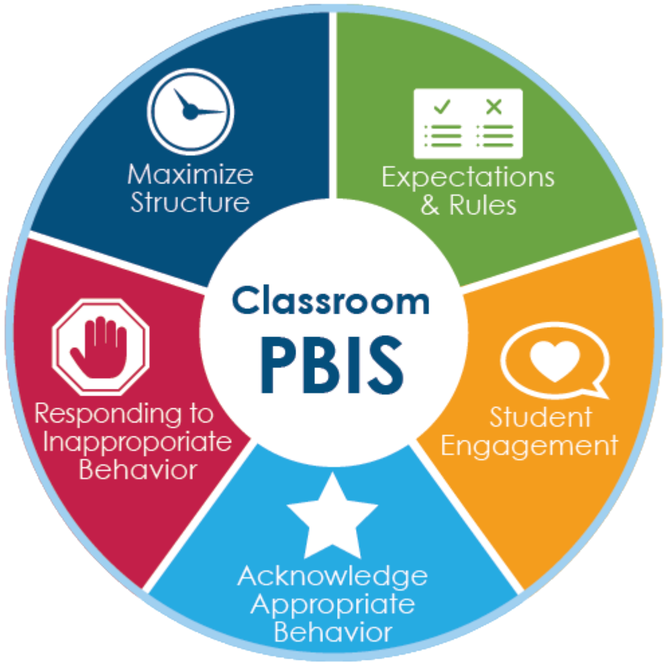
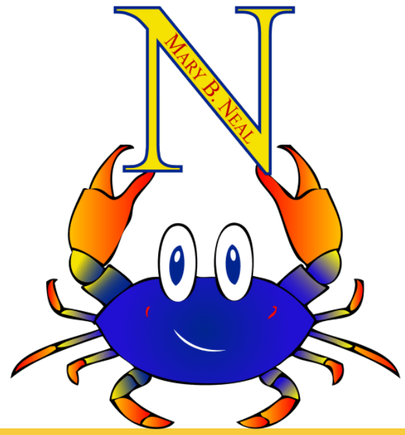
PBIS and Conscious Discipline

PBIS

Positive Behavioral Interventions and Supports





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To respond electronically, use your smartphone to scan the QR Code.

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MARY B. NEAL

Thank You For Attending!

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Charles County Public Schools

WORKING TOGETHER TO ACHIEVE EXCELLENCE FOR EVERY STUDENT . . .

WE APPRECIATE YOUR PARTNERSHIP!