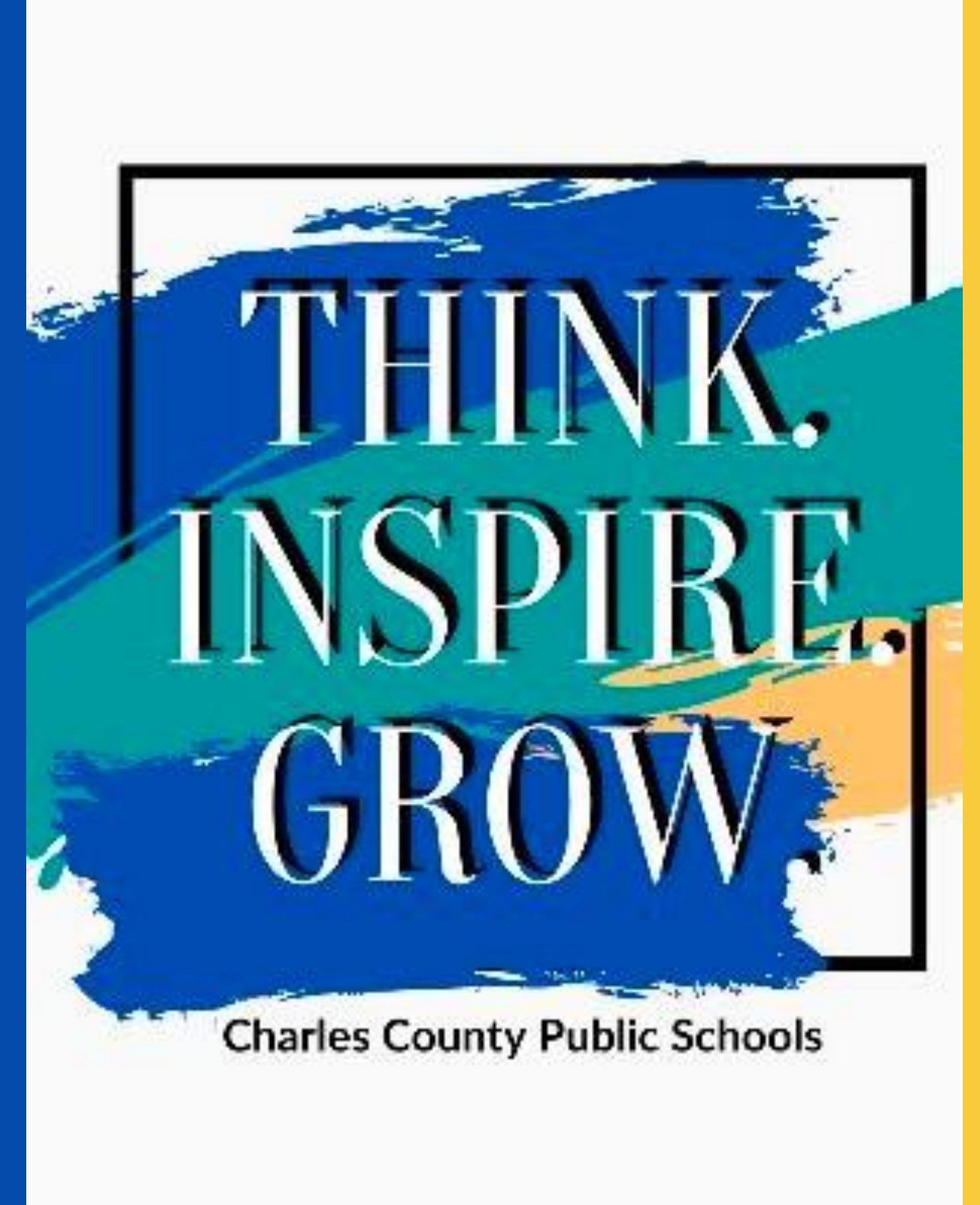


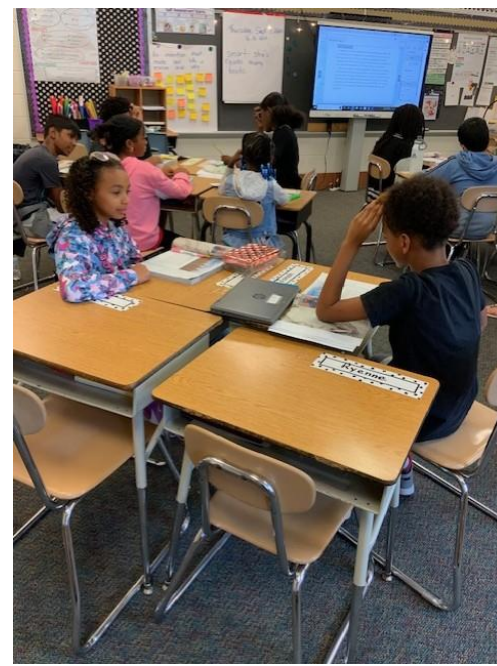
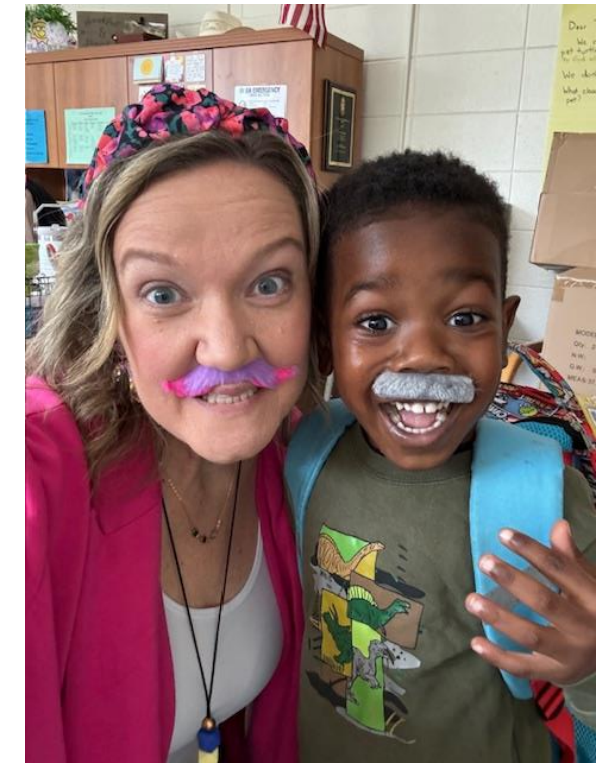
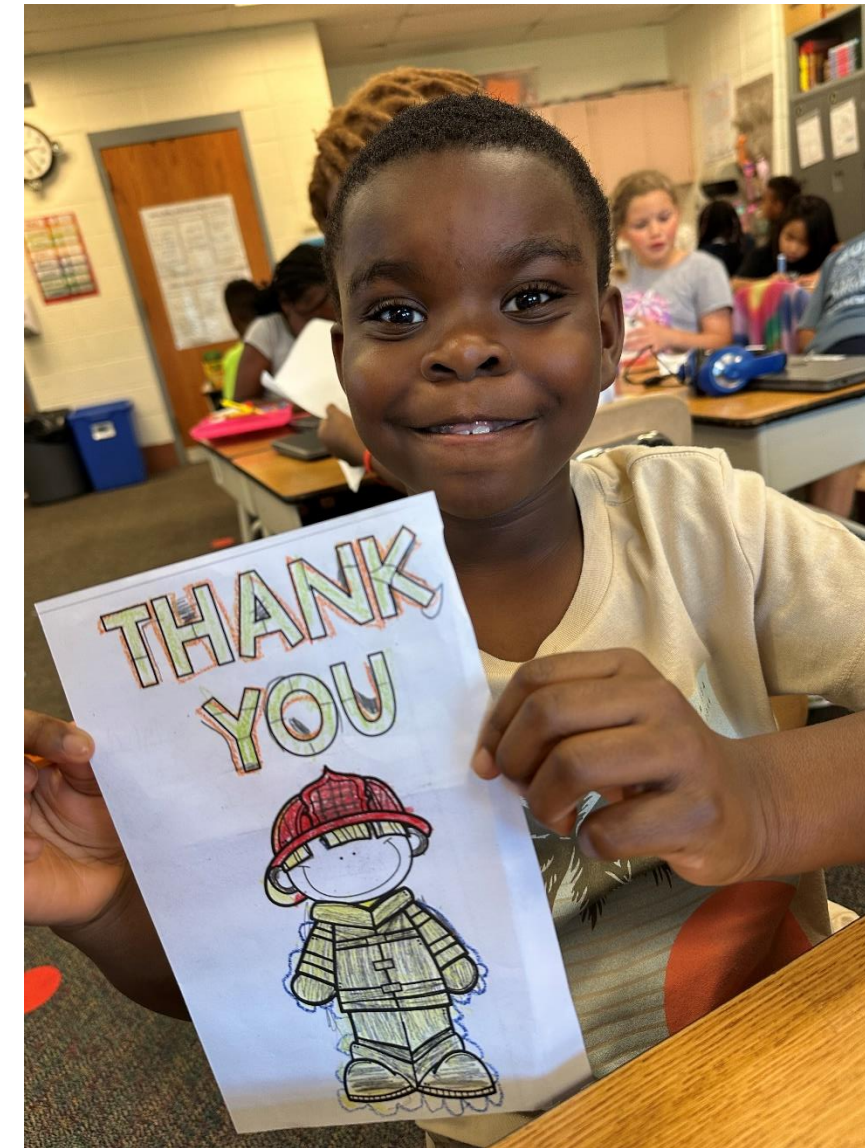
Charles County Public Schools School Improvement Plan Cycle 1

CP Barnhart ES



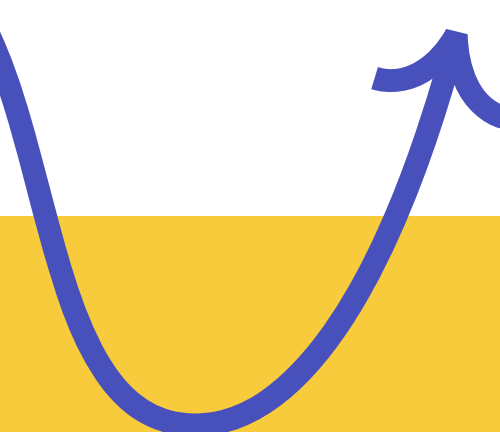


Home of the Blue Jays!



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.



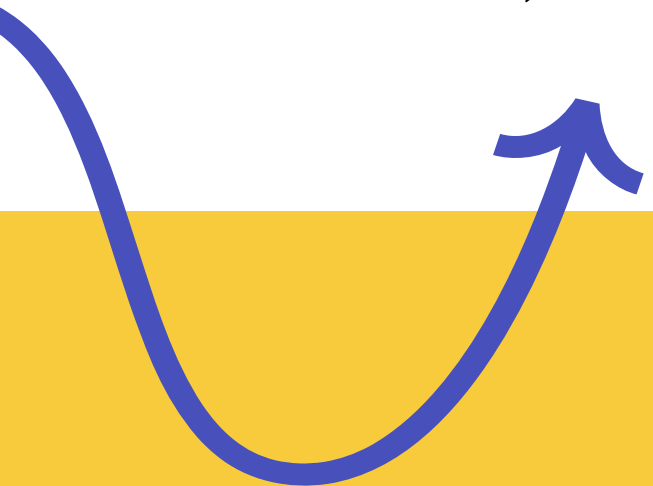
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

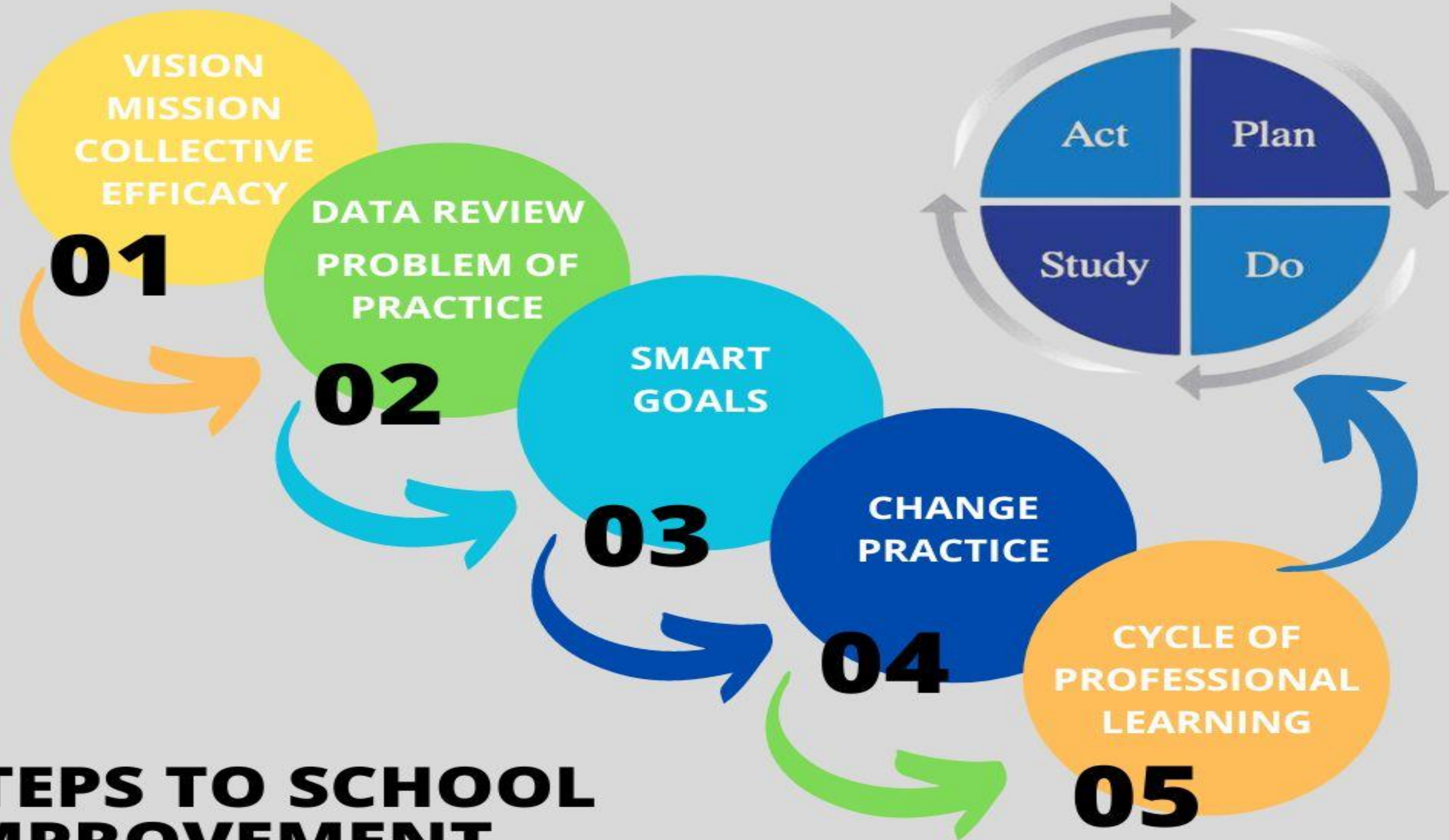
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



CP Barnhart

Vision, Mission, Collective Efficacy Statements

Vision: The vision of Barnhart elementary school is to create the best environment where all students experience academic success, develop personal responsibility, and achieve career readiness for the 21st century.

Mission: The mission of Barnhart 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 for learning.

Collective Efficacy Statement: Barnhart values collaborative, meaningful relationships with all stakeholders to include parents/legal guardians, students, teachers, staff, administrators, Board members, state and local elected officials, and members of the community at large.



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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:

- ✓ Quality Tier 1 instruction for all students.
- ✓ Implementation of standards-aligned instruction, assignments, and assessments.

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,

CP Barnhart ES

Data Summary

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English Language Arts Data Overview	Mathematics Data Overview
56% of Barnhart students are Beginning or Developing Learners on MCAP in ELA	63% of Barnhart students are Beginning or Developing Learners in Math

School Problem of Practice & Smart Goals

ELA Smart Goal

- On MCAP, PBES will increase our percent proficient by at least 10% from 44% to 54% on the 2025 assessment

Mathematics Smart Goal

- On MCAP, PBES will increase our percent proficient by at least 10% from 37% to 47% on the 2025 assessment.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- CP Barnhart ES will provide professional development on best collaborative planning practices using the backwards mapping protocol. This will be important for effectively using the W2 indicators to deliver standards aligned instruction.

Cycle of Professional Learning # 1 Overview

Teachers will:

- provide a purpose statement, learning objectives, and success criteria for each lesson or activity. This gives students a clear understanding of what they are learning and why, and what success looks like.
- clearly display expectations through rubrics, success criteria, or other tools. This ensures that students know what is required for success in their tasks.
- display student work samples (including visual representations like drawings or dictated responses) that highlight the use of evidence from texts, sources, or mathematical reasoning. This can serve as examples and learning tools for students.



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
The What/How/Why chart will be complete and accurate	Students will be able to articulate the standard they are working towards and how to show mastery.
Teachers will plan collaboratively by first looking at the standard that will be assessed.	Student work samples will align with standards.

Cycle 1: Outcomes

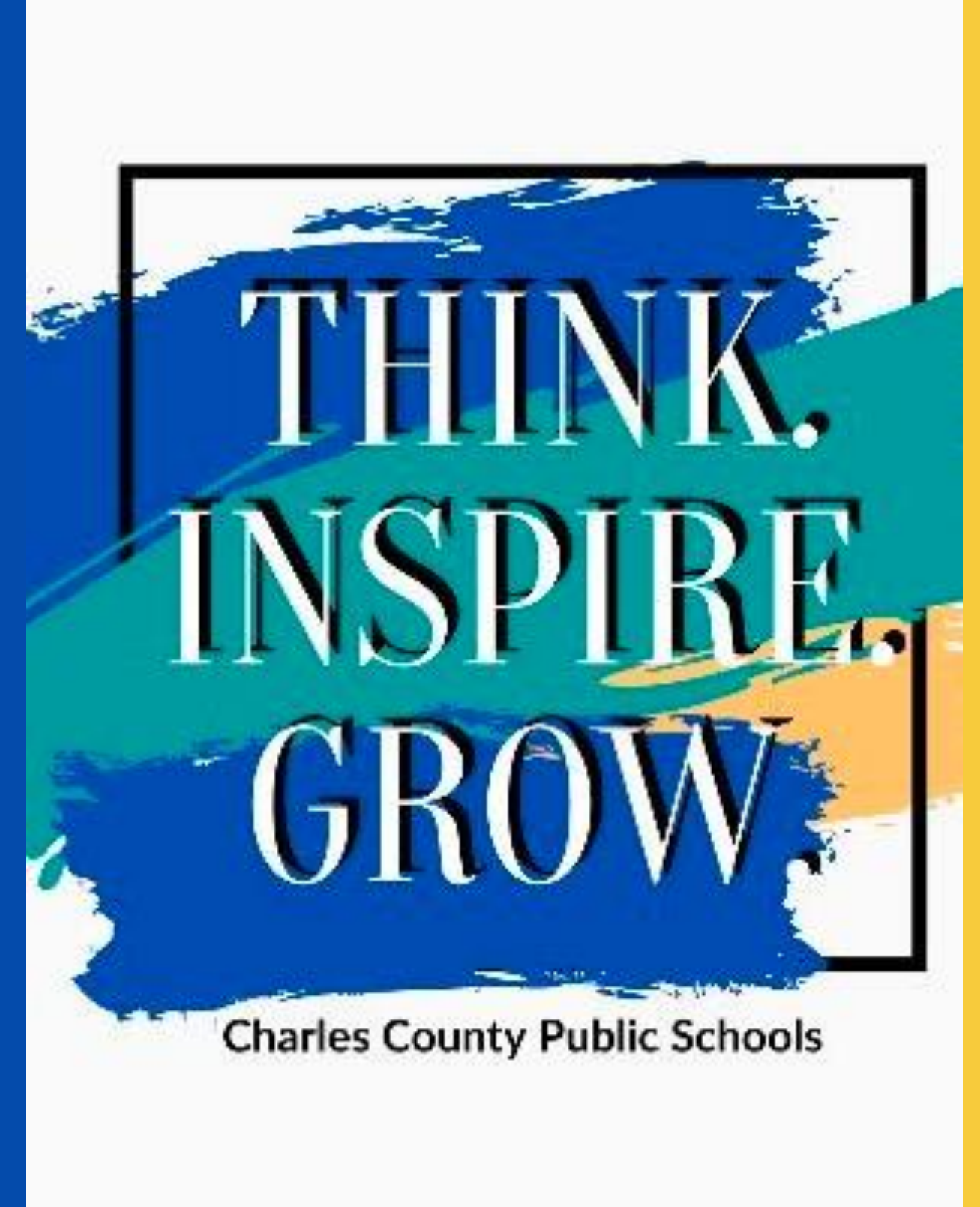
Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• Finding the time to plan collaboratively was difficult.• Consistency of collaborative planning was not seen across all grade levels.	<ul style="list-style-type: none">• A majority of teams planned collaboratively more than ever before.• Teams included ILT in their planning.• A school wide definition of Tier 1 instruction was made.

Next Steps

- Staff meeting time will be used for collaborative planning.
- Additional data will be collected on the frequency of collaborative planning.

Charles County Public Schools Culture & Climate Cycle 1

CP Barnhart ES



Culture & Climate Overview

Data Overview	<ul style="list-style-type: none">- Use of Move This World is inconsistent among classroom teachers, showing that Tier 1 instruction needs improvement.- Classroom disruptions and disrespect, both major and minor, are the highest violation.- Ethnicity data is on target with the population of the school therefore there is no seen disproportionality.- Our American Indian population has the lowest attendance rate, less than 90%, showing a need for improvement in that subgroup.
Culture & Climate Area of Focus.	Classroom Disruptions
Smart Goal	By the end of the current academic year, our school will achieve a 90% consistency rate in the delivery of Move This World lessons across all classrooms, with teachers implementing the program at least three times per week and adhering to the curriculum guidelines. This will be monitored through classroom observations and MTW data. This goal aims to enhance student engagement, ensure equitable social-emotional development for all students, and decrease classroom referrals.

Action Steps

1. Provide a Move This World Refresher Training
2. Provide training on Office vs Classroom Managed Behaviors
3. Provide training on the best practices for teaching routines and procedures
4. Collect scheduled times that each team will be implementing Move This World 3x/week.
5. Ensure that each classroom has a calm down corner and assess teachers needs for this area.
6. Send out MTW information to parents.
7. New teacher session on Move This World.
8. Provide teachers with MTW options for Substitutes

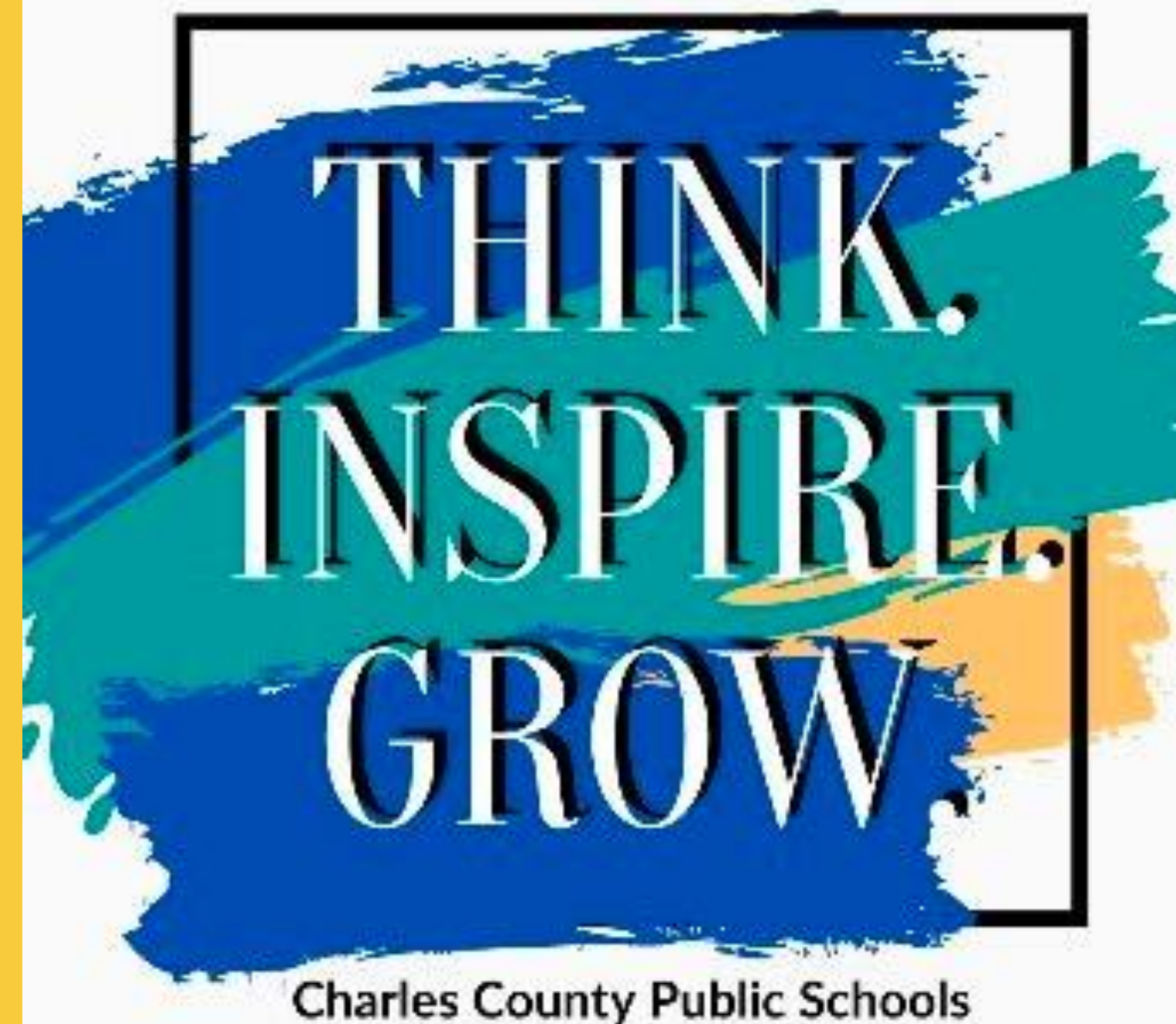
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
A few teachers did not access MTW at all during September and October.	Many teachers reached their goal of 3x per week each week of the quarter. Needs assessment showed that a majority of classrooms have calm down corners. Teachers that met their goals were celebrated each month.

Next Steps

- Based on needs assessment, counselors and school psychologist will offer support on calm down corners for teachers that have requested additional assistance.
- Money will be set aside from our January fundraiser to purchase items for calm down corners.

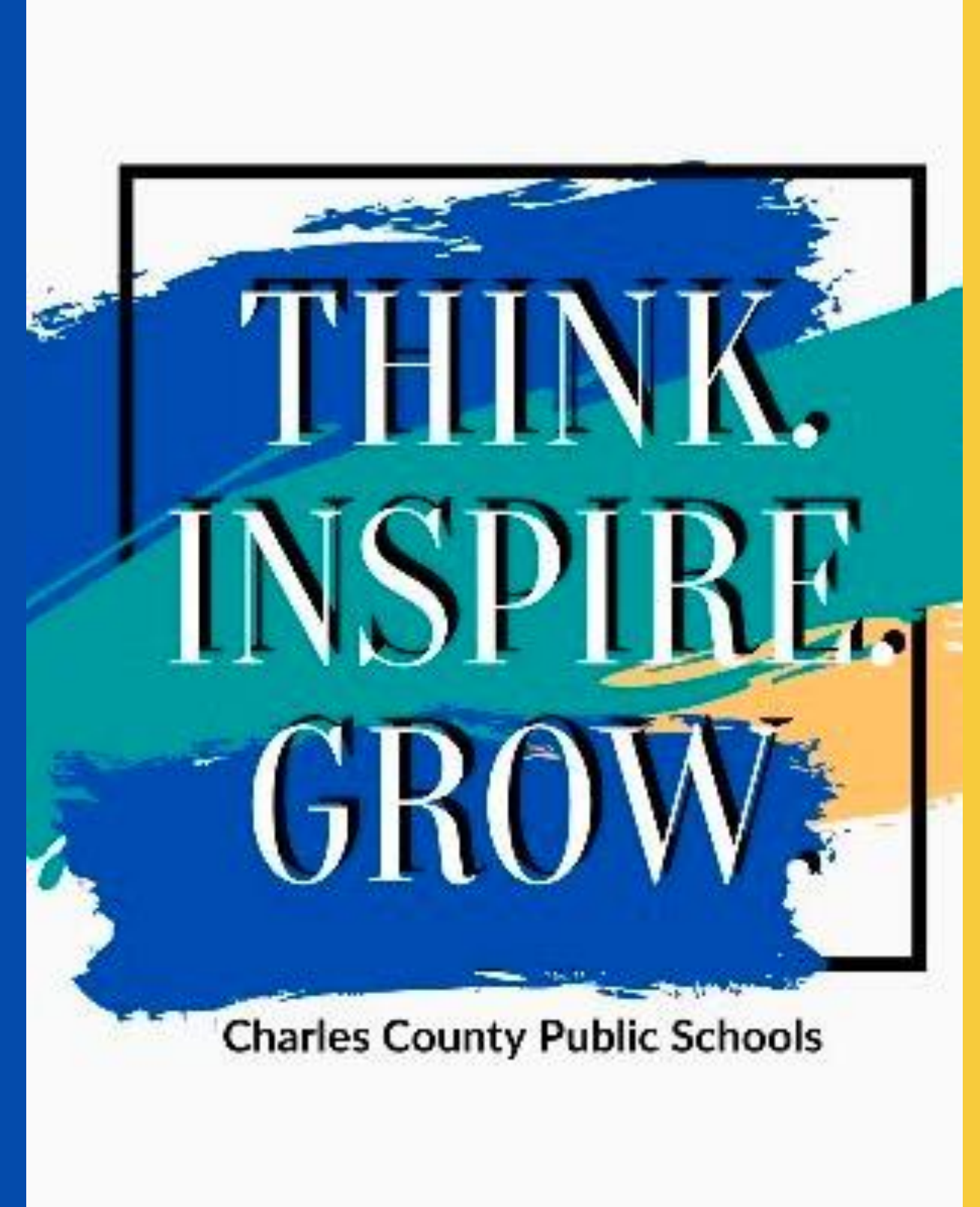
THANK
YOU FOR
REVIEWING
OUR PLAN!



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We Appreciate Your Partnership!

Charles County Public Schools School Improvement Plan Cycle 2

CP Barnhart ES



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- CP Barnhart ES will provide professional development on best collaborative planning practices using the backwards mapping protocol. This will be important for effectively using the W2 indicators to deliver standards aligned instruction.

Cycle of Professional Learning # 2 Overview

Teachers will:

- use backward mapping in collaborative planning to plan lessons and assessments that directly reflect the language and expectations of the standards.
- while planning, select/write high level questions to facilitate student discourse.
- be strategic in their student grouping to better promote student discussion.
- display objectives (WHW) that are connected to the standards.
- employ varied total participation techniques to support student engagement.
- deliver instruction that meets the depth of the standard.
- engage in professional collaboration/planning and reflection to align instruction with the standards.



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Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators) Teachers Will:	Anticipated Outcomes (Students) Students will show standards-aligned learning by:
use backward mapping in collaborative planning to plan lessons and assessments that directly reflect the language and expectations of the standards	discussing and articulating success criteria.
while planning, select/write high level questions to facilitate student discourse.	having a clear understanding of what they are expected to learn and how they will be assessed.
be strategic in their student grouping to better promote student discussion.	showing increased student engagement and ownership of learning by participating in total participation techniques
display objectives (WHW) that are connected to the standards.	engaging in high level discourse with text evidence/reasoning, with the support of language frames.
employ varied total participation techniques to support student engagement.	knowing where they are in the progression of reaching the standard.
deliver instruction that meets the depth of the standard.	performing the skill to the full depth of the standard.
engage in professional collaboration/planning and reflection to align instruction with the standards.	receiving high quality Tier 1 instruction.

Cycle 2: Outcomes

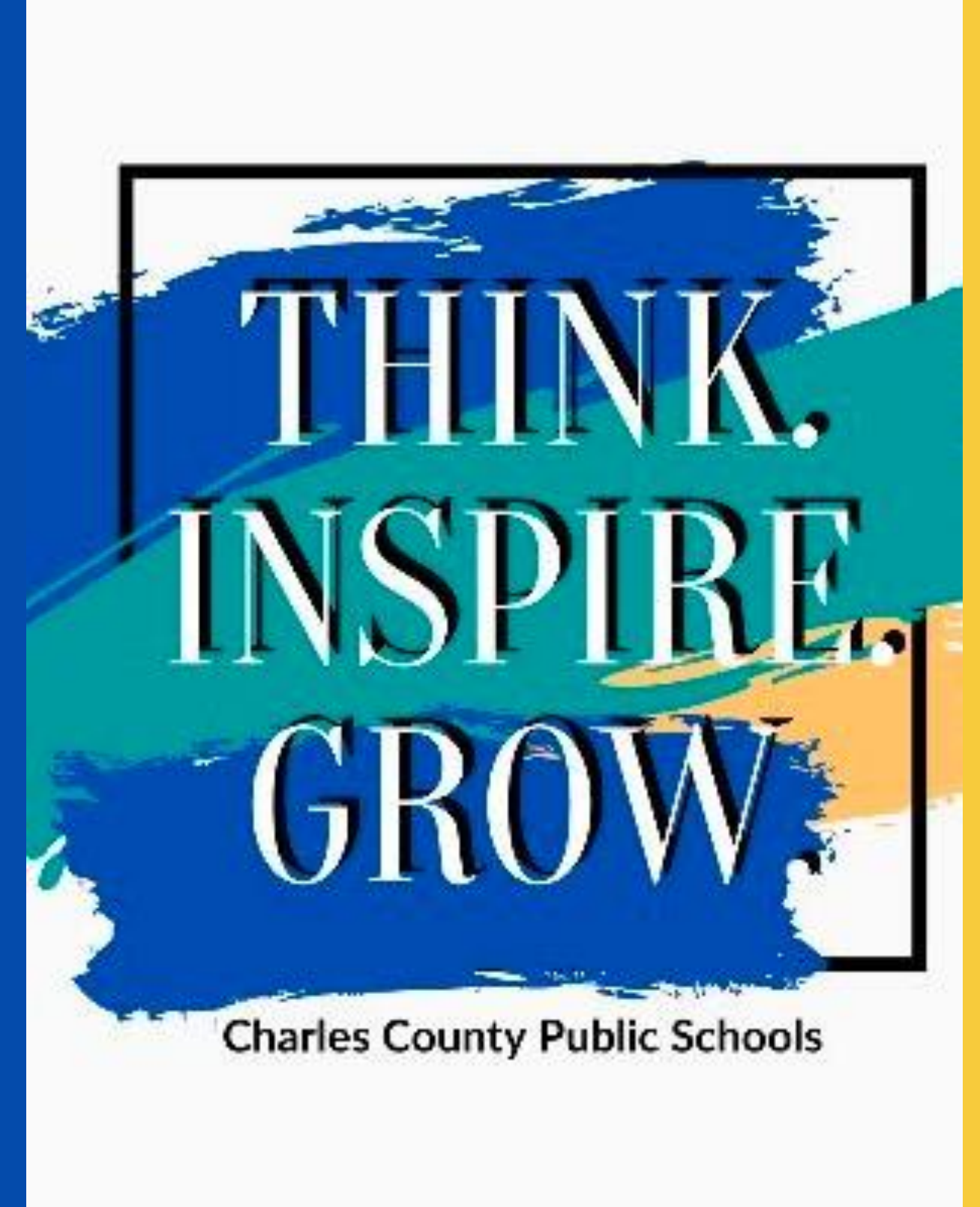
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County Public Schools Culture & Climate Cycle 2

CP Barnhart ES



Culture & Climate Overview

Data Overview	40% of referrals are coming from classroom disruption or disrespect.
Culture & Climate Area of Focus	Classroom disruptions and disrespect are high. This causes instruction to be interrupted often and does not allow instruction to happen appropriately.
Smart Goal	By the end of the school year, 90% of teachers will have established and maintained an appropriate calm-down corner in their classrooms. These spaces will be designed with evidence-based calming tools and strategies to support students' emotional regulation. Utilization of these calm-down corners by students will be monitored through teacher observations, ensuring that they are effectively meeting student needs. Regular professional development and resources will be provided to support teachers in implementing and maintaining these spaces.

Action Steps

1

Provide professional development on the purpose for and uses of a classroom calm down corner. (School psych)

2

Survey teachers about their needs for a classroom calm down corner.

3

Use funding from spirit night to provide materials for calm down corners.

4

Provide norms for students about the use of calm down corner and the expectations. (Counslors)

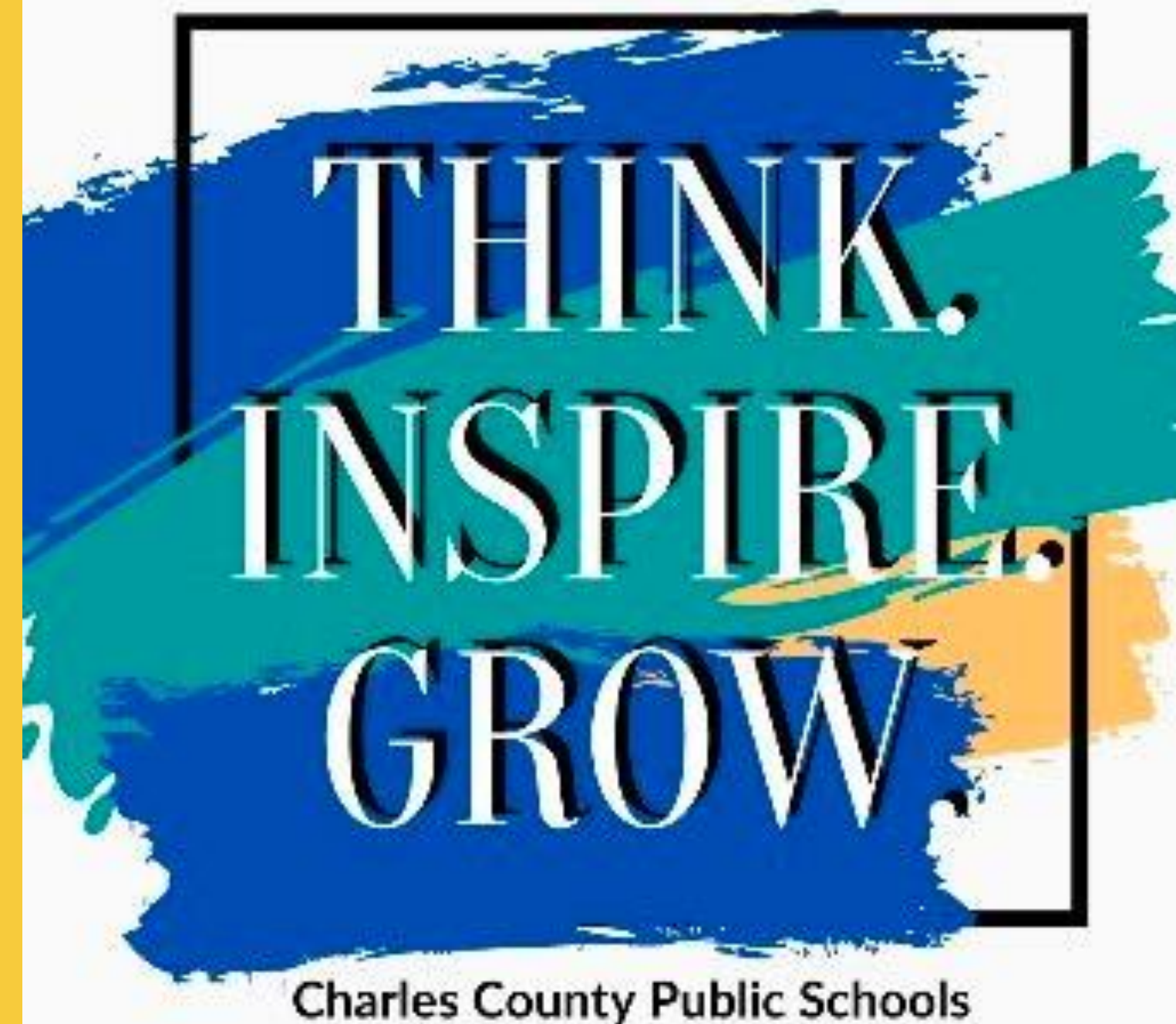
Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

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