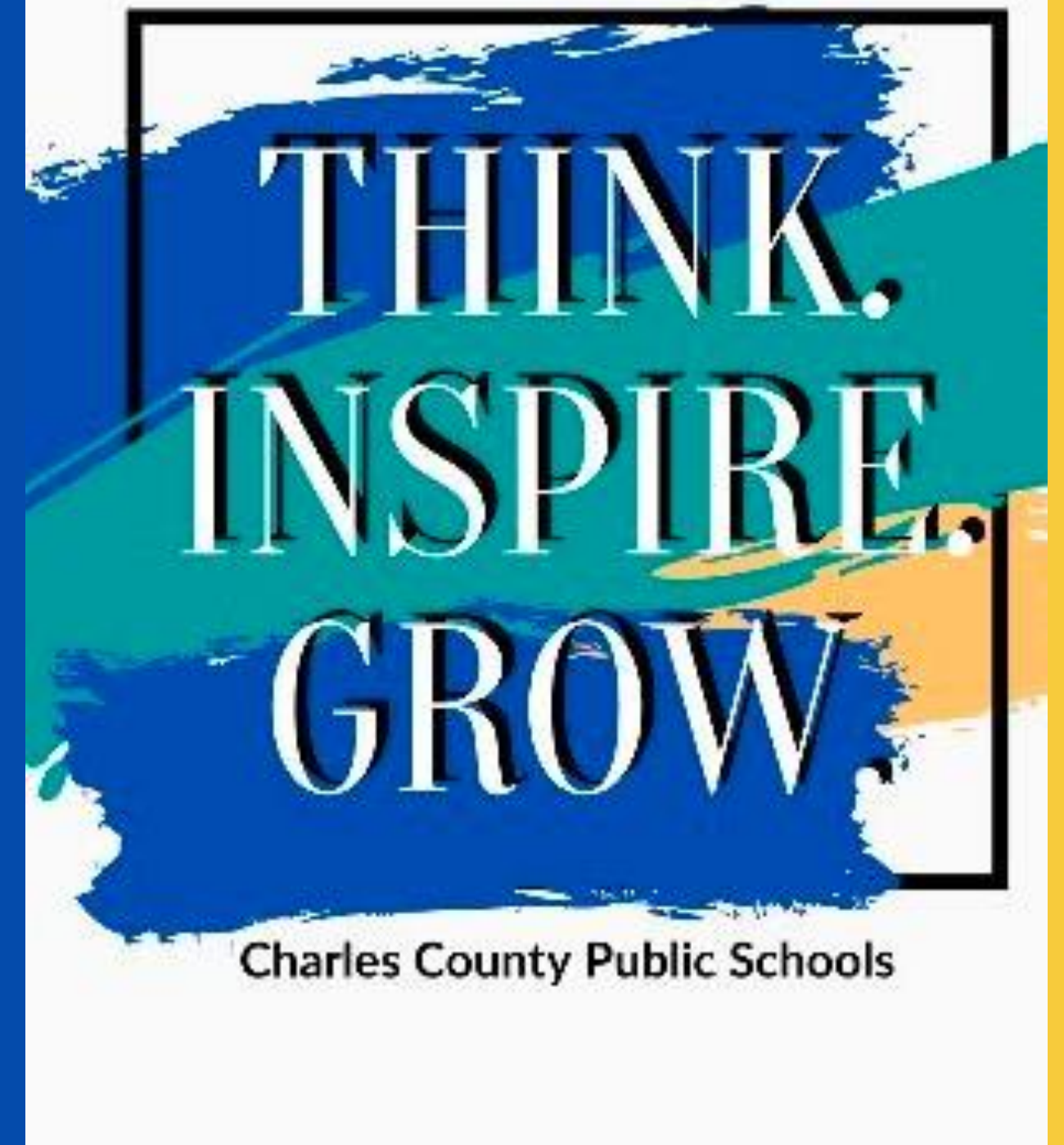


Charles County Public Schools State of The Schools



General Smallwood Middle School



We Are Off To A Great Start!

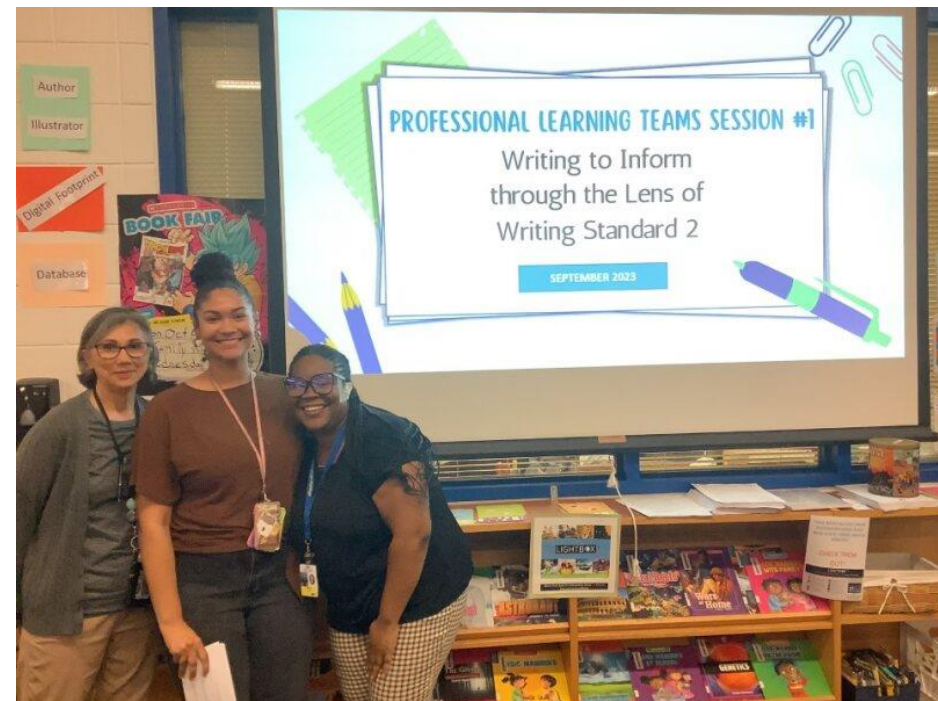


We have welcomed over 515 students to General Smallwood Middle School this year. Students are actively engaged in College and Career activities. Our students recognize the importance of having a **TERK** Mindset.

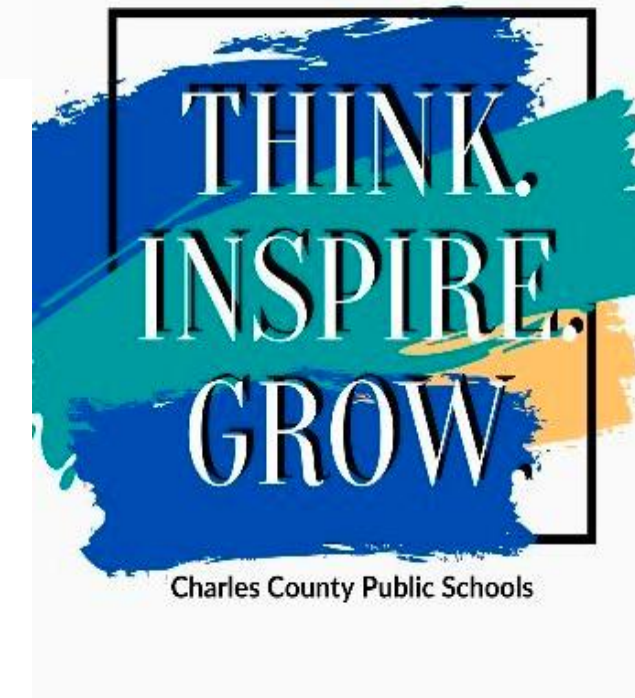
At General Smallwood, we believe in:

Teamwork
Effort
Respect
Knowledge

We have **TERK** Pride!



We Are Off To A Great Start!



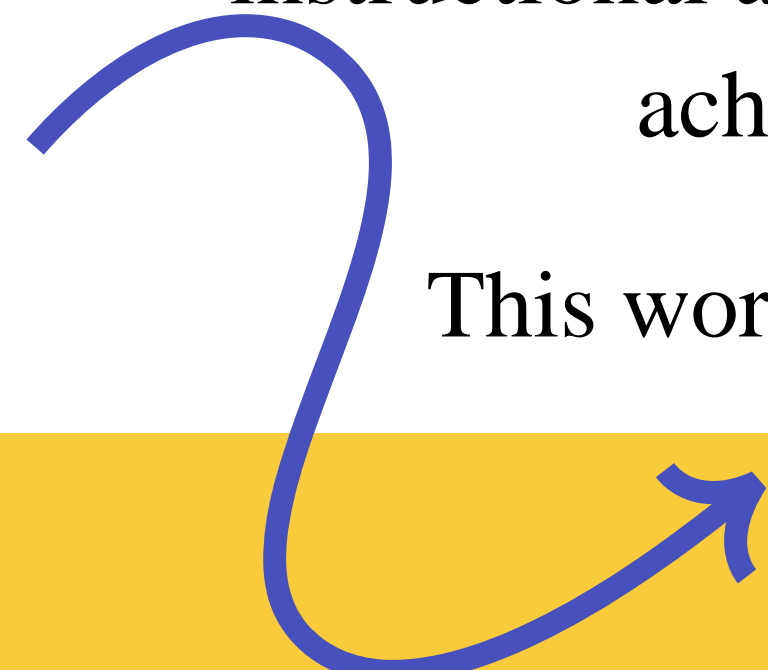


School Improvement

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 Reading & Math

Reading

- 32% of students in grades 6-8 scored Proficient on ELA MCAP.
- **The average of all students in grades 6-8 will increase by 4 points on the 23-24 ELA MCAP.**

Math

- 12% of students in grades 6-8 scored Proficient on Math MCAP.
- **The average of all students in grades 6-8 will increase by 4 points on the 23-24 Math MCAP and the Algebra MCAP.**



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Student Learning & Achievement: Mathematics

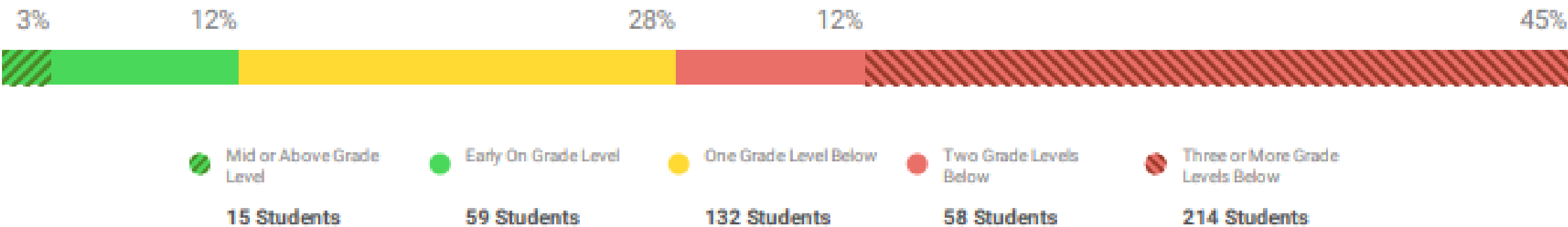
Diagnostic Results



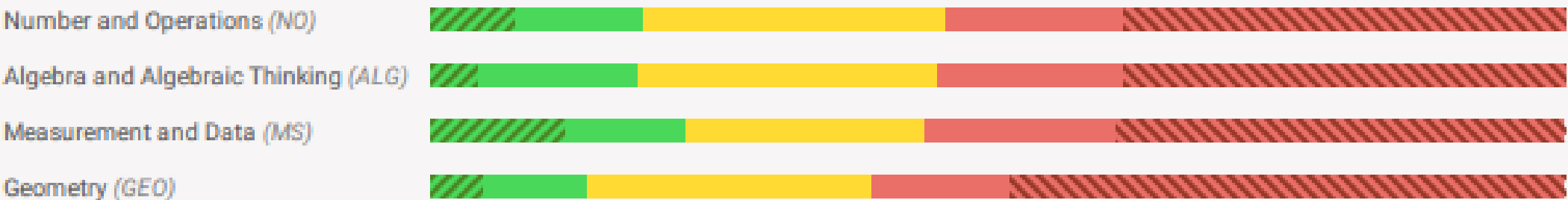
School	GENERAL SMALLWOOD MIDDLE SCH
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: 478/503



Placement by Domain



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Student Learning & Achievement: Reading









Switch Table View

Choose to Show Results By

Placement Summary

Grade

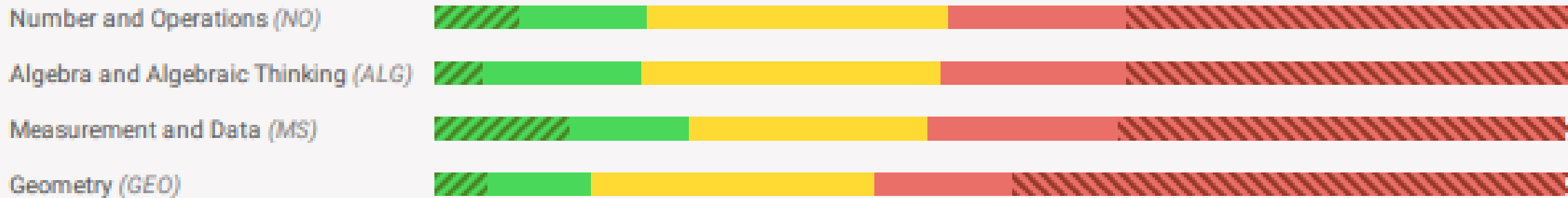
Showing 3 of 3

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		14%	15%	19%	12%	41%	183/188
Grade 7		14%	14%	17%	11%	44%	141/151
Grade 8		9%	12%	18%	6%	55%	155/164



Student Learning & Achievement: Mathematics

Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		3%	15%	28%	14%	40%	183/188
Grade 7		1%	10%	33%	11%	45%	144/151
Grade 8		5%	12%	22%	11%	50%	151/164



Student Learning & Achievement: Reading Strategies

Improvement Strategies

- Staff development throughout the school year will focus on Writing Standard's 2 Four Components and embedding Kagan Strategies, higher-level thinking strategies, and culturally responsive teaching strategies to ensure we are meeting the diverse needs of all our students.
- There will also be a differentiated approach with these strategies based on the individual staff member's confidence in implementing each within their classroom.
- These sessions will be peer-led by members of the PLT during staff and content-specific meetings.

Writing Standard 2 Component	PLT Strategy
Collecting Information	Know Wonder Learned, Reciprocal Teaching
Organizing Information	Entry & Exit Slips, READS
Discussing Information	Think Pair Share, Philosophical Chairs
Composing	Rubric, CER



Student Learning & Achievement: Mathematics Strategies

- **Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration. Staff will regularly incorporate technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.**
- **Staff will differentiate core instruction and assessment to meet the diverse needs of students, including effectively incorporating technology as a tool to help engage students, increase collaboration, and take ownership of learning.**
- **Unpack standards to ensure we are addressing the demands of the standard and providing prerequisite skills to support the attainment of skills.**
- **Implement the CCPS Curriculum and ensure fidelity with student modifications and accommodations.**
- **Explicit Instruction will be used to make clear for students how to engage in a particular skill, how to be strategic when they approach a task (such as solving a mathematics problem or summarizing a paragraph), or how to define a concept using examples and non-examples.**

The following strategies will be used:

- **Break down (or segment) the learning task.**
- **Set clear, measurable, and feasible lesson objectives.**
- **Provide numerous opportunities for students to respond to prompts of varying difficulty and deliver immediate feedback.**
- **Gradual Release of Responsibility**
 - ☐ **Model by demonstrating and thinking aloud.**
 - ☐ **Provide guided and engaging practice.**
 - ☐ **Promote student independence.**



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School Climate and Culture

- **Data Summary:** **Decrease the number of Major Office Referrals for classroom disruption and disrespect to ensure the classroom environment remains conducive to learning as major office referrals can not negatively impact the overall classroom environment and level of student participation and engagement.**

- **General Smallwood will build a school culture committed to clear communication, building positive relationships, and practicing mutual respect among students, staff, and parents. This goal will be measured by increasing the number of positive responses on student, staff, and parent surveys.**

At General Smallwood, we will build a school climate that creates clear and positive expectations built on core values and taught to students and incorporates a tiered level of support for students not meeting expectations

By June 2024 at least 70% of General Smallwood students will report knowing what is expected of them and that they feel they are a valuable and positive member of our GSMS family as measured by student surveys.

- **Strategies will include:**

- Teach/establish RULES/PBIS school-wide protocols to support Tier I academic and behavioral expectations
- SST will provide an overview of social/emotional and academic supports provided through and
- delivered by the counseling department and school psychologist
- Implementation of restorative practices
- Staff members will identify and confer with students and families to discuss areas of concern to
- include academic and behavioral needs via phone calls, conferences, or meetings, or Synergy email.
- Reinforce schoolwide expectations and accountability



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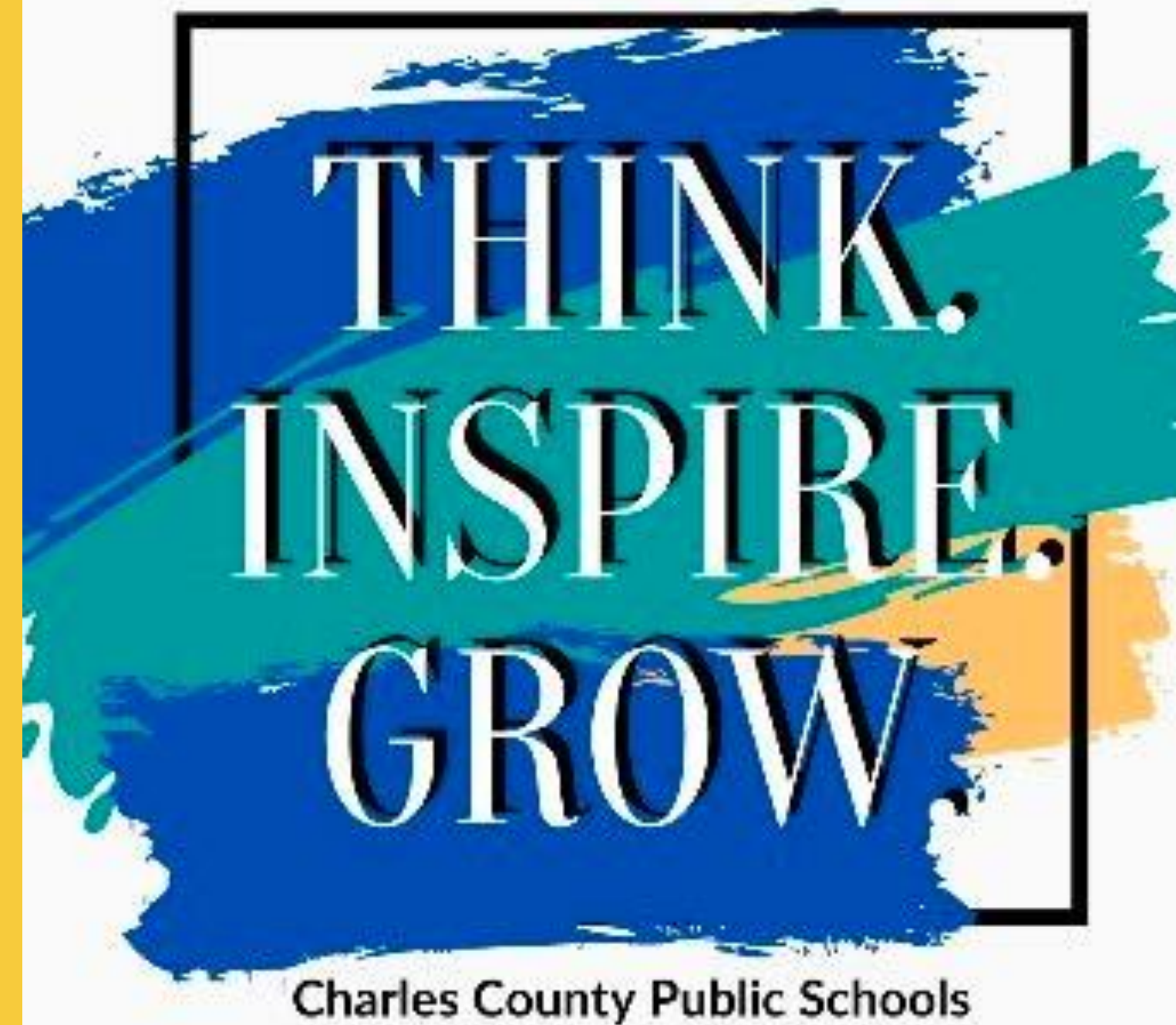
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Before you depart, we want to hear from you. Please respond to our feedback survey.
To respond electronically, use your smartphone to scan the QR Code.



THANK
YOU FOR
ATTENDING!



Working Together To Achieve Excellence For Every Student . . .
We Appreciate Your Partnership!