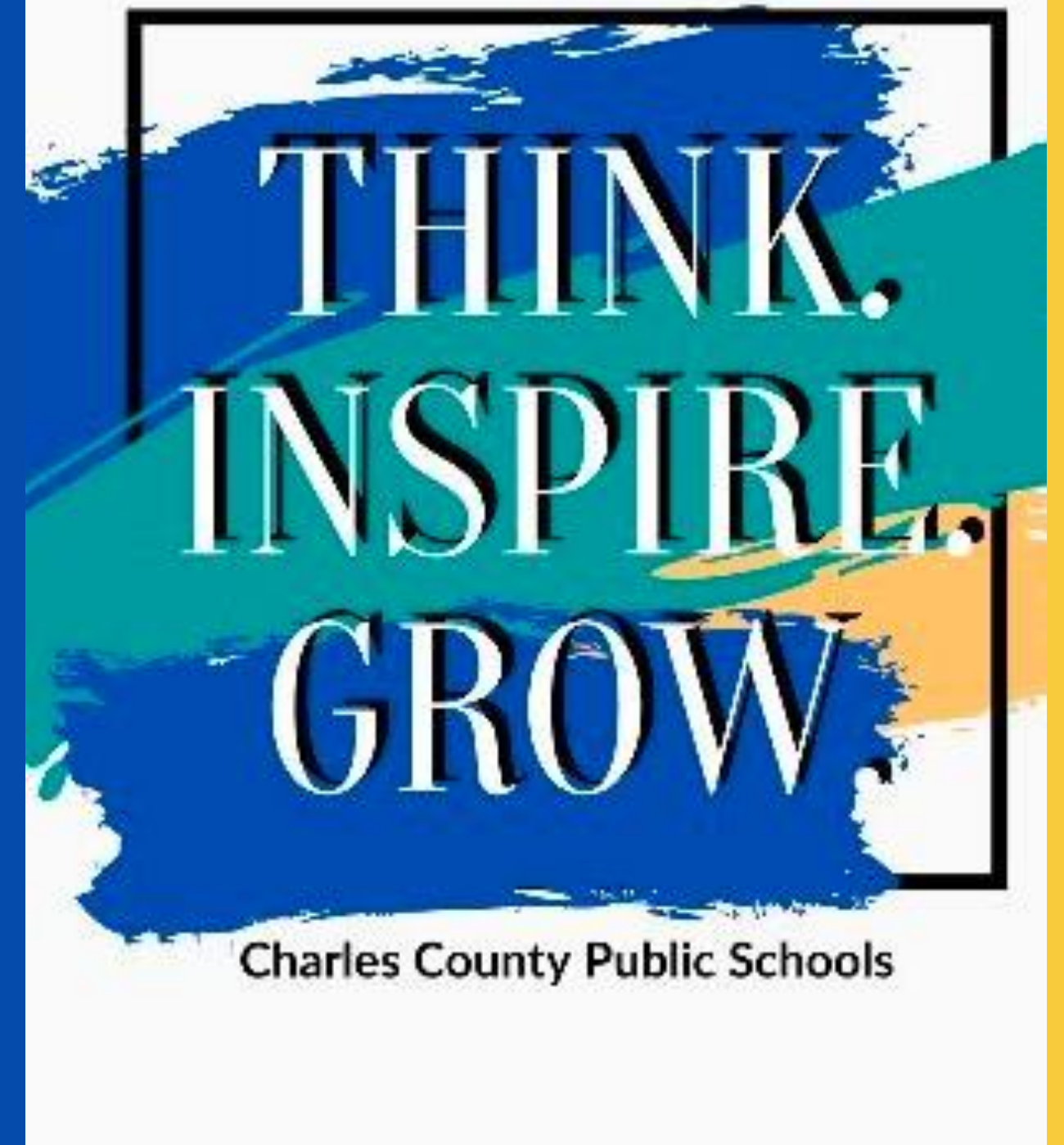


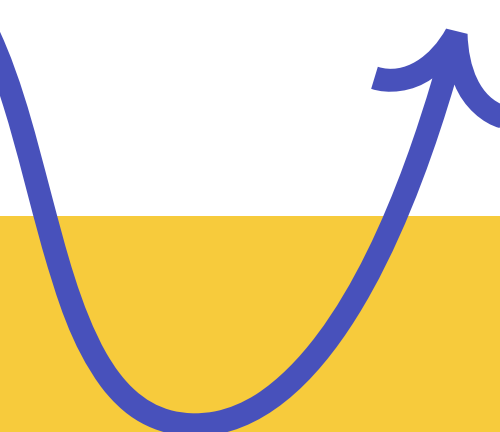
Charles County
Public Schools
School Improvement Plan
Cycle 1

Billingsley
Elementary School



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.



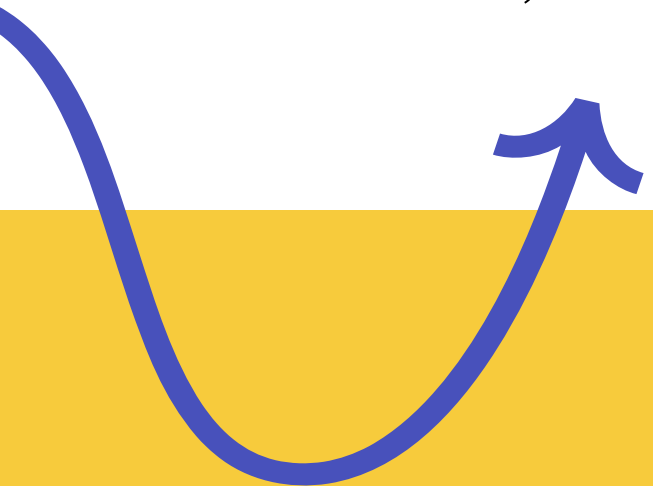
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

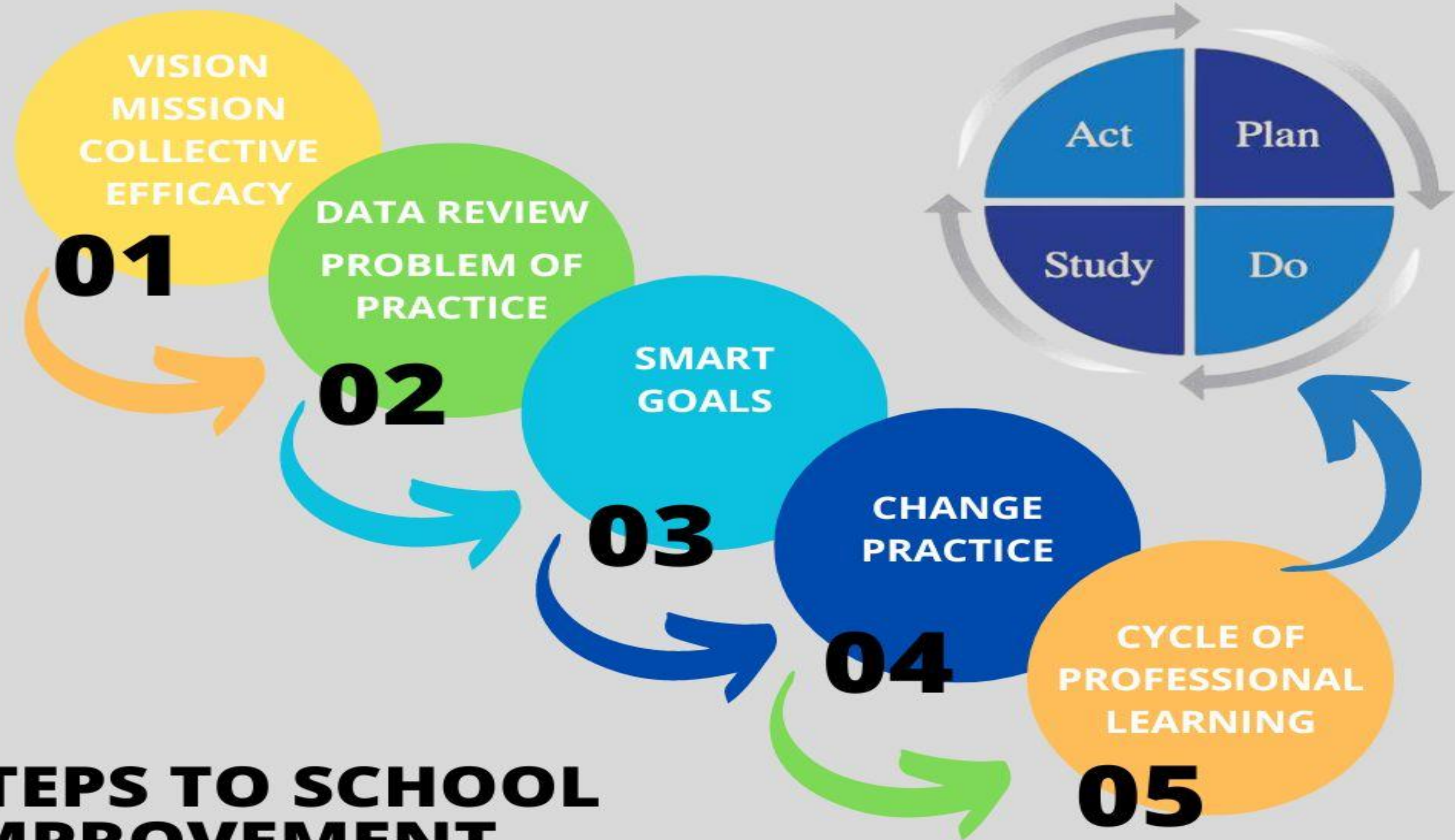
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



School

Vision, Mission, Collective Efficacy Statements

Vision: Our vision at Billingsley Elementary, with the support of families and the community, is to empower scholars to become lifelong learners and multidimensional thinkers that are challenged through enriched lessons, delivered by teachers, in a safe, diverse school community where EVERY student counts.

Mission: Billingsley Elementary School will develop lifelong scholars and leaders, instilled with the virtues of respect, responsibility, and the readiness to learn. Daily we provide a safe, positive, nurturing and fun learning environment and continually hold the highest expectations for the academic success of all students. With the support of our families and community stakeholders, we will produce results that make us all #BelieveInBillingsley.

Collective Efficacy Statement: Through the continuous school improvement process, Billingsley ES will create a school culture focused on the shared belief that quality teaching and learning is a collaborative effort that values the voices of all stakeholders. Together, we will identify our areas of strength and growth, work collaboratively to plan, implement, and monitor our efforts, celebrate our success, and leave no one (students and adults) behind. Excellence is not an option IT IS The Expectation!



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Data Summary

English Language Arts Data Overview	Mathematics Data Overview
Gr. 3 – 5 MCAP – ELA	MCAP – Gr. 3 – 5 Math
iReady	iReady
Common Assessment	Common Assessment/End of Unit Assessments
Acadience Data (Kindergarten)	Small Group Progress Monitoring
Analyzing Student Work Protocol - Writing	



School Problem of Practice & Smart Goals

Problem of Practice

- 82% of students in Mathematics and 66% of students in ELA are performing below state proficiency levels on MCAP due to inconsistent understanding and implementation of standards-aligned instruction.

ELA Smart Goal

- Billingsley Elementary School will increase the number of students meeting or exceeding proficiency on the MCAP ELA Assessment from 34% to 40% by June 2025.

Mathematics Smart Goal

- Billingsley Elementary School will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics Assessment from 18% to 24% by June 2025.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Increase teacher's knowledge of effective planning in standards-based instruction

Cycle of Professional Learning # 1 Overview

- Increase student use of reading/math discourse
- Effectively analyze classroom formative assessments - LASW (Looking At Student Work)
- Protocol/iReady
- Professional development on breaking down lessons
- ILT model planning (Through long range planning)



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Effective Planning – Small group & Whole Group instruction	Closing gaps in deficient skills
Increase teacher understanding of the standard	Students expected to meet more rigorous criteria/working towards exemplars
Using data to drive instruction (shown through meaningful seatwork, small group planning, appropriate interventions)	Student growth in areas of need based on the data



Cycle 1: Outcomes

Cycle Areas of Growth

- **Teachers need to continue standard based instruction using the "Standards bookmarks"**
- **Continue use the small group lesson templates.**
- **Clarity of collaborative planning frequency.**
- **Review collaborative planning format with Team Leaders.**

Cycle Celebrations

- **Adults have better understanding of the skills and lessons aligned to the standard.**
 - **Teachers had opportunities to plan accordingly during LRP to better align lessons to the standard.**
- **Action steps for teams to meet collaboratively occurred bi-weekly with administrative support.**
- **Analyzed student work through:**
 - **Data dives:**
 - ✦ **MCAP**
 - ✦ **LASW**
 - ✦ **iReady (small group instruction)**
 - ✦ **Common Assessments**
 - **Established clear criteria for collaborative planning.**
- **Community nights and staff meetings with a focus on data.**
- **High buy in from most of staff**

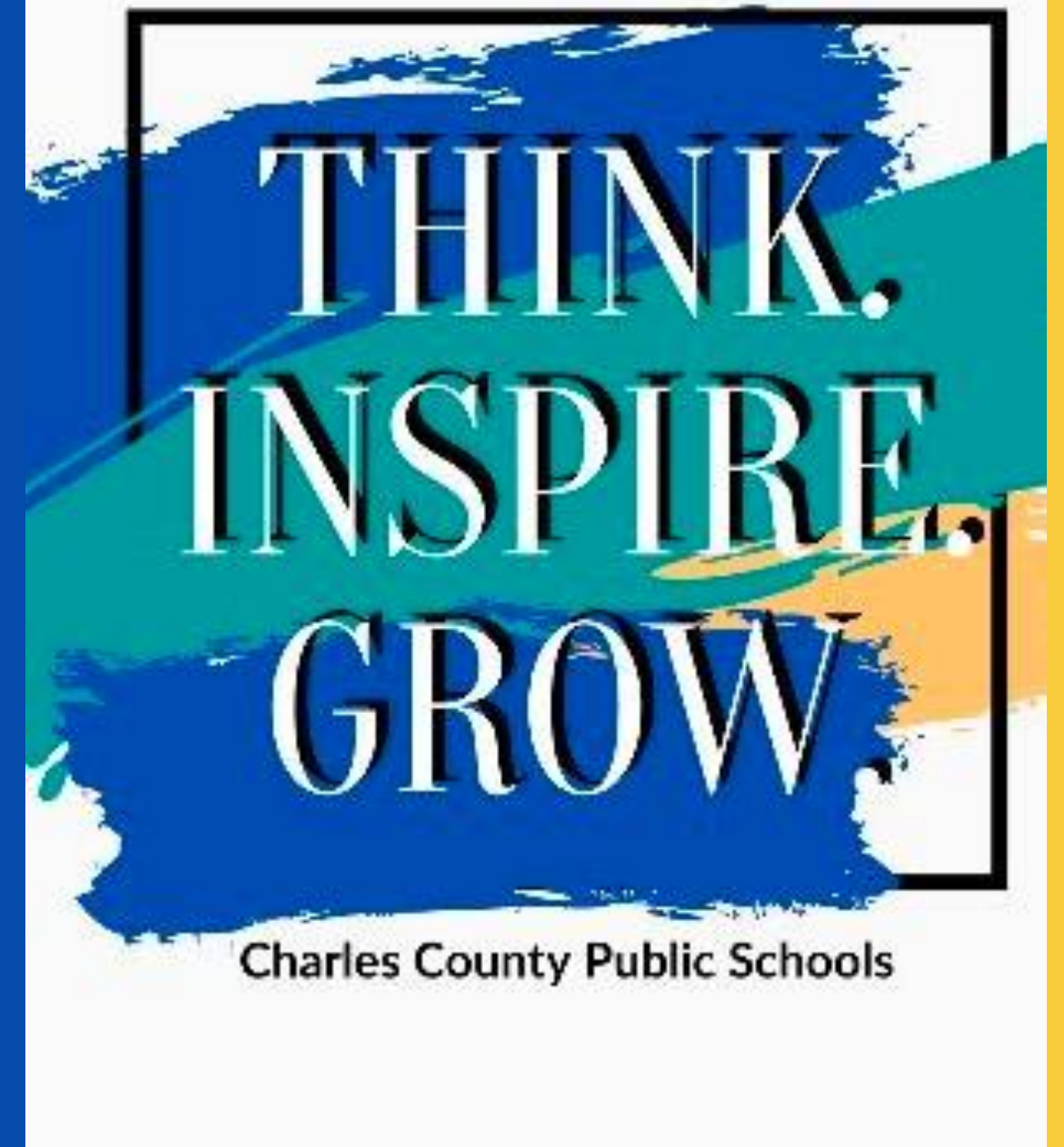
Next Steps

- **Small group instruction**
- **Meaningful seatwork**
- **Implementing learning from PD offered**
 - ✦ **The Writing Revolution**
 - ✦ **LASW Protocol**
 - ✦ **Engagement Series PD by administration**
- **Using Success Criteria**
- **Lesson Planning Template (through collaborative planning)**
- **Peer Walk-through opportunities**
- **Admin/ILT walk through forms with focus on Small Group instruction (both reading and math)**



Charles County
Public Schools
Culture & Climate Cycle 1

Billingsley
Elementary School



Culture & Climate Overview

Data Overview

- Out of 411 referrals, majority were for minor/major disrespect
- 302 of these referrals were from male students
- About 60% of referrals were student to student interaction
- Only 6 teachers were using Move This World (MTW) on a consistent basis

Problem of Practice

60% of referrals were negative student-to-student interactions.

Smart Goal

Reduce negative student-to-student referrals by 10% in SY 24-25.

Culture & Climate Area of Focus

Move This World implementation

Implement PBIS with fidelity

Action Steps

- 1 Build teacher capacity by providing professional development in MTW (Move This World)
- 2 Increase accountability with bi-weekly monitoring
- 3 Provide resources to parents
- 4 Monthly character education lessons in the classroom

Cycle 1: Culture and Climate

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">- Student referrals tend to be repeat offenders.- Parent involvement – attendance rate low with schoolwide events (i.e. parent mentor workshops).- Consistency of Kid Talk meetings	<ul style="list-style-type: none">- Increase in the number of teachers logging into Move This World- Move This World Training – all staff attended- PBIS Committee fully established- Schoolwide PBIS Event for Q1- Tiered supports are in place which include:<ul style="list-style-type: none">- Check In/Check out- SST Meetings- Kid Talk- Core Essentials established on announcements. This includes:<ul style="list-style-type: none">- Student is nominated from each classroom monthly- Each student nominated gets a lunch bunch with the counselor.- Parent Mentor Workshops have been offered monthly.

Next Steps

- Will target repeated offenders to help reduce number of referrals.
- Offer virtual options for parents to increase attendance.
- Follow up with staff consistency with use of Dojo points.
- Introduce PBIS Incentive cart for student use.



THANK
YOU FOR
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OUR PLAN!

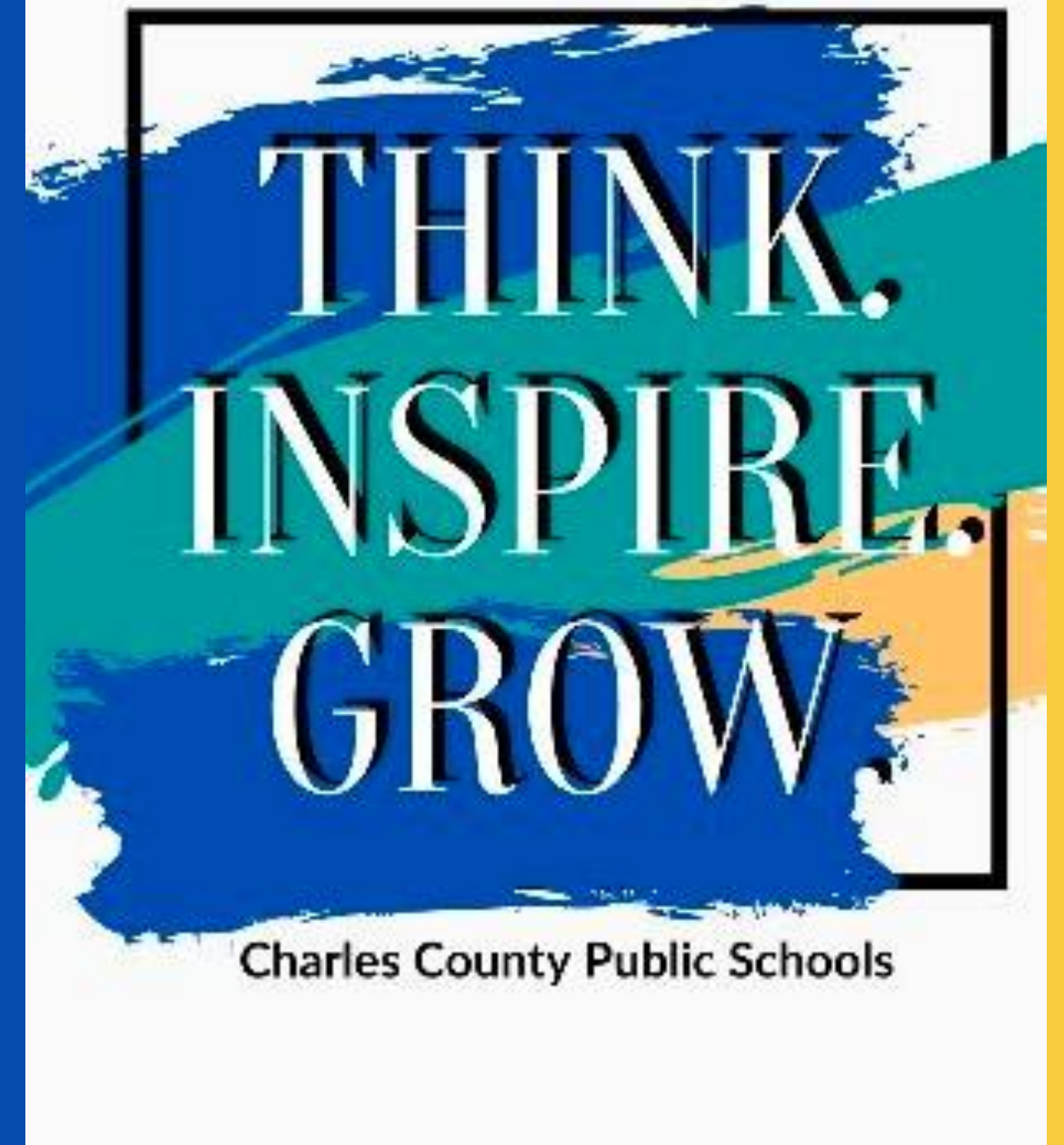


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Charles County
Public Schools
School Improvement Plan
Cycle 2

Billingsley Elementary
School



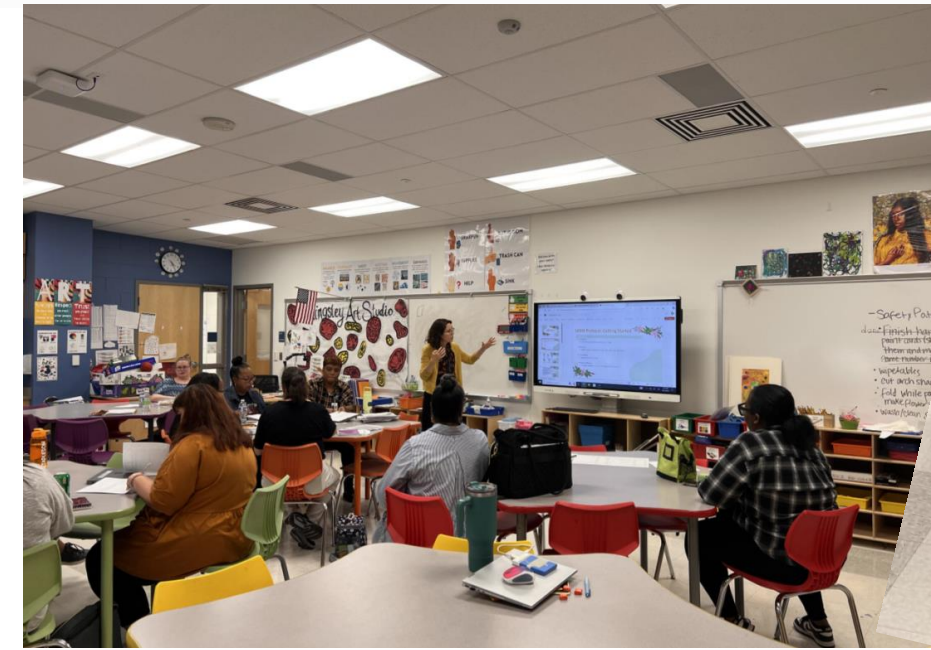
#WeAreBillingsley



Class Dojo in action!



PBIS Award!!



Writing Revolution Book Study



Collaborative Planning



Bobcat Pledge

Billingsley News Crew!



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Increase teacher's knowledge of effective planning of small group in standards-based instruction

Cycle of Professional Learning # 2 Overview

- **Focus on small group instruction – peer walk through using walk through document**
- **Administrative feedback of small group instruction**
- **Long Range Planning (winter session) – introduce “Writing Revolution” strategies to start incorporating in writing instruction.**
- **Continue ILT modeling/planning.**
- **LASW protocol**



Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<p>Peer walk through template:</p> <ul style="list-style-type: none">- frequency of when it happens- Provide feedback to the observed teacher with one focus.- Plan next steps in the teacher's classroom based of feedback and what was observed through LRP.	<p>Small Group Instruction/Peer walk-throughs:</p> <ul style="list-style-type: none">- See student growth through progress monitoring data – through decodable text – measuring phonics.
<p>Administrative Feedback:</p> <ul style="list-style-type: none">- Build capacity based on feedback provided.- Strengthening relationship and trust with staff- Survey after walk-throughs	<p>Administrative Feedback for small group instruction:</p> <ul style="list-style-type: none">- See student growth based on feedback given to the teacher.- Use of progress monitoring data- Find a way to measure small group classroom routines- Student questioning during walk throughs
<p>LASW Protocol:</p> <ul style="list-style-type: none">- Frequency increases.- See student growth.- PLT Task is being used in February- Plan next steps – help to drive instruction.- Using rubric for measurable outcomes.- Notice/wonders	

Cycle 2: Outcomes

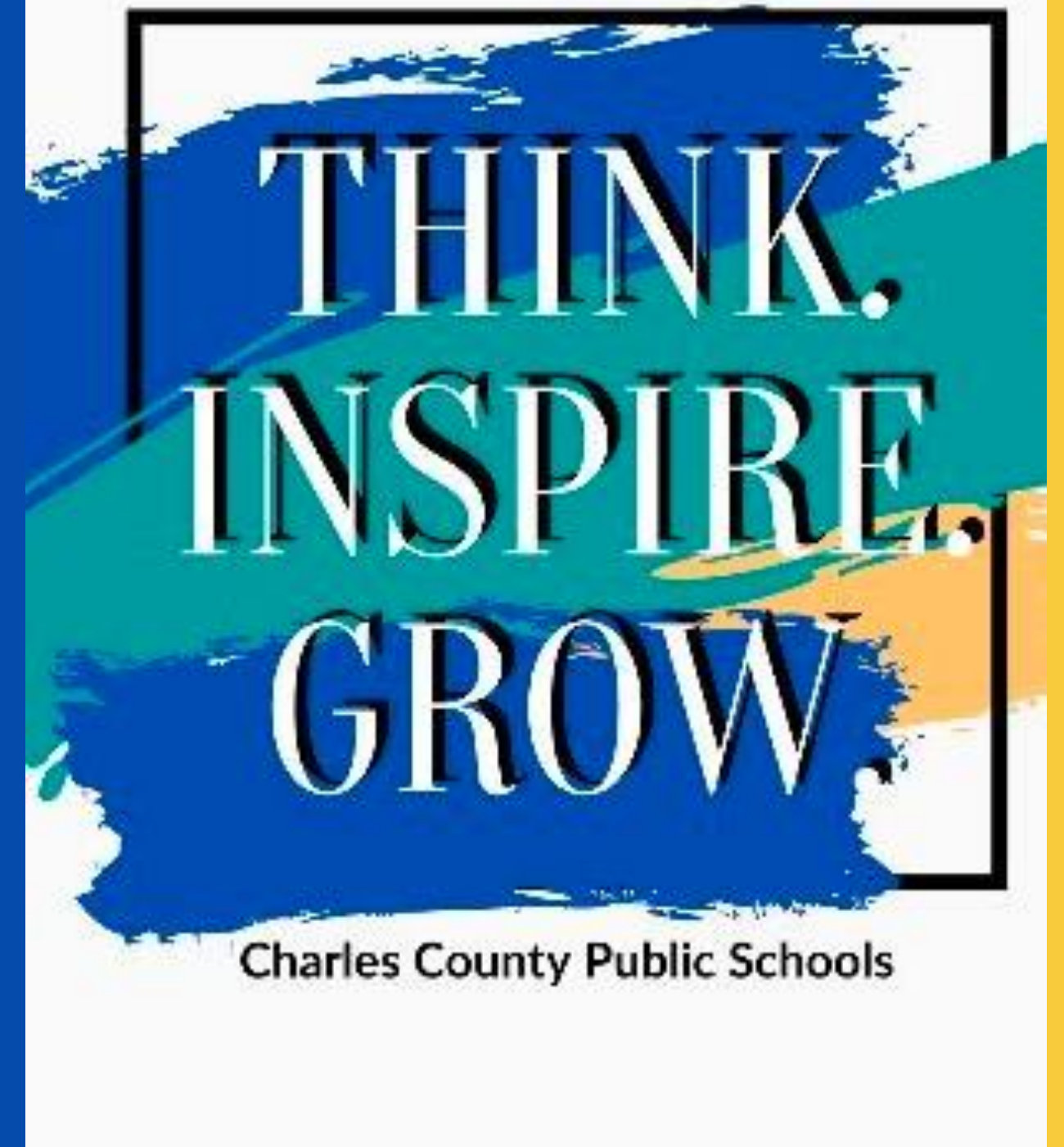
Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• Small group peer/admin feedback• Refining collaborative planning document• Needs assessment survey among staff• Continue to build on student discourse• More walk through from administration and ILT	<ul style="list-style-type: none">• Writing Revolution book study underway.• Engagement Series for staff• Decodable text professional development.• Grade 3 – 5 Data Dive• Family Math & Literacy Night• Family Data Night• School wide collaborative planning template developed• Looking at Student Work Protocol – base lined writing• Long Range Planning – focus on small group instruction

Next Steps

- Needs assessment survey among staff to determine next steps for planning
- Incorporating “The Writing Revolution” activities (safe practice for staff)
- Long Range Planning/Peer Walkthroughs - analyze progress monitoring data

Charles County
Public Schools
Culture & Climate Cycle 2

Billingsley Elementary
School



Culture & Climate Overview

Data Overview	<ul style="list-style-type: none">- 97% of our students are responding to classroom and school wide positive behavior supports and have 1 or less referrals.- 2% of students have received 2-5 referrals- <1% have 6 or more referrals- 23/31 teachers are using Move This World (MTW) on a consistent basis
Problem of Practice	60% of referrals were negative student-to-student interactions.
Smart Goal	Reduce negative student-to-student referrals by 10% in SY 24-25.
Culture & Climate Area of Focus	Move This World implementation Implement PBIS with fidelity

Action Steps

- 1 Continue to build teacher capacity with MTW (Move This World)
- 2 Increase accountability with bi-weekly monitoring – recognize classroom in staff newsletter.
- 3 Continue to provide resources to parents.
- 4 Monthly character education lessons in the classroom

Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• Increase opportunities for monthly character lessons with the school counselor.• With better access to Move this World Data, use of MTW will be consistently monitored.• PBIS will continue to monitor use of Class Dojo.	<ul style="list-style-type: none">• PBIS Glow Party (PBIS Event)• 23/31 are using MTW consistently.• School Counselor is recognizing students showing good character on the morning announcements.• 97% of students have one or less referrals.

Next Steps

- PBIS Prize Cart will be utilized monthly starting in January.
- PBIS quarterly events are planned through remainder of the year.
- Monthly character lessons to start in January



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