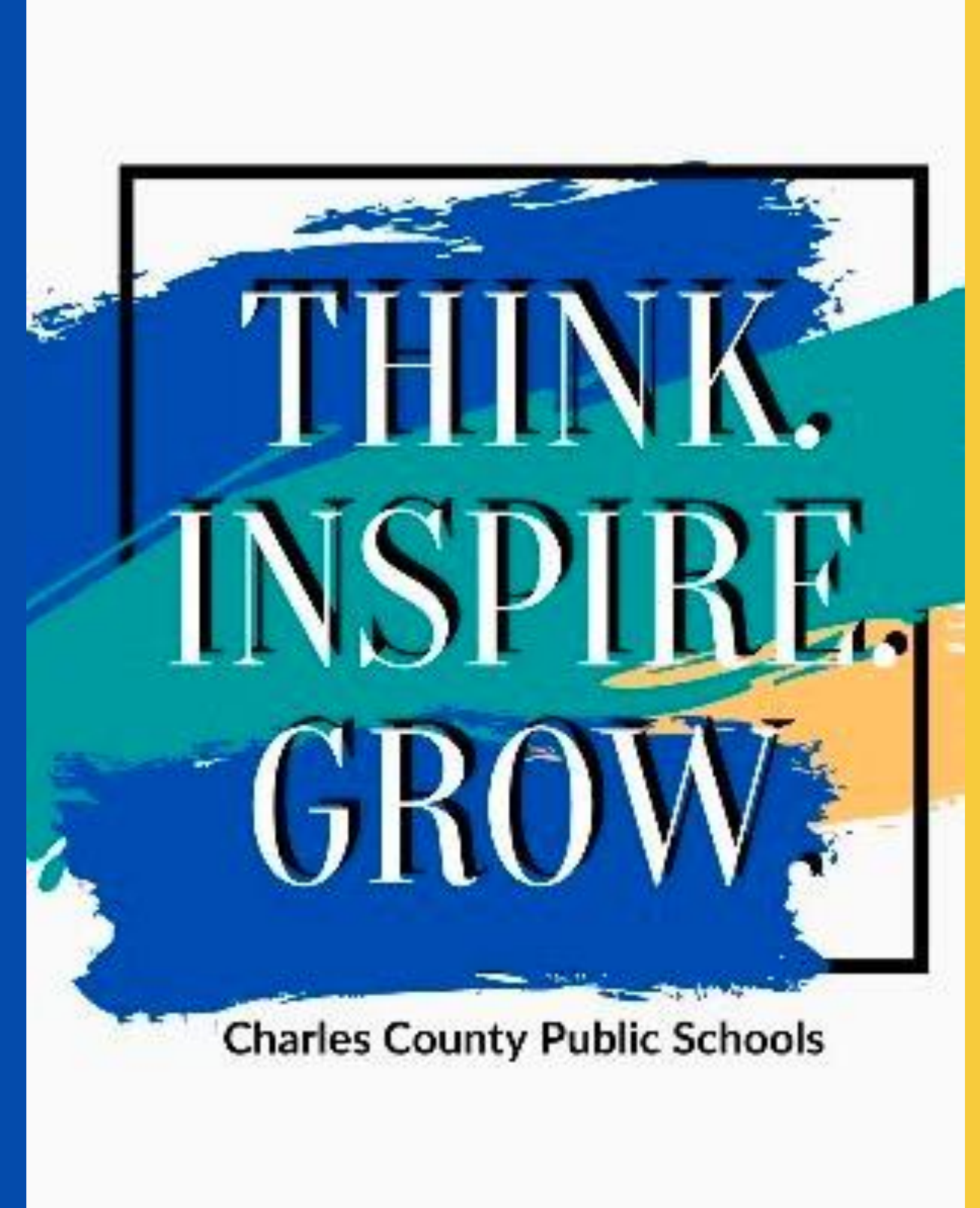


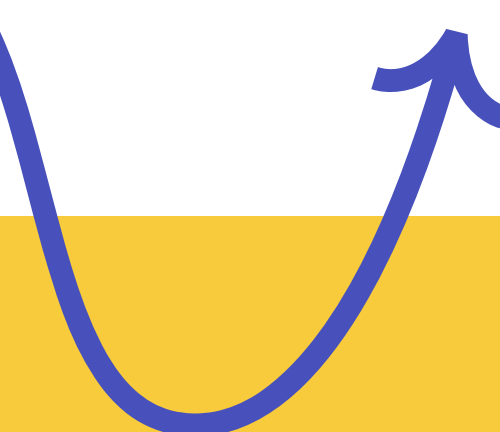
# Charles County Public Schools School Improvement Plan Cycle 1

F.B. Gwynn Educational  
Center



# 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.



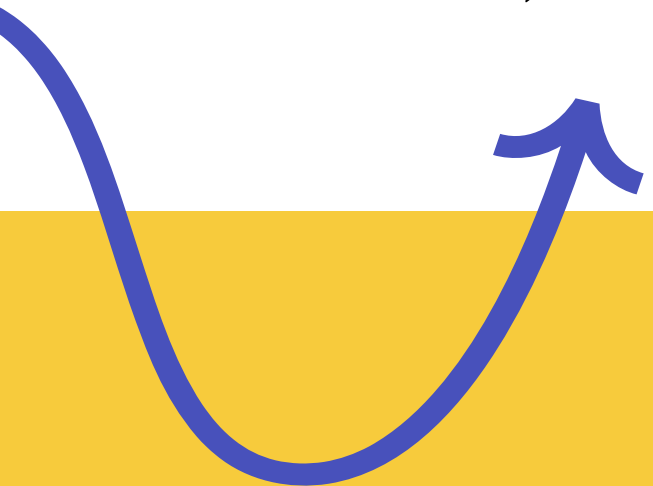
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# Why Continuous School Improvement

**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).

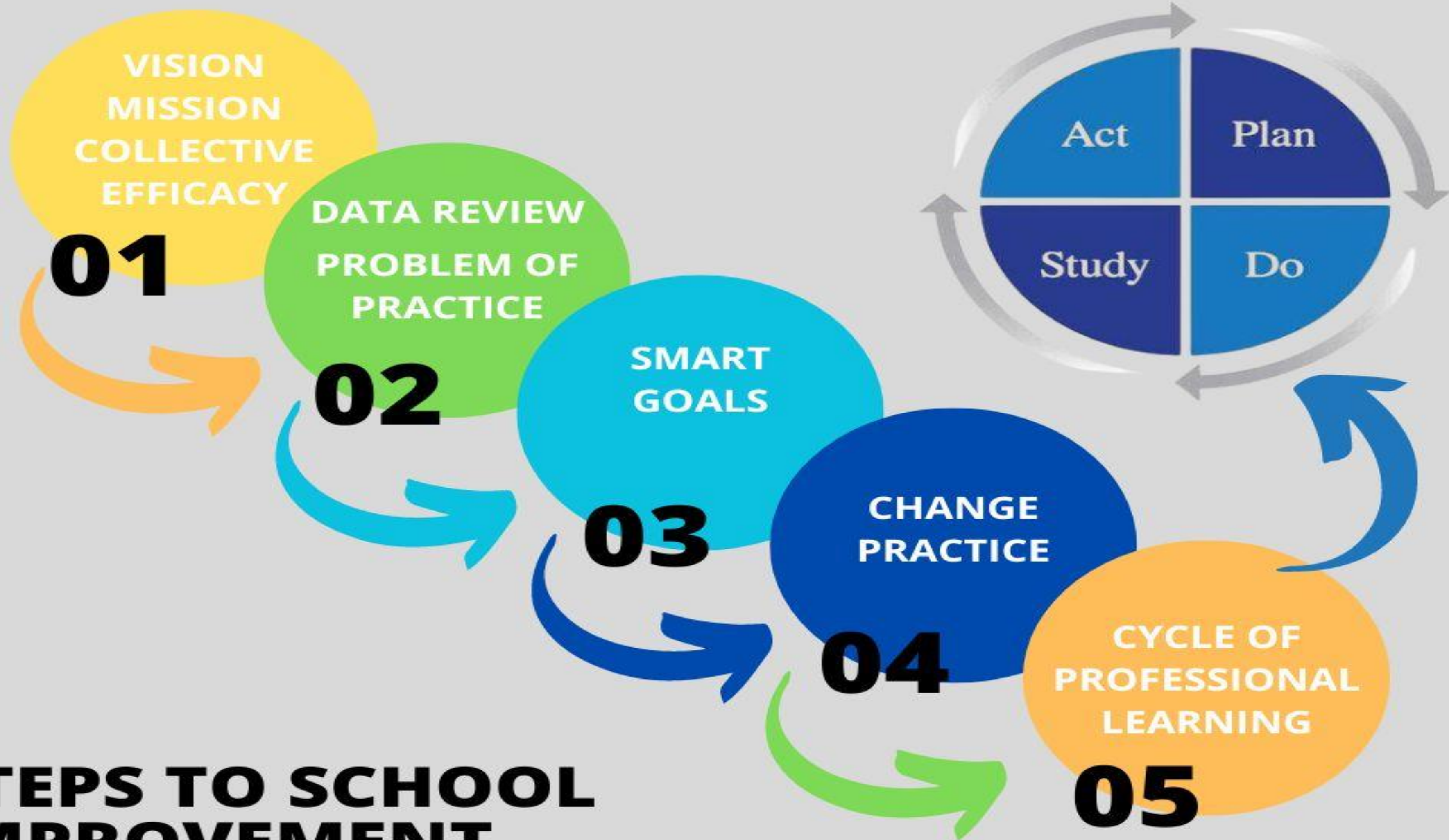


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# STEPS TO SCHOOL IMPROVEMENT



# F.B. Gwynn Educational Center

## Vision, Mission, Collective Efficacy Statements

**Vision:** *Every student will receive the necessary skills to become a productive and self-sufficient member of our global community. We encourage our students to show respect to others and accept responsibility for their own actions.*

**Mission:** *The mission of the F.B. Gwynn Educational Center in collaboration with our communities and families is to prepare our students to reach their full academic, emotional, and social potential. It is our belief that first it is our responsibility to keep students safe in a nurturing and caring environment that embraces the individual needs of all students.*

**Collective Efficacy Statement:** *Through the continuous school improvement process, the Gwynn Center will create a school culture that is focused on the shared belief that together we can collectively grow students' social, emotional, and academic skills in order for them to be successful at their home schools.*



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# Area of Focus

At F.B. Gwynn Educational Center, we are committed to elevating our students' proficiency in English Language Arts (ELA) and Math through standards-based teaching, structured learning systems, and differentiated instruction. Our focus is on providing consistent, high-quality education that addresses the diverse needs of all students. By strengthening foundational skills and implementing effective teaching strategies, we aim to empower every student to achieve academic success. With the collaboration of our dedicated teachers and supportive parents, we are excited to see our students thrive and reach their full potential.



# Data Summary

English Language Arts Data Overview	Mathematics Data Overview
<p>74% of Gwynn Center students in grades 1-5 are 2 or more grade levels below in Reading according to the Spring '24 Reading iReady. Within the specific Reading Domains, the following percentage of students are 3 or more years below grade level:</p> <ul style="list-style-type: none"><li>• Phonics: 34%</li><li>• High Frequency Words: 26%</li><li>• Vocabulary: 39%</li><li>• Comprehension: 45%</li><li>• Literature: 42%</li><li>• Informational Text: 42%</li></ul>	<p>79% of Gwynn Center students in grades 1-5 are 2 or more grade levels below in Math according to the Spring '24 Math iReady. Within the specific Mathematics Domains, the following percentage of students are 3 or more years below grade level:</p> <ul style="list-style-type: none"><li>• Number and Operation: 32%</li><li>• Algebra and Algebraic Thinking: 39%</li><li>• Measurement and Data: 45%</li><li>• Geometry: 47%</li></ul>



# School Problem of Practice & Smart Goals

## ELA Smart Goal

- F.B. Gwynn Center will increase the number of students meeting or exceeding Developing Learner category by 10% (from 26% to 36%) on the ELA MCAP.

## Mathematics Smart Goal

- F.B. Gwynn Center will increase the number of students meeting or exceeding Developing Learner category by 10% (from 7% to 17%) on the Math MCAP



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

- IRT, IS, and Administration will employ class visits and provide feedback.

## Cycle of Professional Learning # 1 Overview

- Teachers will participate in Professional Learning in order to successfully unpack standards to promote student achievement.

# Cycle 1: Anticipated Outcomes

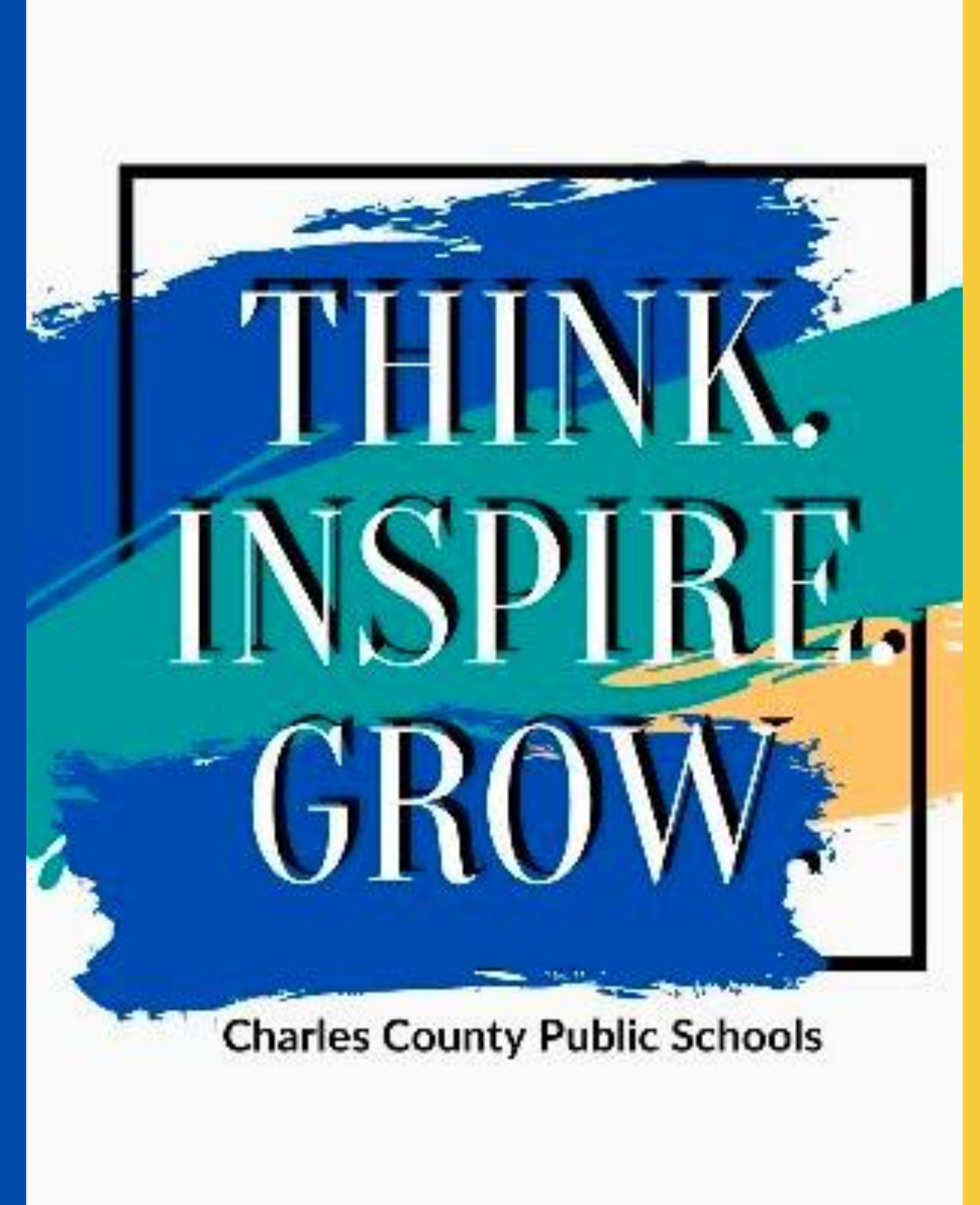
Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Based on targeted walkthroughs, <b>TEACHERS</b> will post, communicate, and align instructional activities to grade level or prerequisite standards.	<b>STUDENTS</b> will demonstrate success on the instructional activities based on success criteria of grade level or prerequisite standards.

# Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
How to use standards to drive instruction and inform lesson planning	Walk through forms created and walk throughs conducted Professional learning provided for unpacking standards Data shows that students understand the standard being taught (as a result of walk through data)

# Charles County Public Schools Culture & Climate Cycle 1

F.B. Gwynn Educational  
Center





# Culture & Climate Overview

Data Overview	<ul style="list-style-type: none"><li><i>Gwynn Center teachers logged into Move This World an average of 21.8 school days in the 23-24 school year</i></li><li><i>12 Staff members logged into Move This World less than 10 times during the 23-24 school year</i></li><li><i>The EA Team used Move This World more consistently than the other 2 teams</i></li><li><i>43% of discipline referrals were in the "physical attack on students" and "physical attack on adults" categories</i></li><li><i>Gwynn Center students have inappropriate or inadequate coping skills and we'd like to use Move This World to help increase their coping skills and thereby reduce the behaviors associated with physical attacks on adults and students.</i></li></ul>
Culture & Climate Area of Focus	<i>Physical aggression disrupts learning and creates an unsafe environment for everyone.</i>
Smart Goal	Teachers will implement Move This World and Zones of Regulation into their daily routines in order to help students identify and process their emotions as well as develop healthy coping skills and thereby reduce the behaviors associated with physical attacks on adults and students.

## Action Steps

- |   |   |
|---|---|
| 1 | Set schoolwide expectations for "Zones of Regulation" and "Move This World" curriculum.         |
| 2 | Implement "Zones of Regulation" and "Move This World" curriculum with fidelity.                 |
| 3 | Provide professional development opportunities for "Move This World" and "Zones of Regulation". |

# Culture & Climate Cycle 1: Outcomes

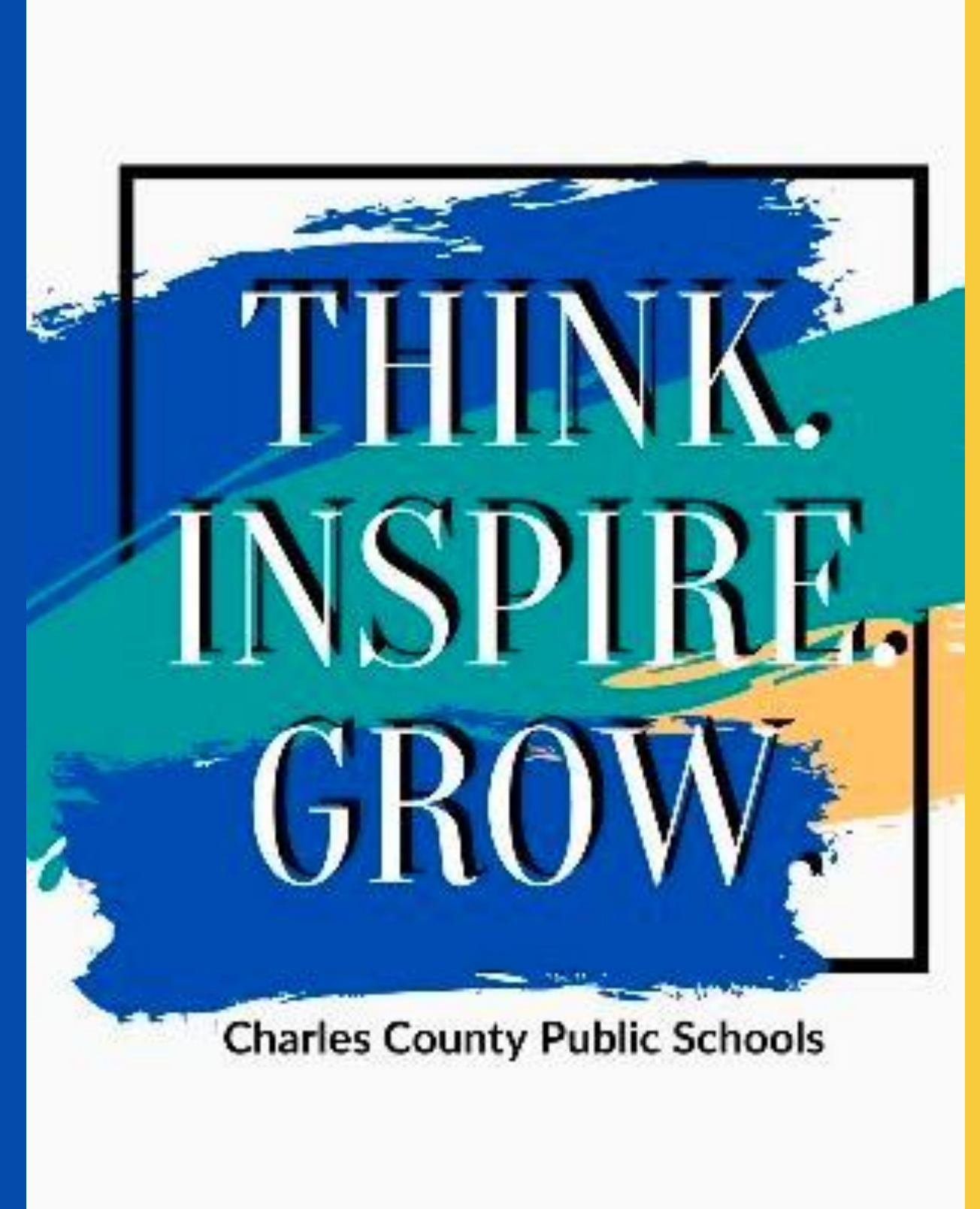
Cycle Areas of Growth	Cycle Celebrations
Only 4 out of 12 teachers accessed Move This World in Quarter 1	ZERO restraints across the building in the month of November

## Next Steps

- Provide teachers with additional instruction and training on accessing and utilizing Move This World
- Admin will increase monitoring and usage of Move This World via the MTW website

# Charles County Public Schools School Improvement Plan Cycle 2

**F.B. Gwynn**  
**Educational Center**





# Cycle 2: Change Practice & Cycle of Professional Learning

## Change Practice

- IRT, IS, and Administration will employ class visits and provide feedback.

## Cycle of Professional Learning # 2 Overview

- Teachers will participate in Professional Learning in order to successfully unpack standards to promote student achievement.



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# Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Based on targeted walkthroughs, <b>TEACHERS</b> will post, communicate, and align instructional activities to grade level or prerequisite standards.	<b>STUDENTS</b> will demonstrate success on the instructional activities based on success criteria of grade level or prerequisite standards.

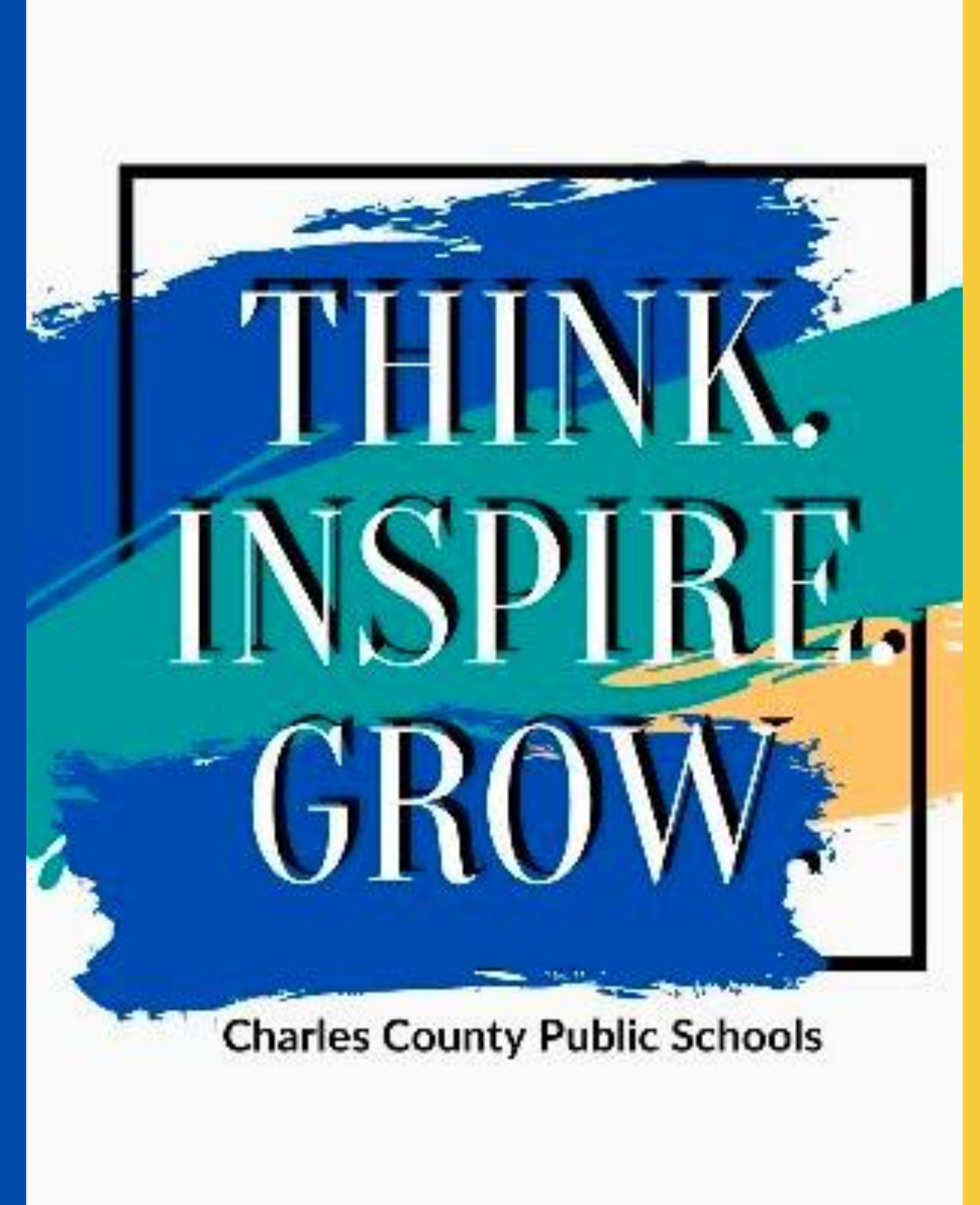
# Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

# Charles County Public Schools Culture & Climate Cycle 2

F.B. Gwynn  
Educational Center





# Culture & Climate Overview

Data Overview	<ul style="list-style-type: none"><li><i>Gwynn Center teachers logged into Move This World an average of 21.8 school days in the 23-24 school year</i></li><li><i>12 Staff members logged into Move This World less than 10 times during the 23-24 school year</i></li><li><i>The EA Team used Move This World more consistently than the other 2 teams</i></li><li><i>43% of discipline referrals were in the "physical attack on students" and "physical attack on adults" categories</i></li><li><i>Gwynn Center students have inappropriate or inadequate coping skills and we'd like to use Move This World to help increase their coping skills and thereby reduce the behaviors associated with physical attacks on adults and students.</i></li></ul>
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.	<i>Physical aggression disrupts learning and creates an unsafe environment for everyone.</i>
Smart Goal	Teachers will implement Move This World and Zones of Regulation into their daily routines in order to help students identify and process their emotions as well as develop healthy coping skills and thereby reduce the behaviors associated with physical attacks on adults and students.

## Action Steps

- 1 Set schoolwide expectations for "Zones of Regulation" and "Move This World" curriculum.
- 2 Implement "Zones of Regulation" and "Move This World" curriculum with fidelity.
- 3 Provide professional development opportunities for "Move This World" and "Zones of Regulation".

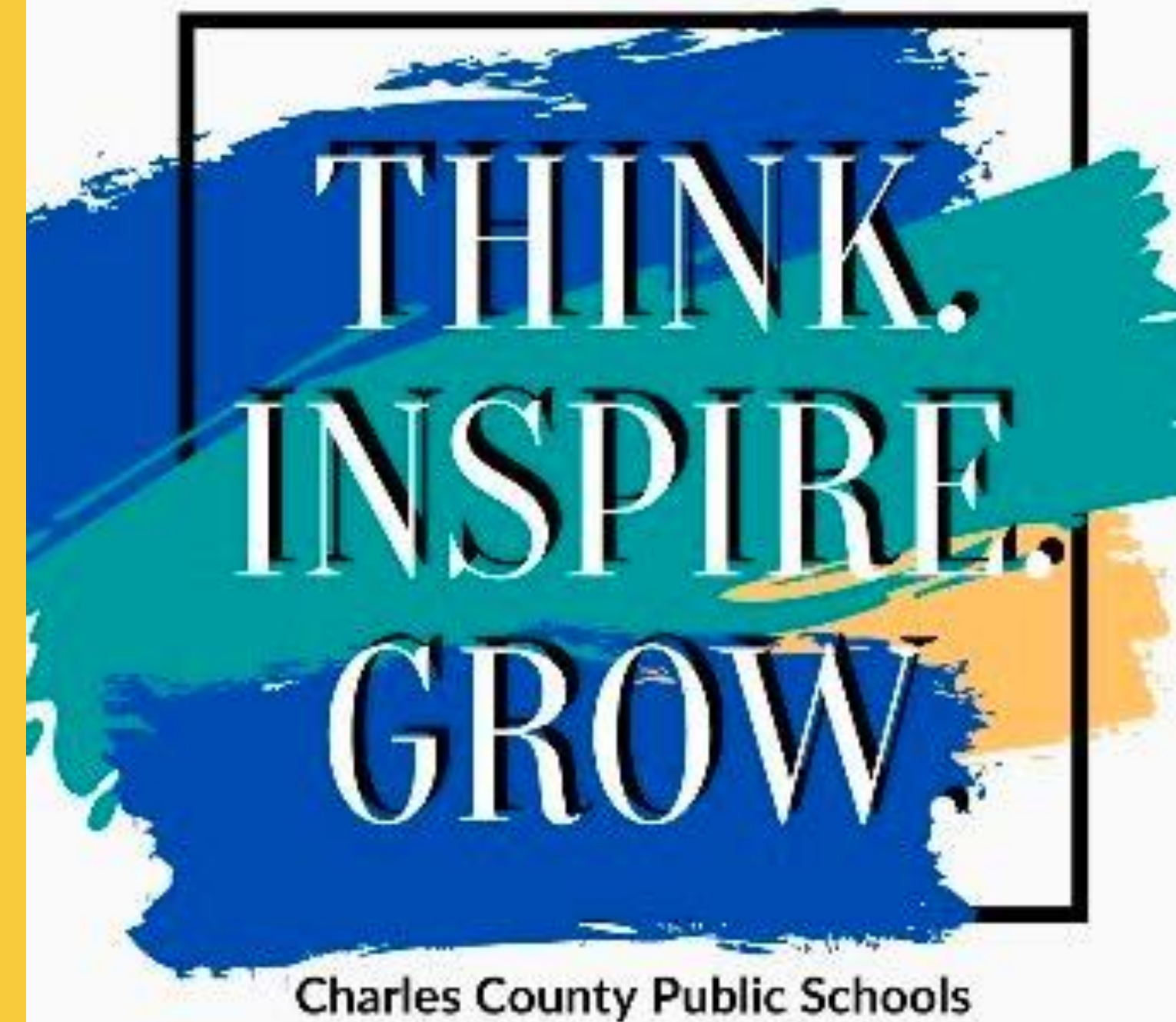
# Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

- Insert next steps based upon the findings ....

THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .  
We Appreciate Your Partnership!