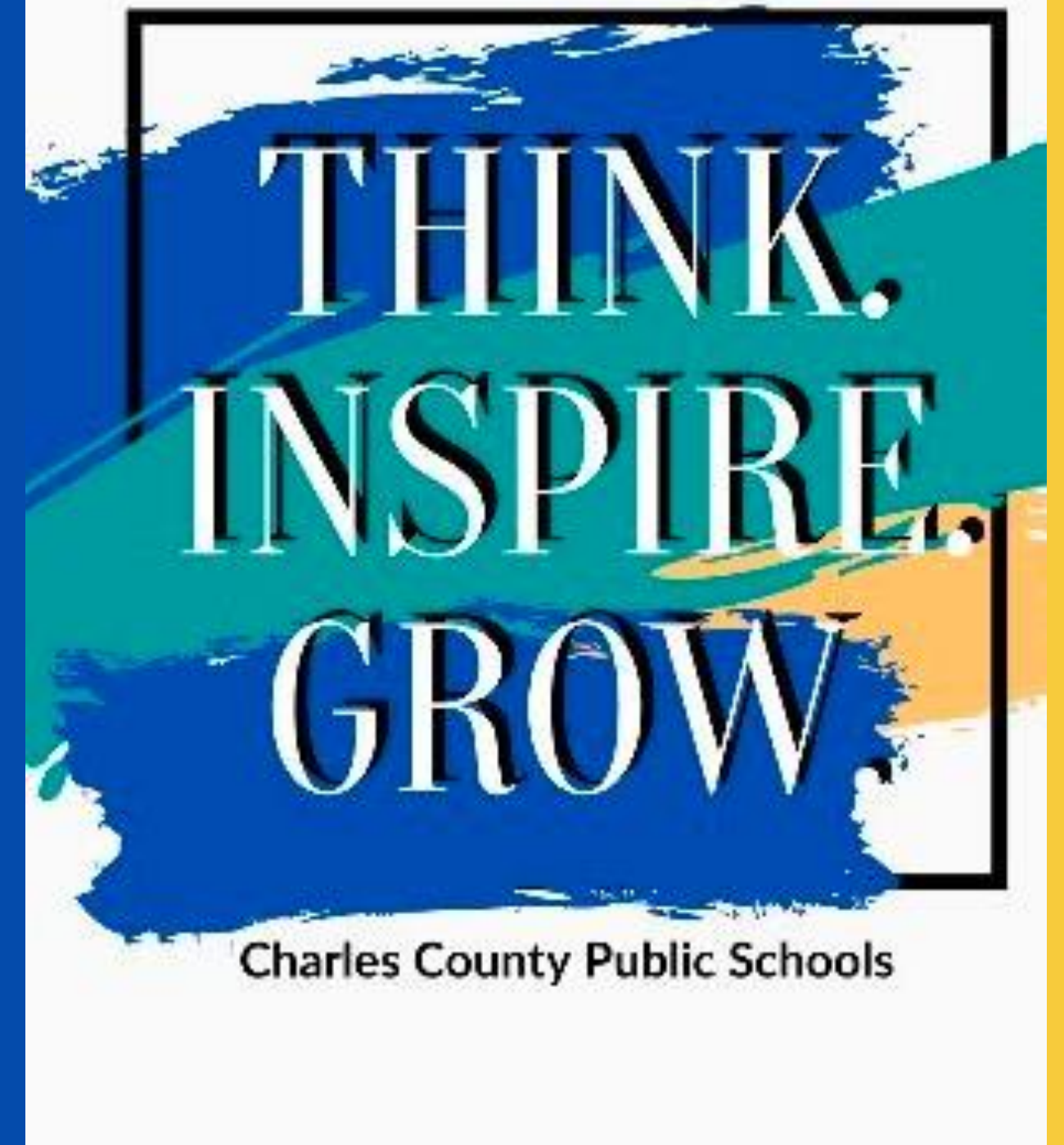


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Cycle 1

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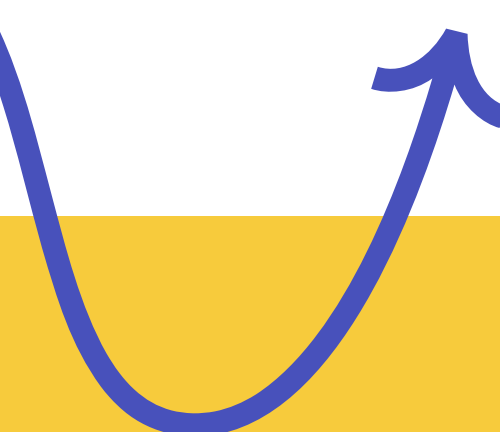
# UNITED WE ROAR FOR ALL

Building Equity, Growth and Connection Through  
Feedback, SEL and Family at Gale-Bailey



# Why Continuous School Improvement

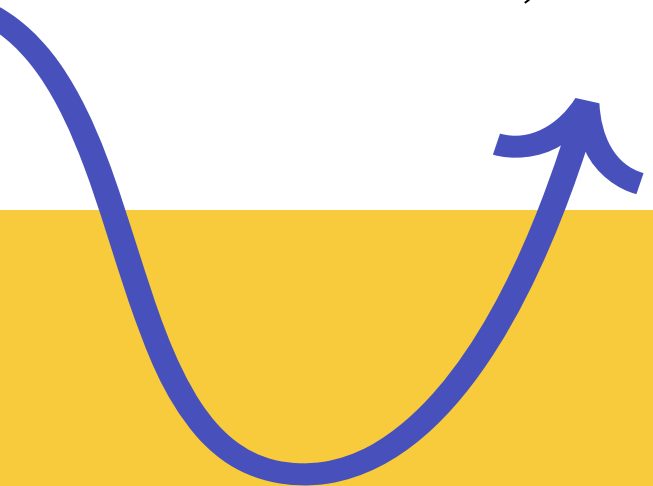
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, 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.



# Why Continuous School Improvement

**Continuous improvement is based upon three core principles:**

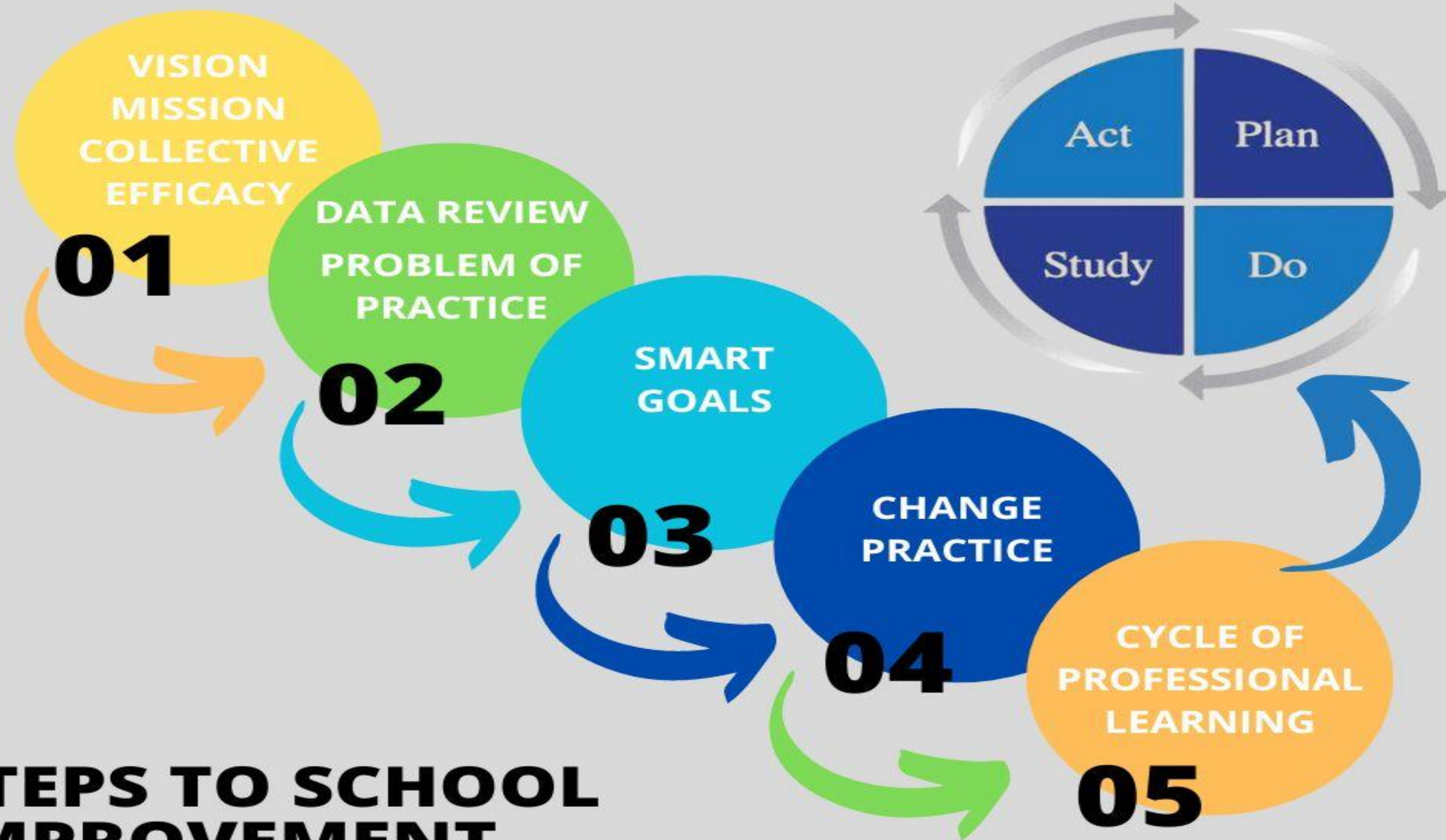
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



# Gale-Bailey Elementary School

## Vision, Mission, Collective Efficacy Statements

**Vision:** To foster an inclusive caring community of unique learners that master twenty-first century skills through clear communication, equity, creativity, and critical thinking.

**Mission:** The mission of Gale-Bailey is to prepare every student to become effective leaders in a global society. We will make an impact on students by operating in integrity, motivation, positivity, accountability, collaboration, and transparency. We will be equitable, student-centered, celebrating diversity, promoting teamwork, and using all the tools and strategies needed to be 21 Century leaders. Our vision focuses on a whole child approach and promotes the long-term development and success of all children. Equity, cultural competency, social emotional learning, and formative assessment will continue to be our pillars at Gale-Bailey. We all responsible for creating an environment that engages, challenges, and supports students.

**Collective Efficacy Statement:** At Gale-Bailey, we believe in the collective responsibility of fostering a nurturing and equitable environment where every educator contributes to student success through collaboration and consistent feedback.

By embracing our shared commitment to cultural competency, equity, SEL, and 21st-century skills, we ensure that all students are supported in reaching their full potential.



# Area of Focus

*Dear Mighty Lions Families,*

*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, standards-based lessons that engage and challenge students.*
- ✓ Differentiated instruction to meet the diverse needs of all learners.*
- ✓ Formative instruction strategies to monitor student understanding of the content*

*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,*

*Gale-Bailey Elementary School*

# Family Support

*Dear Mighty Lion Families ,*

## **How Parents Can Support Their Child's Learning:**

- **Encourage Daily Reading and Math Practice:** Support your child by reading together, discussing stories, and practicing math in everyday activities.
- **Stay Informed:** Attend parent-teacher conferences and school meetings to keep up with your child's progress and curriculum.
- **Create a Positive Study Space:** Ensure your child has a quiet, comfortable space to complete homework. Show interest in their schoolwork and celebrate their achievements.
- **Communicate with Teachers:** Keep an open line of communication with your child's teachers. Ask questions and seek advice to better support learning at home.
- **Foster a Growth Mindset:** Encourage a positive attitude toward learning. Celebrate effort and improvement, and teach your child to embrace challenges.

**United, We ROAR for All**



# Data Summary

English Language Arts Data Overview	Mathematics Data Overview
Based on 23-24 iReady data, 50% of students are performing below grade level in reading because they have gaps in foundational skills.	Based on 23-24 iReady data, 55% of students are performing below grade level in math because they have gaps in foundational skills.
Only 40% of students in grades 3-5 scored proficient or higher on the ELA MCAP	Only 26% of students in grades 3-5 scored proficient or higher on the Math MCAP
Only 9% of students in grade 5 scored proficient or higher on MISA	



# School Problem of Practice & Smart Goals

## ELA Smart Goal

- 45% of 4<sup>th</sup> and 5<sup>th</sup> grade students will meet proficient on the MCAP reading assessment

## Mathematics Smart Goal

- 35% of 4<sup>th</sup> and 5<sup>th</sup> grade will meet proficient on the MCAP math assessment



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

- Increase teachers and staff use and knowledge of formative assessment in the classroom.

## Cycle of Professional Learning # 1 Overview

- Teachers will be provided with PD on formative assessment to start the school year.
- Teachers will be provided with long range planning dates to plan collaboratively with their team members.
- Teachers will collect baseline writing samples to see how their students improve with writing throughout the year.
- Teachers will collect pre/post cool down assignments to analyze student growth throughout the year.



# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Adults will improve their practice and familiarity with Maryland State standards and formative assessment by using Success Criteria.	<ul style="list-style-type: none"><li><input type="checkbox"/> Student improvement on phonics portion of i-Ready</li><li><input type="checkbox"/> Increase of students reading on grade level</li><li><input type="checkbox"/> Increase the level of student mastery in all the mathematic domains</li></ul>
Adults will utilize their PD to implement and improve their knowledge of the W2 standard.	<ul style="list-style-type: none"><li><input type="checkbox"/> Increase in intermediate students using multi-paragraph essays to answer prompts</li><li><input type="checkbox"/> Increase in primary students constructing a paragraph to answer prompts</li></ul>

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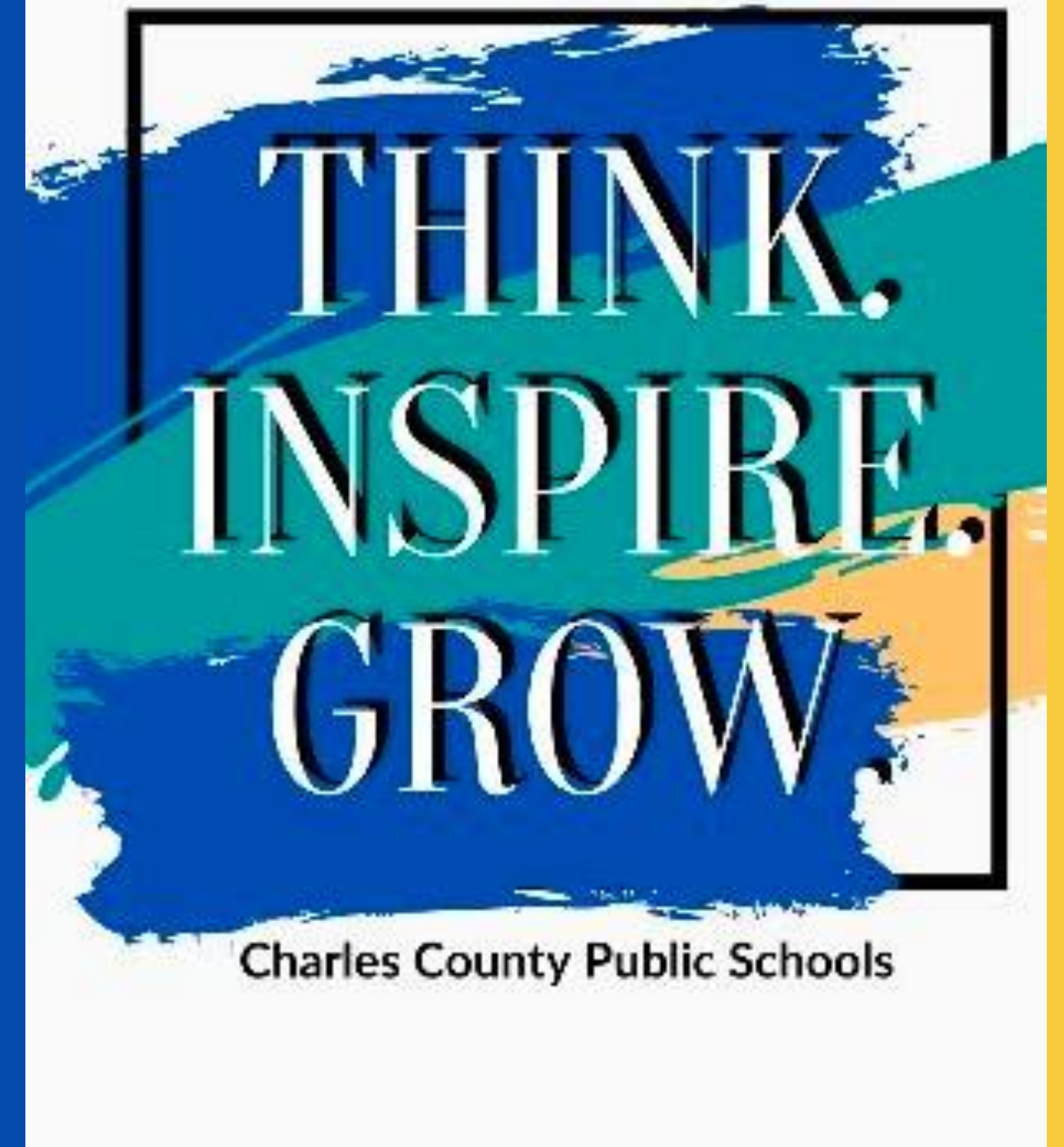
# Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"><li>○ i-Ready</li><li>○ MCAP</li><li>○ Writing Baseline</li></ul>	<ul style="list-style-type: none"><li>○ Fall 2024 i-Ready scores showed little summer slide.</li><li>○ MCAP 2024, 4th grade scores reflected overall progress</li><li>○ Writing Baseline (available when completed)</li><li>○ Staff and students use Success Criteria</li></ul>

- Consistent use of iReady for both reading and math (45 minutes per week)
- Ongoing progress monitoring for both reading and math
- Model the use of the RACE Strategy for responding to written responses
- Model strategies for answering selected response questions

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Culture & Climate Cycle 1

Gale-Bailey Elementary  
School



# Culture & Climate Overview

## Data Overview

- 25 minor and major referrals for physical attacks
- 13 minor and major referrals for fighting
- 11 minor and major bullying and harassment referrals
- 92% of our referrals were males
- 38% of our referrals are related to student to student conflict

## Culture & Climate Area of Focus

- We need to focus on male to male student relationships
- We have a large problem with students not being able to resolve conflicts with one another without becoming physical or violent with one another
- We need to address conflict resolution among our student population

## Smart Goal

- 38% of our referrals involved student to student conflict (physical attacks, fighting, and/or bullying and harassment). We will decrease that percentage to 20% for the 2024-2025 school year.



# Action Steps

**1**

**We will review referral guidelines with our staff at the start of the school year. i.e. - what constitutes a referral, reviewing the code of conduct, etc.. We will also review PBIS strategies and guidelines with the staff.**

**2**

**We will assign male staff members as mentors to our boys that struggle the most with peer conflict and we will review Move this World and outline guidelines and expectations for staff to implement this program.**

**3**

**We will organize training in peer mediation to our students and staff.**

**4**

**We will implement restorative circles once a week and encourage them regularly by classroom teachers.**

# Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p><b>We need to work on implementing our peer mediation protocol. We still need to provide training to the students and staff.</b></p>	<p><b>At the end of September, our referrals related to student to student conflict have drastically decreased. PBIS strategies and Move this World are helping our students resolve conflicts and manage their emotions.</b></p>

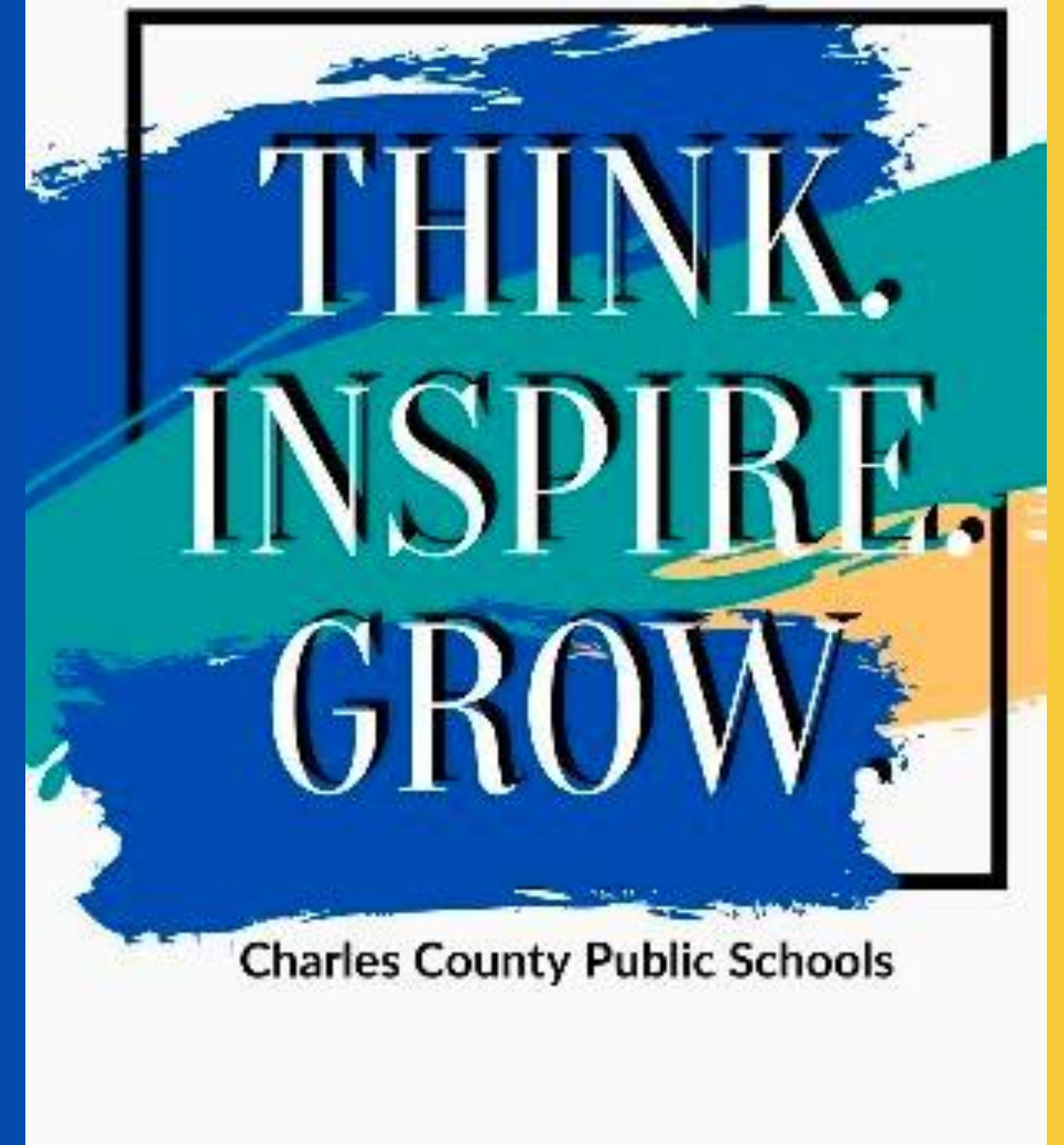
## Next Steps

- Whole staff meeting training to review peer mediation techniques.
- Student survey on their views about our culture and climate.



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School Improvement Plan  
Cycle 2

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School



# Cycle 2: Change Practice & Cycle of Professional Learning

## Change Practice

- Insert Change Practice

## Cycle of Professional Learning # 2 Overview

- Insert strategies that teachers will learn and execute to improve student achievement. This should be an overview of the cycle of professional learning. Broad steps. Highlight the major strategies and areas of focus.



# Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<p>Adults will improve their practice and familiarity with Maryland State standards and formative assessment by using Success Criteria.</p> <p>Adults will use Learning Progression with ease to enhance formative assessment to meet the needs of individual students</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Student improvement on phonics portion of i-Ready</li><li><input type="checkbox"/> Increase of students reading on grade level</li><li><input type="checkbox"/> Increase the level of student mastery in all the mathematic domains</li><li><input type="checkbox"/> Winter 2024 i-Ready scores will show 50% growth</li></ul>
<p>Adults will utilize their PD to implement and improve their knowledge of the W2 standard.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Increase in intermediate students using multi-paragraph essays to answer prompts</li><li><input type="checkbox"/> Increase in primary students constructing a paragraph to answer prompts using the RACE Strategy</li></ul>

# Cycle 2: Outcomes

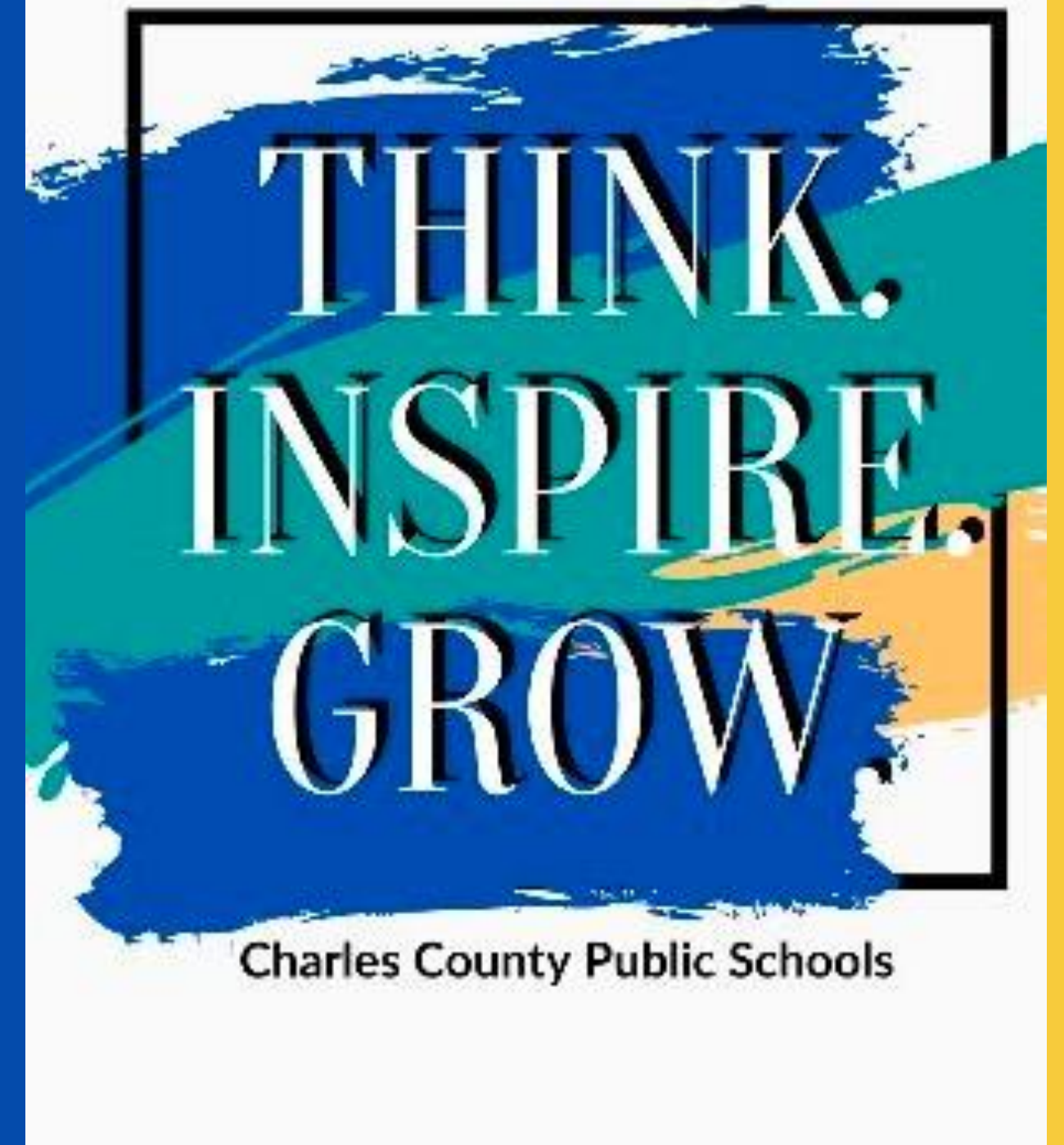
Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"><li>○ i-Ready</li><li>○ MCAP</li><li>○ Writing Baseline</li></ul>	<ul style="list-style-type: none"><li>□ Student improvement on phonics portion of i-Ready</li><li>□ Increase of students reading on grade level</li><li>□ Increase the level of student mastery in all the mathematic domains</li><li>□ Increase in primary and intermediate students using the RACE strategy</li></ul>

## Next Steps

- Consistent use of iReady for both reading and math (45 minutes per week)
- Ongoing progress monitoring for both reading and math
- Model the use of the RACE Strategy for responding to written responses
- Model strategies for answering selected response questions
- Continue using Maryland State Standards and formative assessments

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Culture & Climate Cycle 2

Gale-Bailey Elementary  
School



# Culture & Climate Overview

Data Overview	4 major referrals 4 minor referrals 2 for disruption, 3 for disrespect, 2 physical attacks, 1 bullying/harassment
Culture & Climate Area of Focus (Write as a brief statement explaining the why for your school's work. Refine the problem of practice in a manner that is easily understood for parents (repeat the AI Steps). Delete these directions after making the revisions.	So far this year we are on our way to meeting our goal. We are trying to lower our student to student conflicts to 20%. Right now, 3 out of 8 of our referrals are related to student to student conflict. We anticipate that percentage balancing out as we gather more data.
Smart Goal	38% of our referrals involved student to student conflict (physical attacks, fighting, and/or bullying and harassment). We will decrease that percentage to 20% for the 2024-2025 school year.



# Action Steps

1

We will review behavior expectations with our students as we transition between breaks and at the start of new quarters. We will review referral guidelines and expectations with staff members.

2

We will continue to promote PBIS and will incentivize positive behavior through our ROAR expectations and quarterly incentives.

3

We will continue to use Move this World on a daily basis in our classrooms. We will also continue our restorative practices and our weekly restorative circles.

4

We will continue our work with peer mediation.

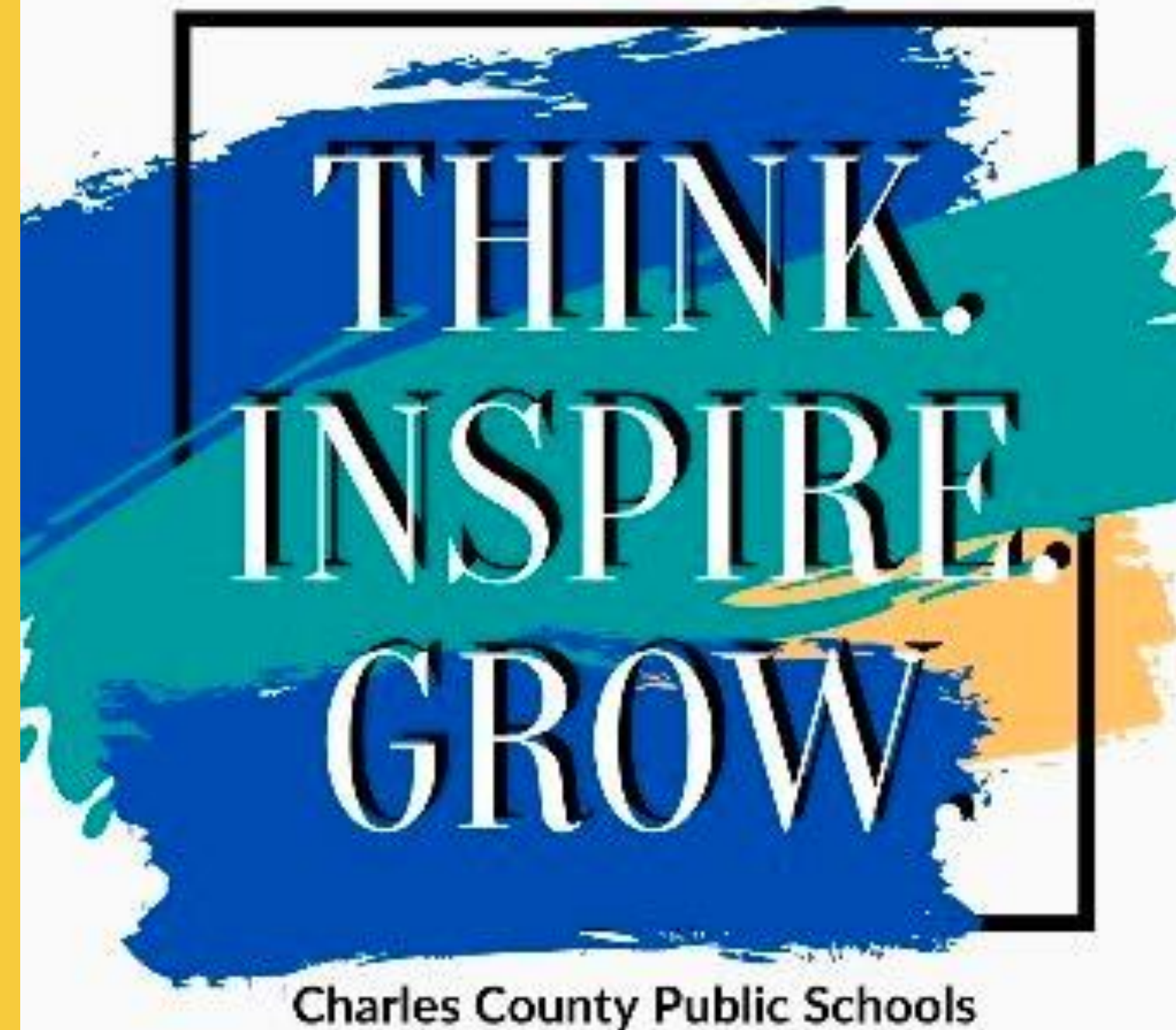
# Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p><b>We need to work on implementing our peer mediation protocol. We still need to provide training to the students and staff.</b></p>	<p><b>We only have 8 referrals so far this school year, which is drastically lower than last year.</b></p>

## Next Steps

- Whole staff meeting training to review peer mediation techniques.
- Student survey on their views about our culture and climate.

THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!