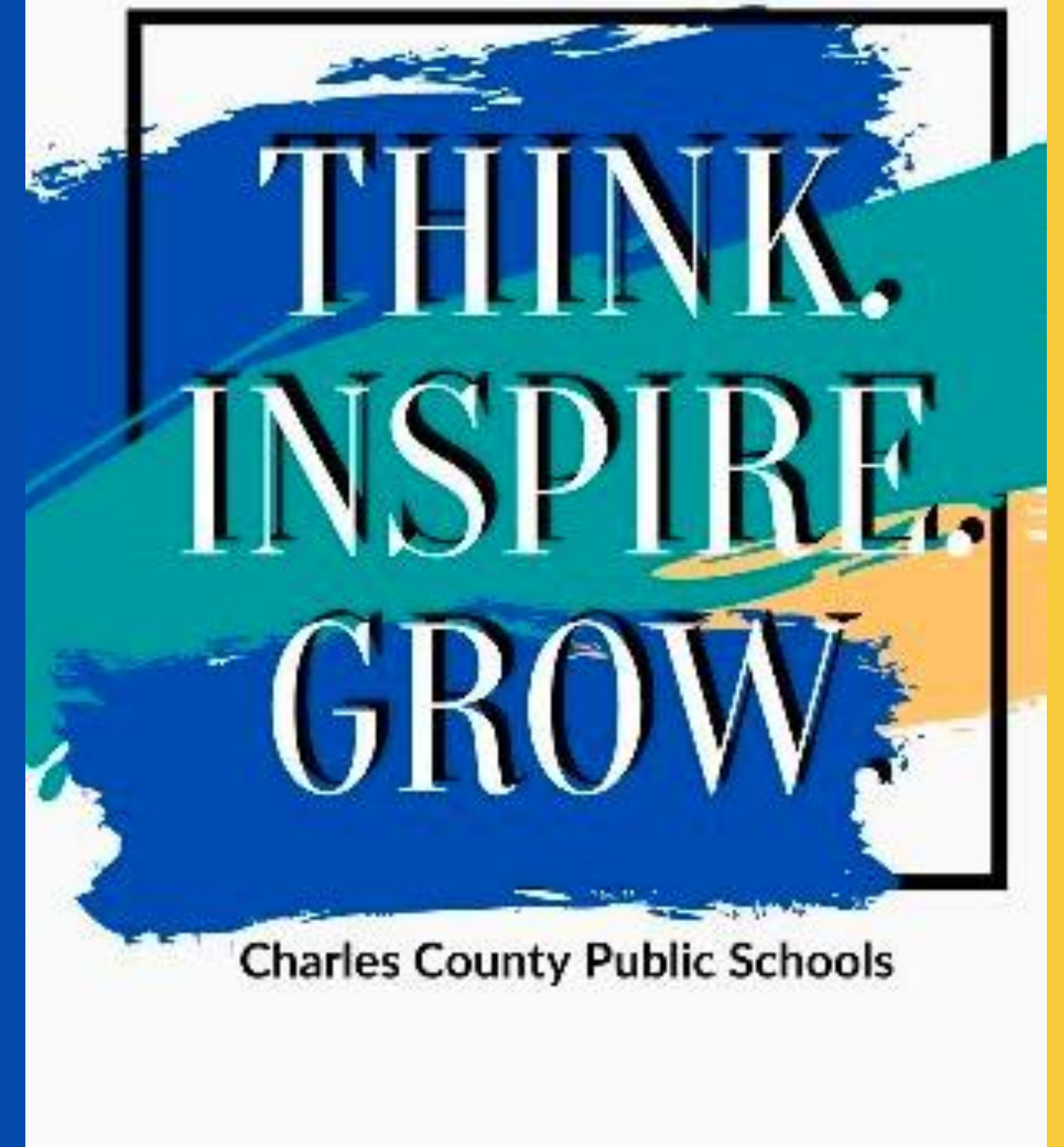


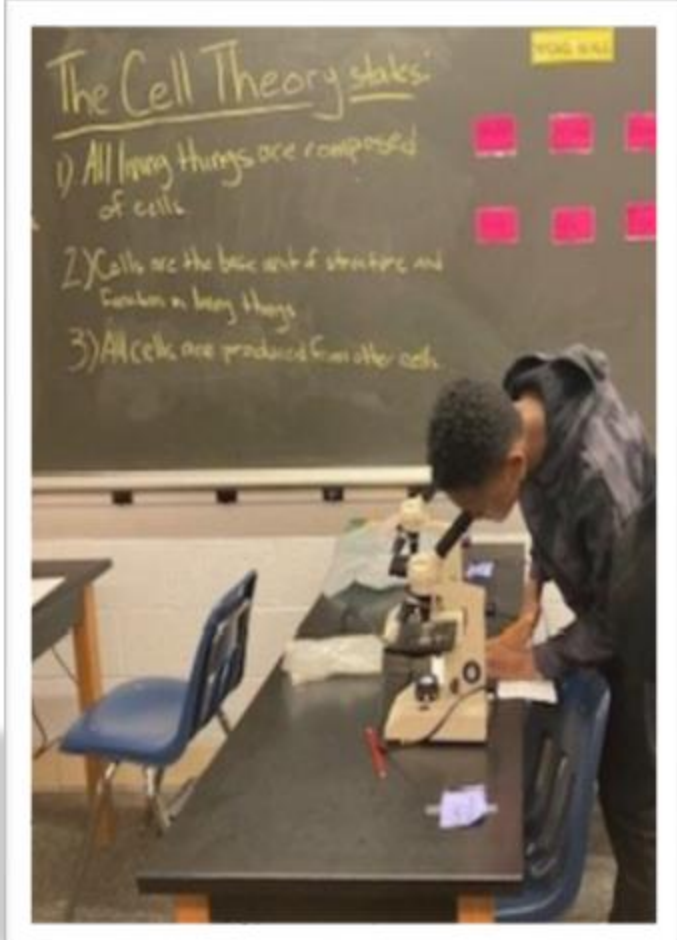
Charles County
Public Schools
School Improvement Plan
Cycle 1

General Smallwood
Middle School



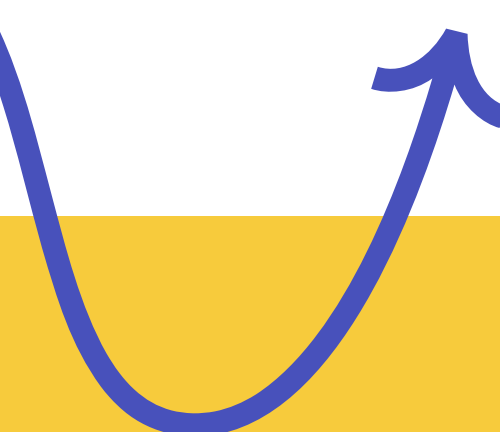
Belief Statement

At General Smallwood Middle School, we believe in encouraging personal responsibility to help students develop the academic skills necessary for success in the 21st century.



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.



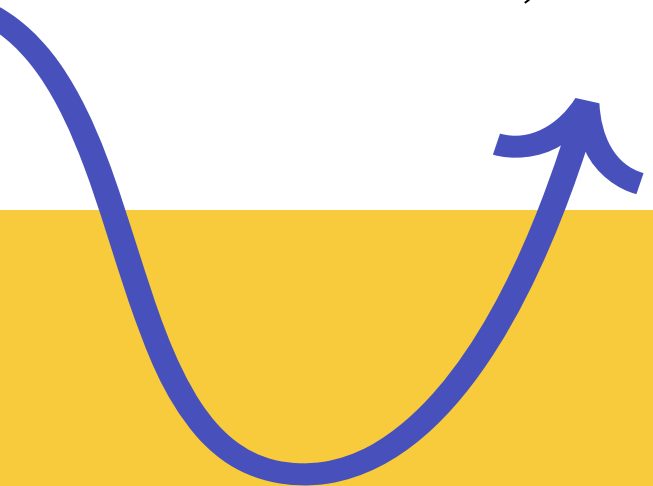
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

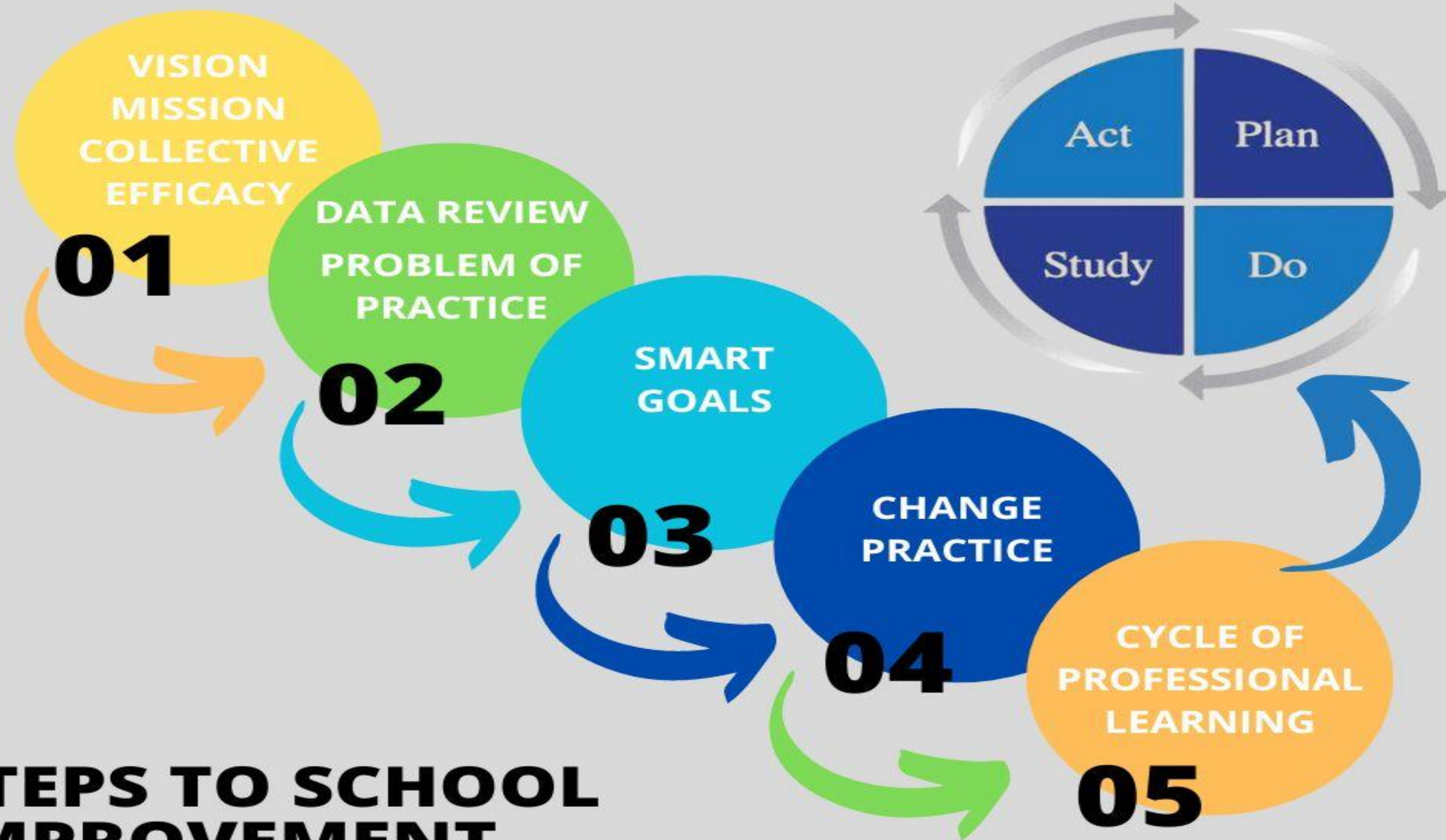
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



General Smallwood Middle school

Vision, Mission, Collective Efficacy Statements

Vision: At General Smallwood, our vision is to create a respectful community so that all students can learn in a safe and orderly environment. Our school will encourage personal responsibility and help students develop the academic skills needed to be successful in the 21st century.

Mission: Our mission at General Smallwood Middle School is to provide a safe and healthy learning community that fosters respect and promotes intellectual, social, and emotional growth. We strive to engage and appropriately challenge students of all levels as we value their individual strengths.



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General Smallwood Middle school

Vision, Mission, Collective Efficacy Statements

Collective Efficacy Statement: At General Smallwood Middle School, we believe that we are part of a collaborative team of all stakeholders who believe in a growth mindset. Our collective efforts will focus on building a learning environment where our practices focus on eliminating disparities and ensuring equitable opportunities for every student. This can happen through the development of a community that supports a foundation of efficacy. Effective school improvement processes are cyclical and continuous, with no clear beginning or end. Data are the key to our continuous improvement. As a school team, we will identify our strengths and weaknesses, monitor our efforts, and through collaborative reflection determine our course (stay the course or make changes) of action. At GSMS, we “EXPECT SUCCESS, Nothing LESS-Make NO EXCUSES!”



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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:

- ✓ Well-designed lessons that engage and challenge students.
- ✓ Differentiated instruction to meet the diverse needs of all learners.
- ✓ Quality instructional programming that ensures consistent understanding and implementation of standards-aligned instruction.

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,

General Smallwood Middle School

Data Summary

English Language Arts Data Overview	Mathematics Data Overview
iReady: About 45% of our student population is reading 3 or more grade levels below proficiency	iReady: 6 th grade has 51% of students two or more grade levels below.
MCAP: The number of beginning learners in our school exceed the state's value by 6%	iReady: 7 th grade has 50% of students two or more grade levels below.
iReady: The number of 7 th grade students 2 or more grade levels behind increased 6%	MCAP: 8% below the County average and 14% below the State for beginning learners.
iReady: The number of students 3 or more grade levels behind increased for 6 th grade from Fall to Winter	MCAP: 4% away from the county average for developing learners.
100% of ELL students in grades 6-7 are performing below grade level	100% of ELL students in grades 6-7 are performing below grade level

School Problem of Practice & Smart Goals

90% of students with disabilities in grades 6-7 are performing 3+ grade levels below proficiency in both ELA and Mathematics due to a lack of strong Tier 1 instruction.

ELA Smart Goal

55% of General Smallwood Middle School students will achieve proficiency on the spring 2025 MCAP ELA assessment.

Mathematics Smart Goal

30% of General Smallwood Middle School students will achieve proficiency on the spring 2025 MCAP math assessment.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will learn about and effectively embed a variety of AVID strategies into classroom instruction to help students improve understanding and demonstrate mastery of standards-aligned skills.



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Cycle 1: Change Practice & Cycle of Professional Learning

Cycle of Professional Learning # 1 Overview

- Professional Learning delivered to teachers focusing on instructional best practice
- During cycle 1, teachers will teach and embed the following AVID strategies in school wide instructional practices:
 - Focus Notetaking / Cornell Notes
 - Meta-cognitive Markers
 - Class Agendas
- Safe practice in the classrooms for teachers to introduce instructional practices
- Learning Walks to provide feedback to teachers
- Team planning to act on the provided feedback and analyze student work and success

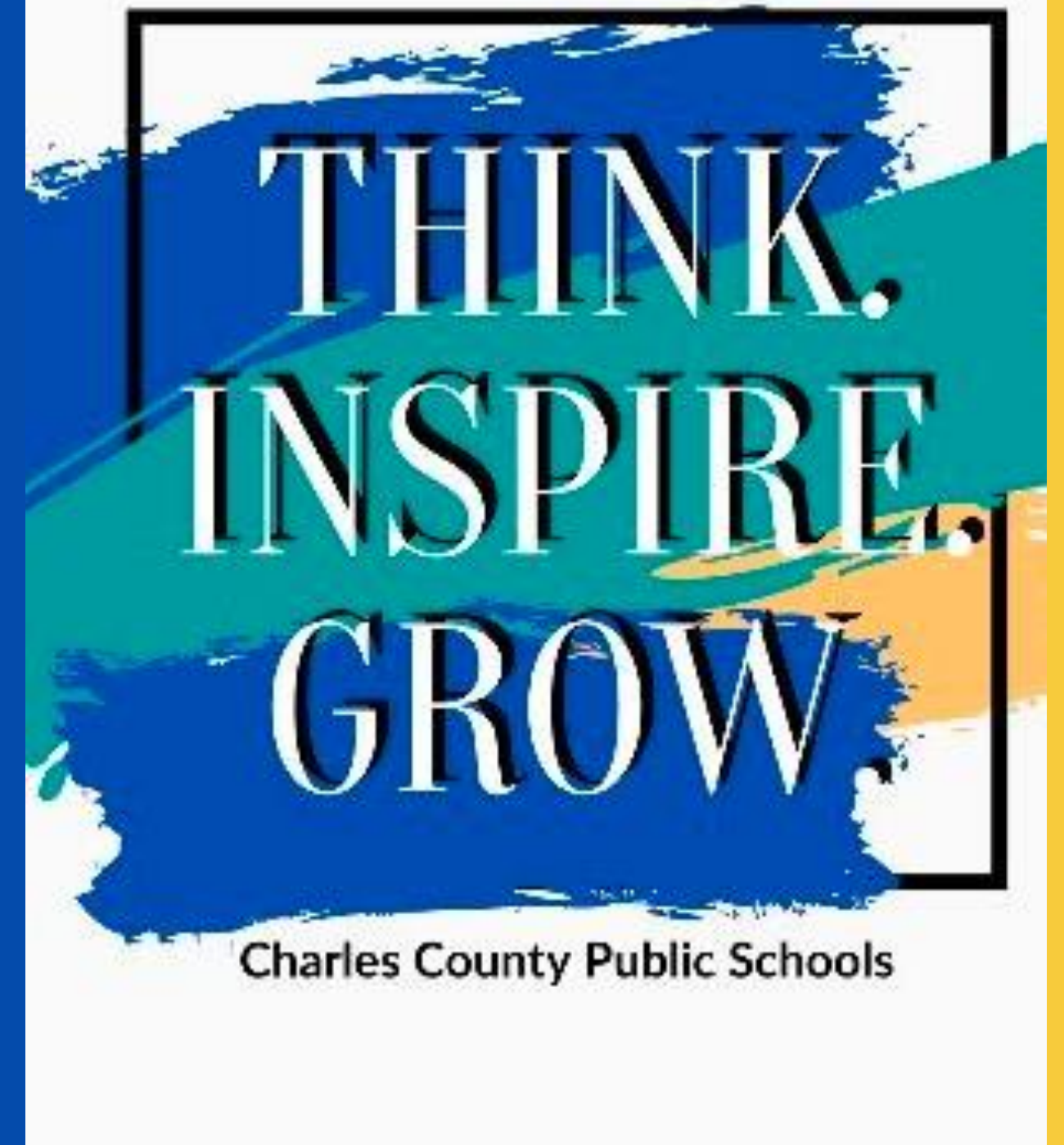


Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Modeling note taking and explicitly teaching the note taking process.	Effectively engaged in the AVID note-taking process.
Modeling think-alouds of texts and word problems during instruction	Interact with a text to demonstrate recall and learning
Explicit instruction and modeling of organization and preparation skills	Use of agenda books to improve organizational and preparation skills
Model for students how organize concepts and information in writing and implement the use of writing prompts to assess student learning.	Engaged in writing to demonstrate mastery of skills and concepts

Charles County
Public Schools
Culture & Climate Cycle 1

General Smallwood
Middle School



Culture & Climate Overview

Data Overview

- 164/527 students (31%) were identified as chronically absent during SY23-24
- 358 out of 1078 (33%) referrals were for disruptive behaviors
- 298 out of 1078 (27%) referrals were for disrespectful behaviors
- 40.63% of GSMS students self-assessed as being below the 50th percentile in the behavior category on the spring 2024 Baseline assessment.

Culture & Climate Area of Focus

Conflict Resolution

Smart Goal

Reduce the number of referrals for disrespect and disruption by 8%.

65% of students will self-report as being above the 50th percentile in the behavior indicator on the spring 2025 Baseline school survey.

Action Steps

1 Staff training at the monthly staff meeting to all staff about Restorative Practices.

2 Teachers will provide opportunities for restorative practices to build community during "Homeroom" or "Activity Periods".

3 Explicit teaching of conflict resolution strategies during "Homeroom" or "Activity" period through BASE Education.

4 A student driven "Peer- Mediation" program will be implemented at GSMS. Teacher training will be started during the first quarter.

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!