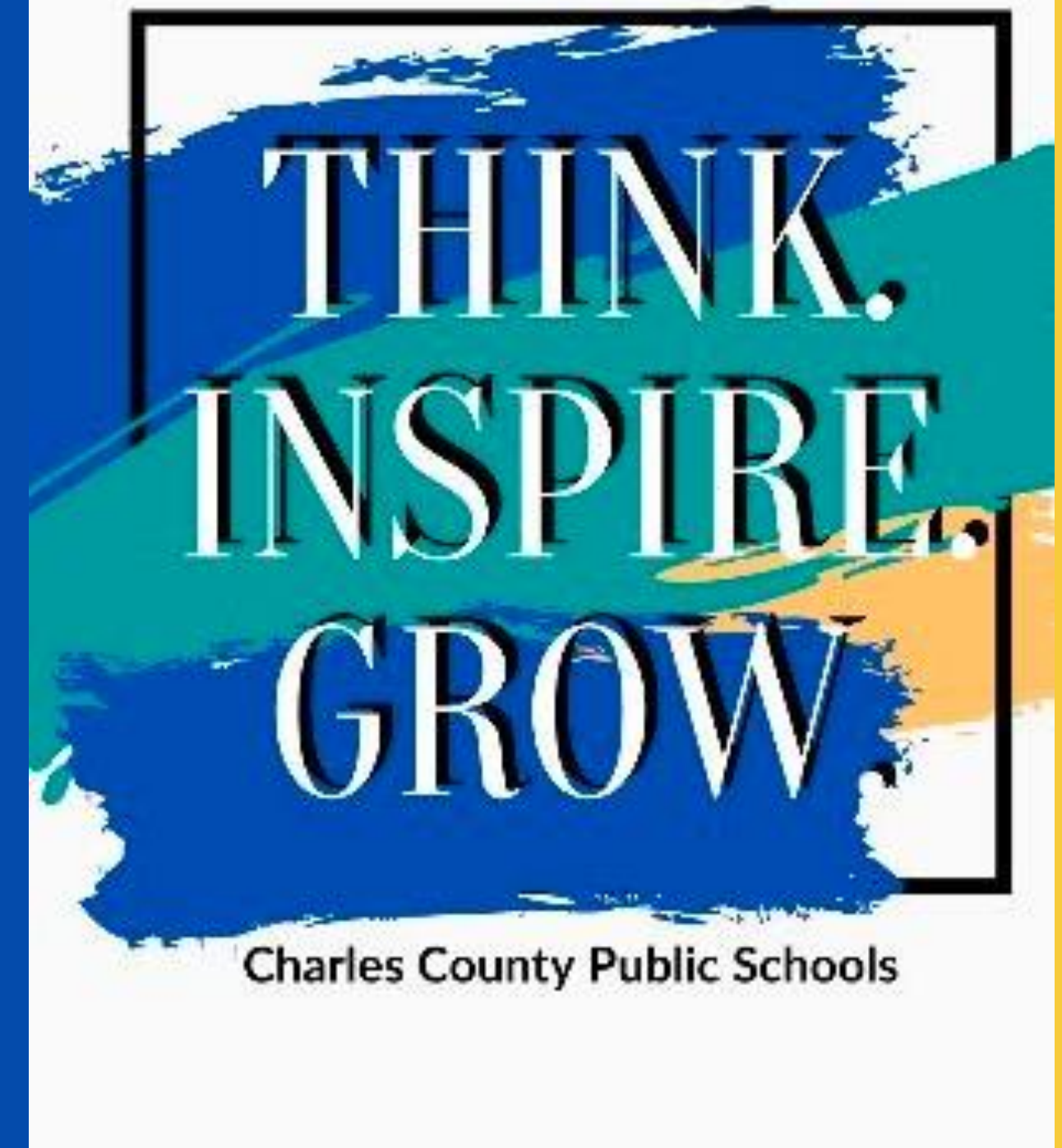


Charles County
Public Schools
School Improvement Plan
Cycle 1 Update
Start of Cycle 2

Mary B. Neal
Elementary



Great things happening at Mary B. Neal...



Great PTO!



Amazing Community!

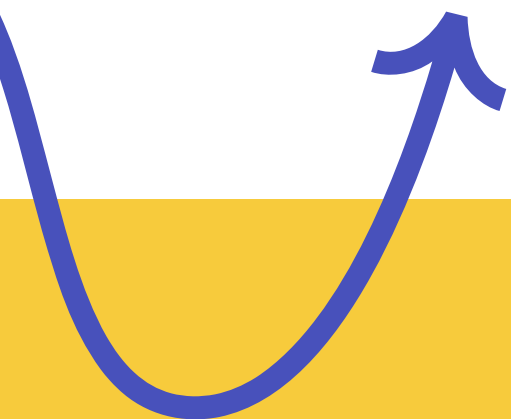


Super Students! 😊



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.



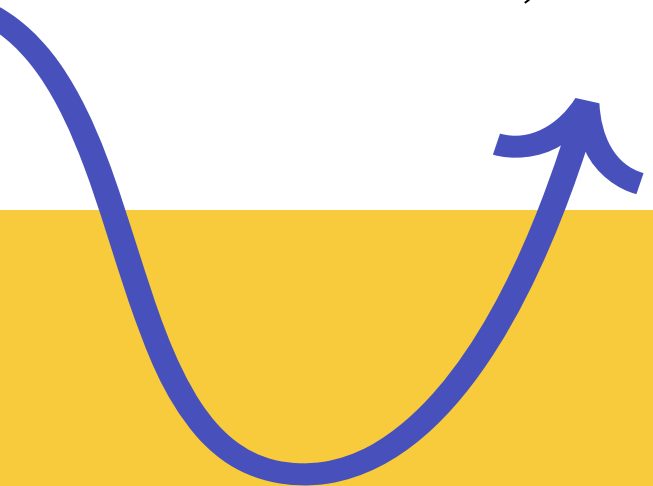
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

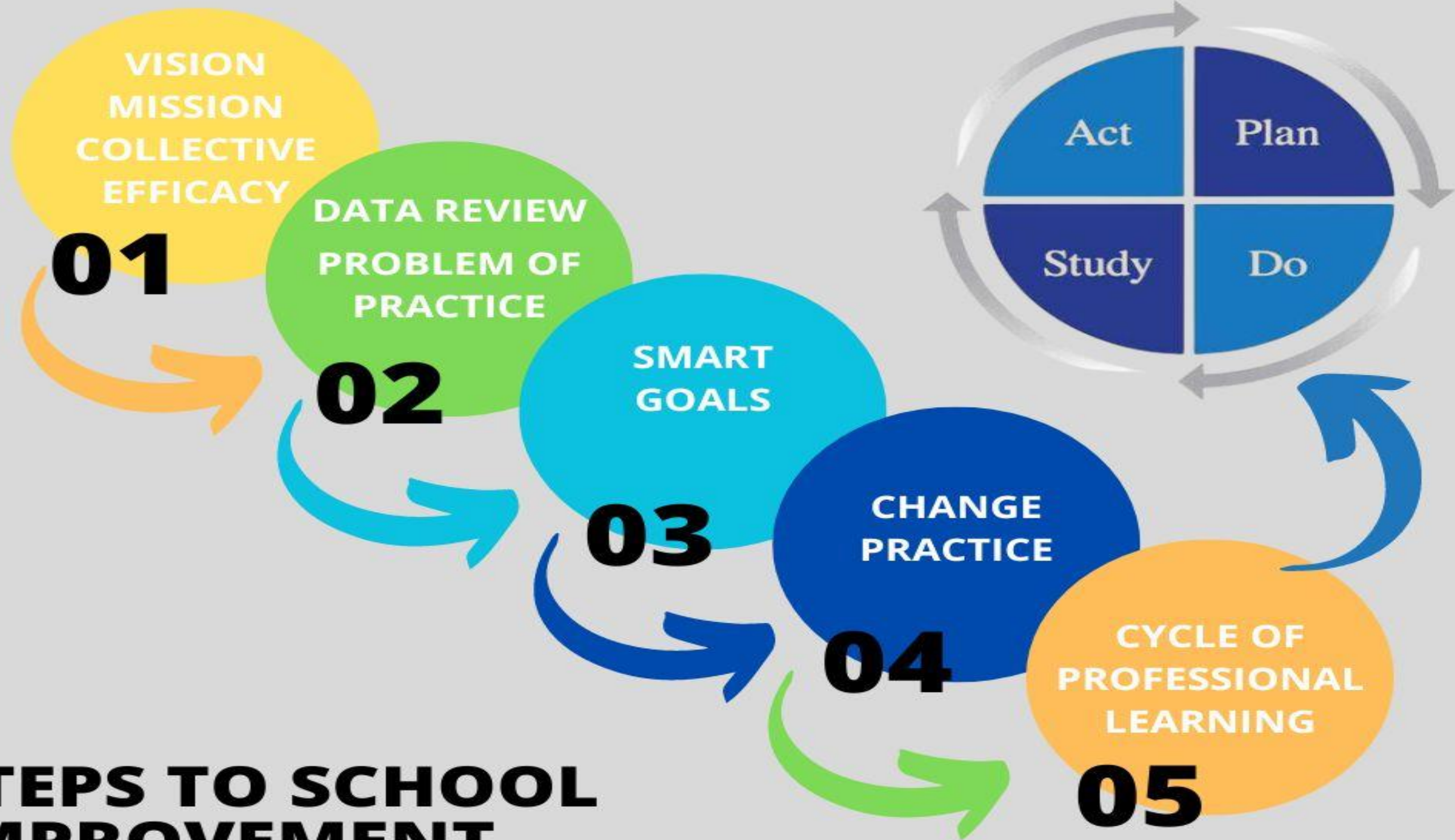
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Mary B. Neal Elementary

Vision, Mission, Collective Efficacy Statements

Vision: Across the state of Maryland, Mary B. Neal Elementary School is the leader in academics and character education based on high expectations. Students, families and staff actively demonstrate **R**espect, **R**esponsibility and the **R**ight to Learn in ALL aspects of their lives through community service and lifelong learning in a positive, safe and challenging environment.

Mission: The mission of Mary B. Neal Elementary School is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership, and prepares for life, in an environment that is safe and conducive to learning.

Collective Efficacy Statement: Building on our shared desire for student success, we will develop a school culture of collaboration and communication through a continuous, conscious, and thoughtful improvement process. Together we will ensure all voices are heard and strive to listen with an open mind.



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Mary B. Neal's Area of Focus

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,

Mary B Neal Elementary

Data Summary

English Language Arts Data Overview	Mathematics Data Overview
-iReady ELA scale scores with domain analysis	-iReady Math scale scores with domain analysis
-MCAP ELA scale scores with domain analysis	-MCAP Math scale scores with domain analysis
-MCAP Evidence Statement Analysis on grade level ELA standards	-MCAP Evidence Statement Analysis on grade level Math standards
-Common Assessment data with grade level ELA standards	-Common Assessment data with grade level Math standards

Smart Goals

ELA Smart Goal

- Neal Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment by 7%.

Mathematics Smart Goal

- Neal Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics assessment by 7%.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Administration, resources teachers, and teachers will collaborate, plan, and implement strategies for creating learning targets and success criteria. Learning targets are the “I can...” statements, their goals within the lesson. Success Criteria are the actions to prove that they will “hit” their learning target / understand and comprehend the grade-level standards.

Cycle of Professional Learning # 1 Overview

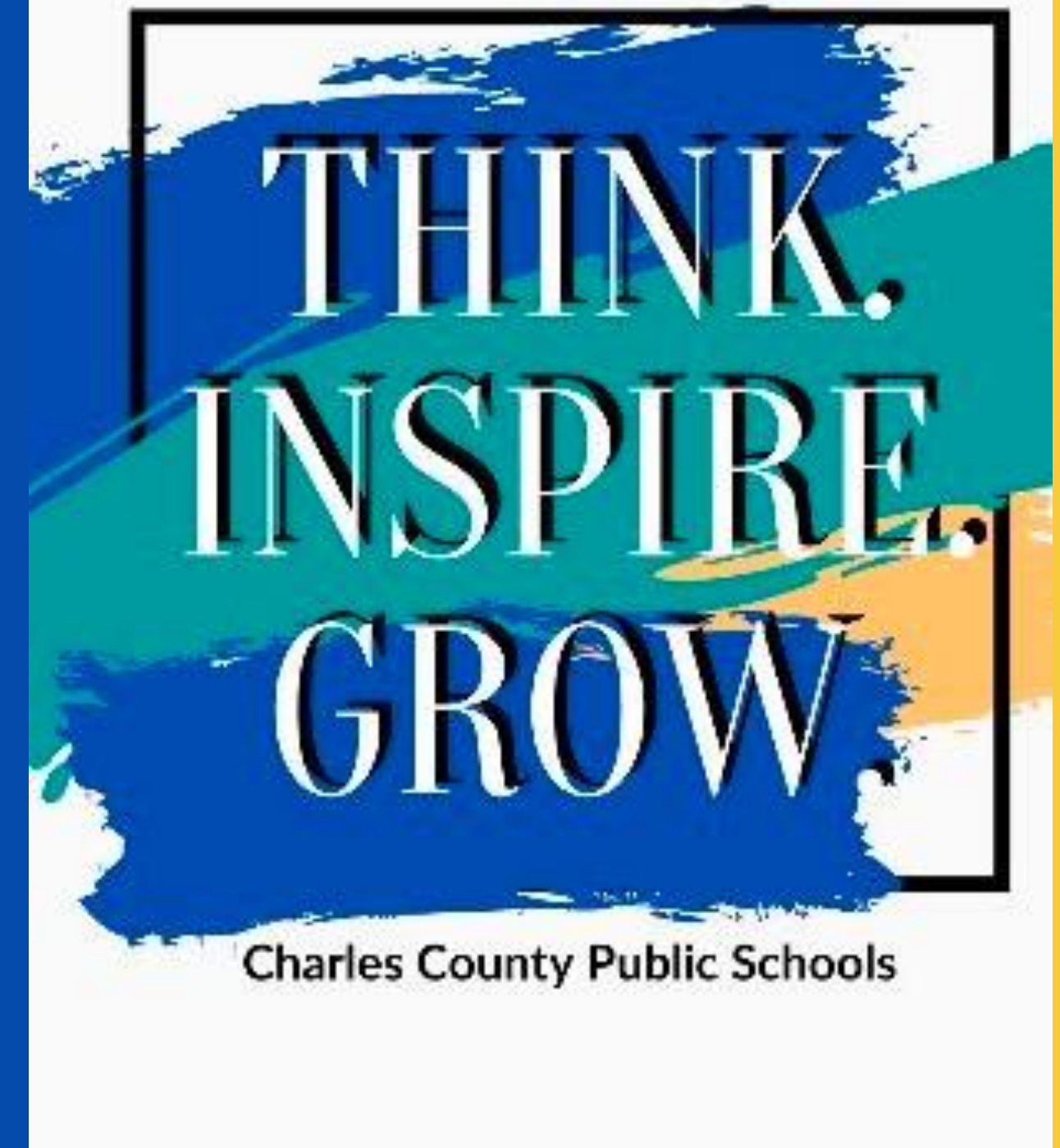
- PD will be implemented based on the books, The Assessment Playbook for Distance and Blended Learning and The Teacher Clarity Playbook. Both books go over effective and non-effective learning targets and success criteria.
- Administration and resource teachers will “unpack” / analyze grade level standards to create effective learning targets and success criteria.
- Administration-created walkthroughs will monitor the implementation of those practices.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teacher will analyze the standards and then use the standards to create a student-friendly learning target(s).	Students will articulate their learning as it relates to learning target(s).
Teachers will create success criteria based upon the learning targets.	Students will refer to the learning targets and success criteria throughout a lesson.

Charles County
Public Schools
School Improvement Plan
End of Cycle 1
Start of Cycle 2

Mary B. Neal
Elementary



Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">-Success Criteria and Standard alignment-Students referring to Learning Targets and Success Criteria.-Utilization of Success Criteria	<ul style="list-style-type: none">-Learning Targets are posted in the classroom.-Learning Targets are connected to the standard.-Success Criteria are posted in the classroom.-Continuous, in-depth planning sessions with teachers.

Next Steps

- Create a "standard unpacking" document that will effectively and efficiently organize teachers' planning session. The document will outline the standard and how the Learning Targets and Success Criteria align to the standard.

Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Administration, resources teachers, and teachers will collaborate, plan, and implement strategies for creating learning targets and success criteria. Learning targets are the “I am learning...” statements, their goals within the lesson. Success Criteria (“I can...” statements) are the actions to prove that they will “hit” their learning target / understand and comprehend the grade-level standards.

Cycle of Professional Learning # 2 Overview

- Administration, resource teachers, and classroom teachers will continue to “unpack” / analyze grade level standards to create effective learning targets and success criteria.
- Administration-created walkthroughs will monitor the implementation of those practices.
 - A similar administration-created walkthrough will be created to monitor the implementation. The results of the similar walkthrough form will compare Cycle 1 to Cycle 2.



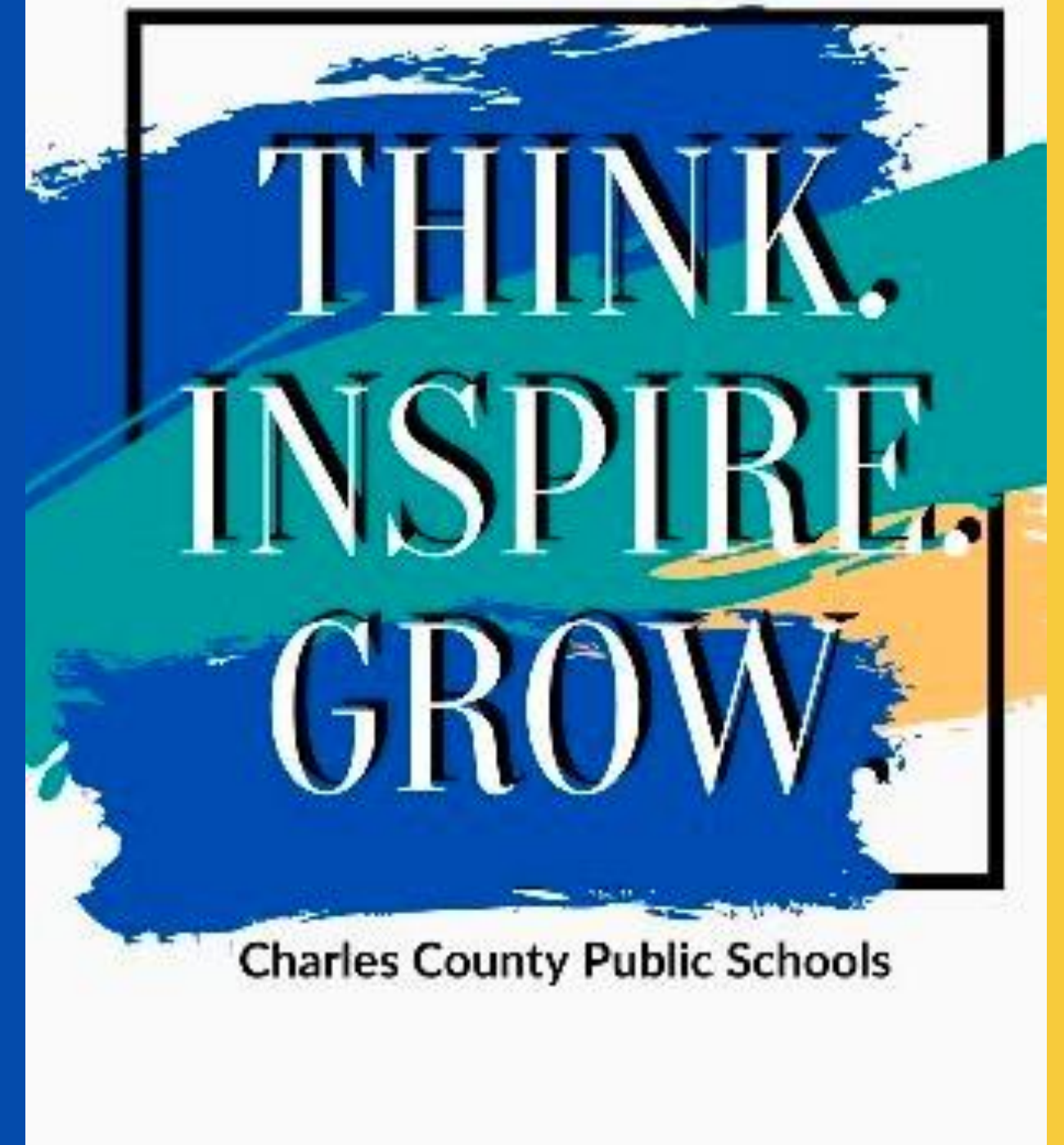
Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teacher will analyze the standards and then use the standards to create a student-friendly learning target(s).	Students will articulate their learning as it relates to learning target(s).
Teachers will create success criteria based upon the learning targets.	Students will refer to the learning targets and success criteria throughout a lesson.



Charles County
Public Schools
Culture & Climate
Cycle 1 Update

Mary B. Neal
Elementary School



Culture & Climate Overview

Data Overview

During the 23-24 School year there were 13 major referrals submitted in the first 45 days of the school year (Quarter 1). This was a 550% increase from the 22-23 school year where there were 2 major referrals submitted in the same amount of time.

Culture & Climate Area of Focus

We aim to address the recent 550% increase in major referrals by developing and implementing a consistent approach to behavior management across all classrooms. By creating a unified behavior matrix and standardizing de-escalation practices, we can foster a more positive and supportive environment for our students. This focus will help us ensure that all students receive the same guidance and support, ultimately leading to improved behavior and a better learning atmosphere.

Smart Goal

By the end of the first 45 days of the 24-25 school year, we will reduce the percentage of major referrals by 23% compared to the 23-24 school year. This will be achieved by implementing a specific behavior matrix, providing additional training for staff on de-escalation techniques, and monitoring referral data to make necessary adjustments.

Action Steps

1 Work with teachers to develop a calm down area in their classroom.

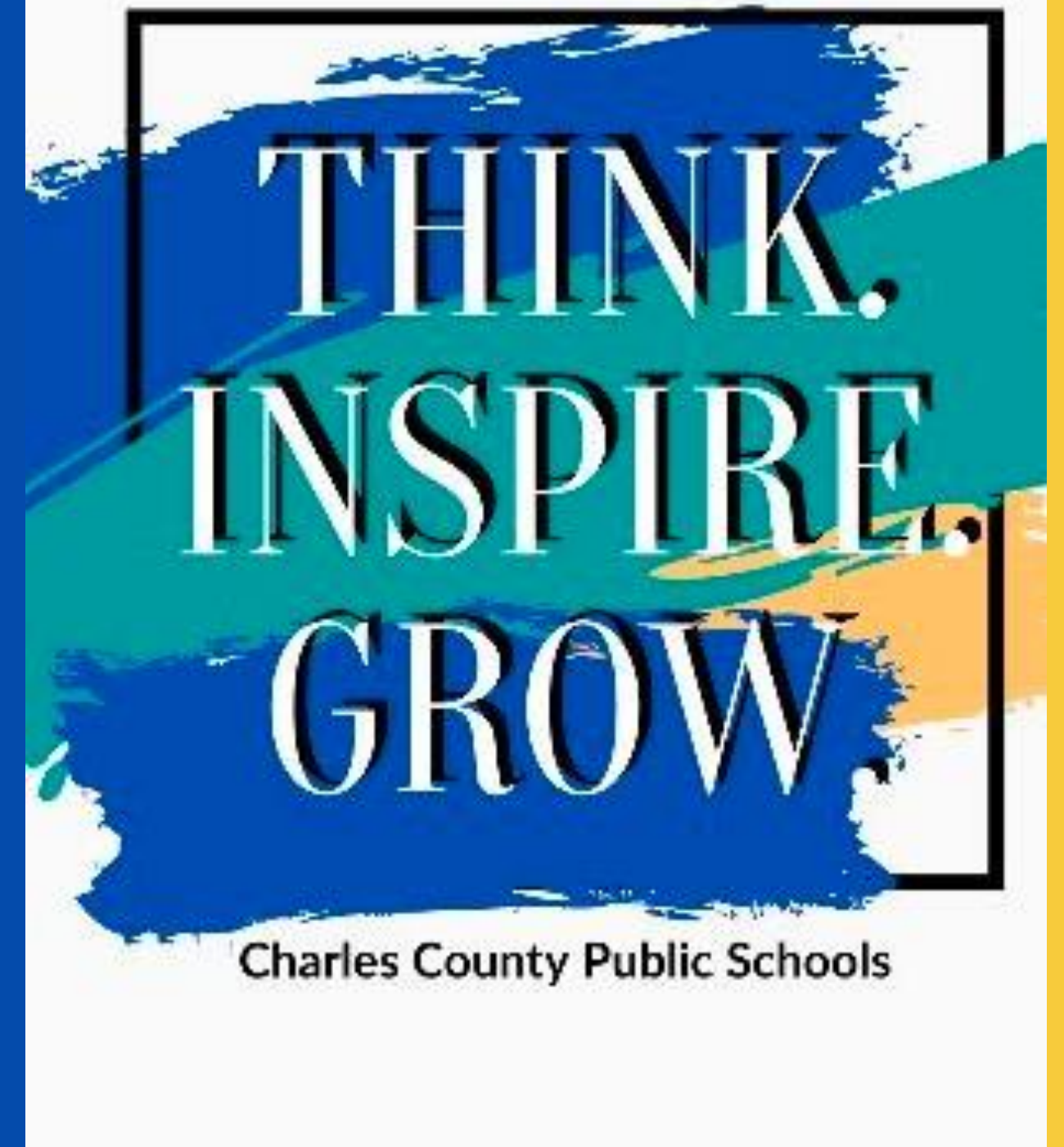
2 Provide teachers with a behavior matrix that aligns with the Charles County Public Schools Code of Conduct.

3 Provide Teachers with Move this World Training and monitor the use of Move this World during the first 45 days of school.

4 Monitor behavior and identify any student who has received more than 2 minor referrals (or 1 major referral) and collaborate with our Counselor and School Psychologist to provide additional supports – such as regulation groups.

Charles County
Public Schools
Culture & Climate
End of Cycle 1
Start of Cycle 2

Mary B. Neal
Elementary School



School Climate

Quarter 1 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

Our Quarter 1 Action Steps are as follows:

- Work with teachers to develop a calm down area in their classroom.
- Provide teachers with a behavior matrix that aligns with the Charles County Public Schools Code of Conduct.
- Provide teachers with Move this World training and monitor the use of Move this World during the first 45 days of school.
- Monitor Data and identify what percentage of our referrals are coming out of our the Emotional Adjusted (EA) and Achieve programs where we often see increased behavior.
- Monitor behavior in our regionalized programs vs. our general education/inclusion settings.



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School Climate: Data Collection

Quarter 1 Data Collection:

We will be analyzing the following data points:

- Percentage of Classrooms with a calming area (goal – 100%) – Currently 79% of classrooms have a calming area
- Teacher Move this World utilization – Currently 38.96% of teachers use Move this World 3x a week
- Number of Major Referrals will be analyzed weekly and compared with the year before to adjust as necessary – There was a 115% increase
- We will be keeping track of the number of referrals for students in our regionalized program to track data. 11 of the Major Referrals came from a regionalized program.



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School Climate

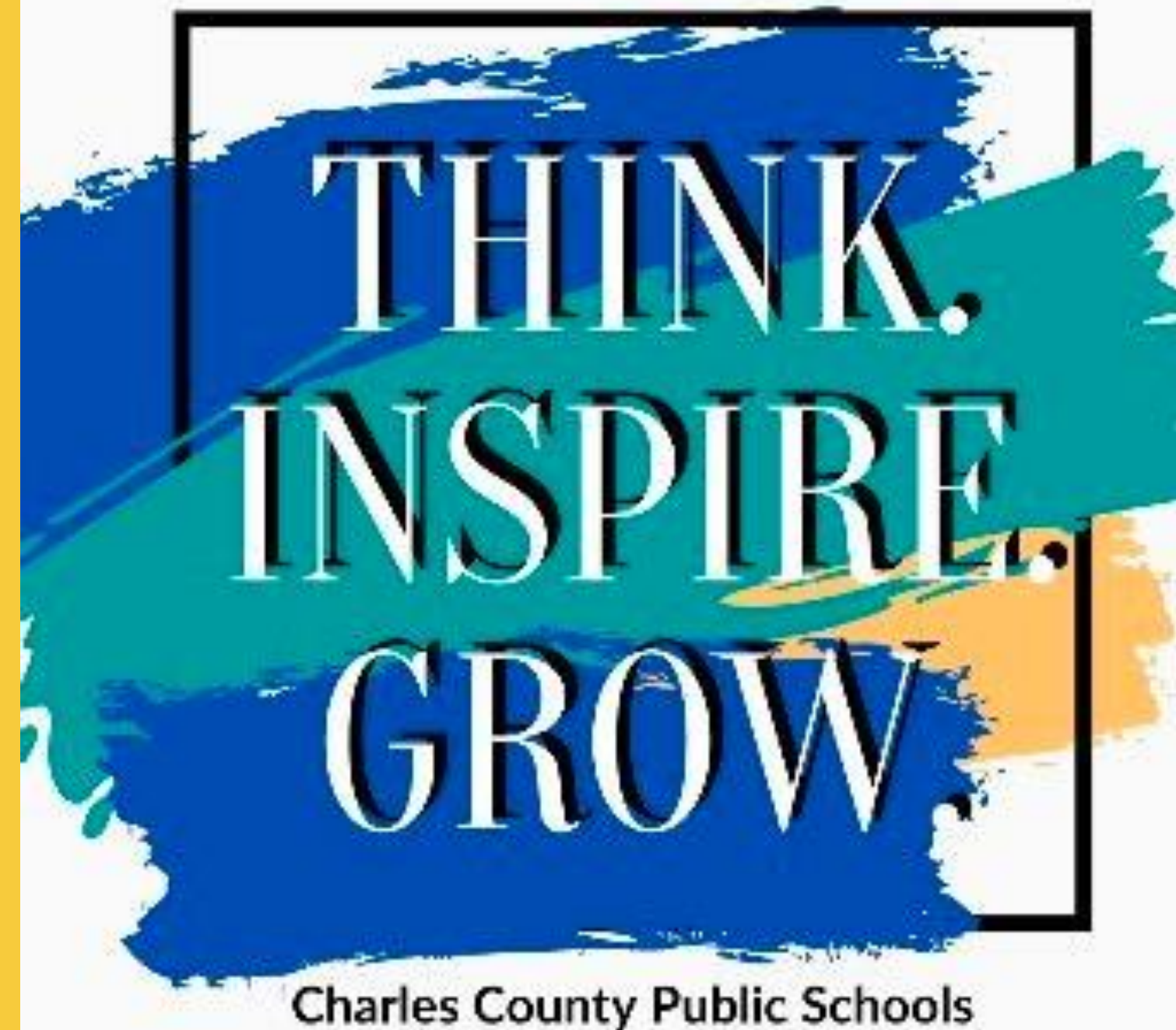
Quarter 1 School Climate Data Analysis

To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?

Data Source: Synergy, MTW, Classroom Observations

Successes	Challenges	Next Steps
<ul style="list-style-type: none">Teachers were provided with a behavior matrix to use when determining level of support based on student behavior.Teachers were provided with training on appropriate response to student redirection.	<ul style="list-style-type: none">New students to Neal that have high needs.New students to our regionalized program who have high needs.Our number of major referrals in the first 45 days of school was 28, with 11 of those being for students in a regionalized program. This reflects a 115% increase from the 23-24 school year. 12 of these major referrals were for students who are new to Neal.MTW utilization at least 3x a week is 38.96%. This includes early in the year when not all teachers had access to Move this World.Usage for the week of October 28th (last week of the quarter) was 31.03% of classrooms used MTW 3x a week.79% of teachers had an observable Calm Down Area in their classroom.	<ul style="list-style-type: none">Create targeted plans for our students with high levels of referrals.Provide incentives for classrooms with the most Move this World lessons completed.The goal for the 2nd quarter is to reduce the number of major referrals from first to second quarter from 28 to 20, which represents a 28% decrease over the next 45 days of school.Provide support to classrooms of teacher who do not have an observable calm down area in their classroom.

Thank
You For
Reviewing our
plan!



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We Appreciate Your Partnership!