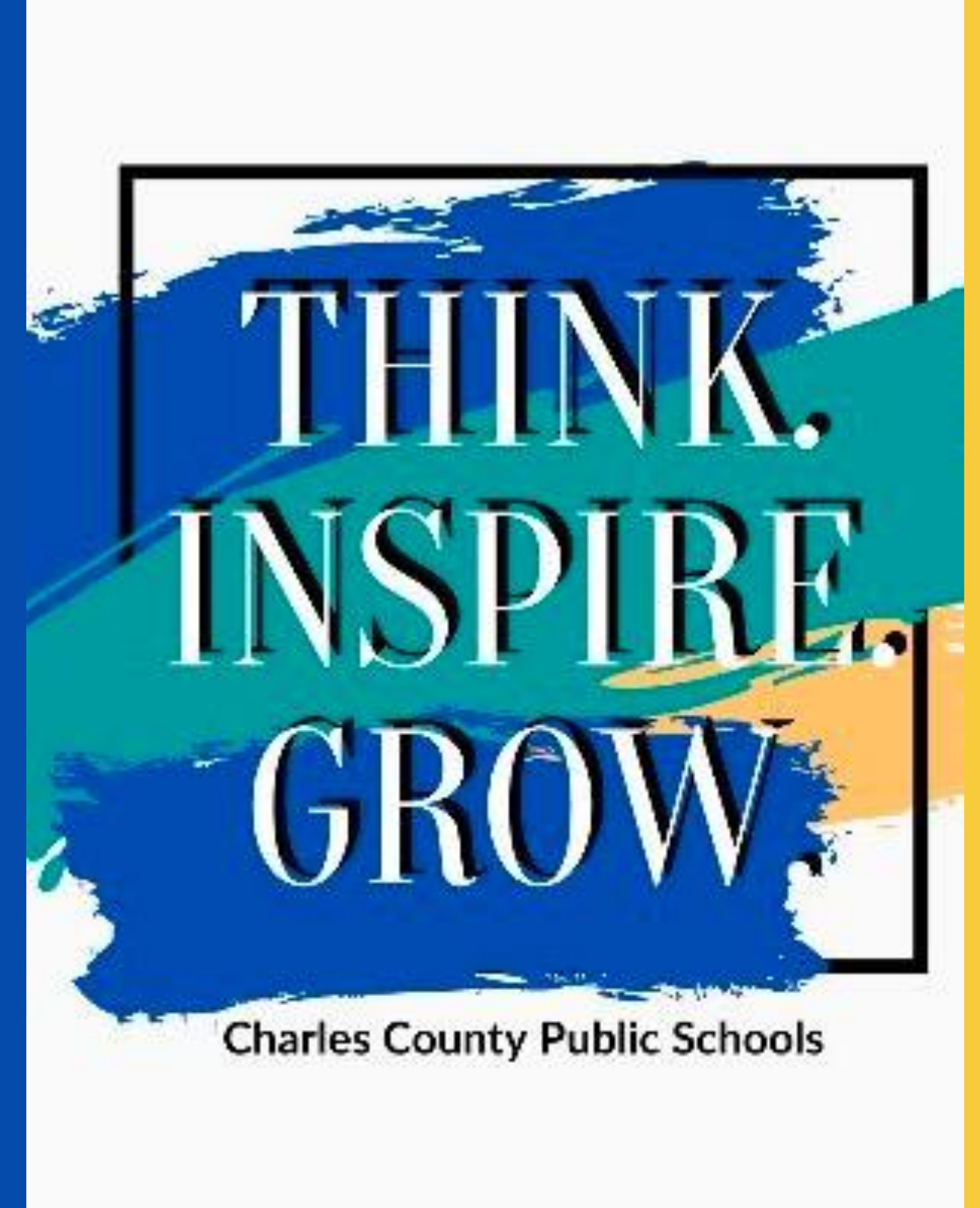
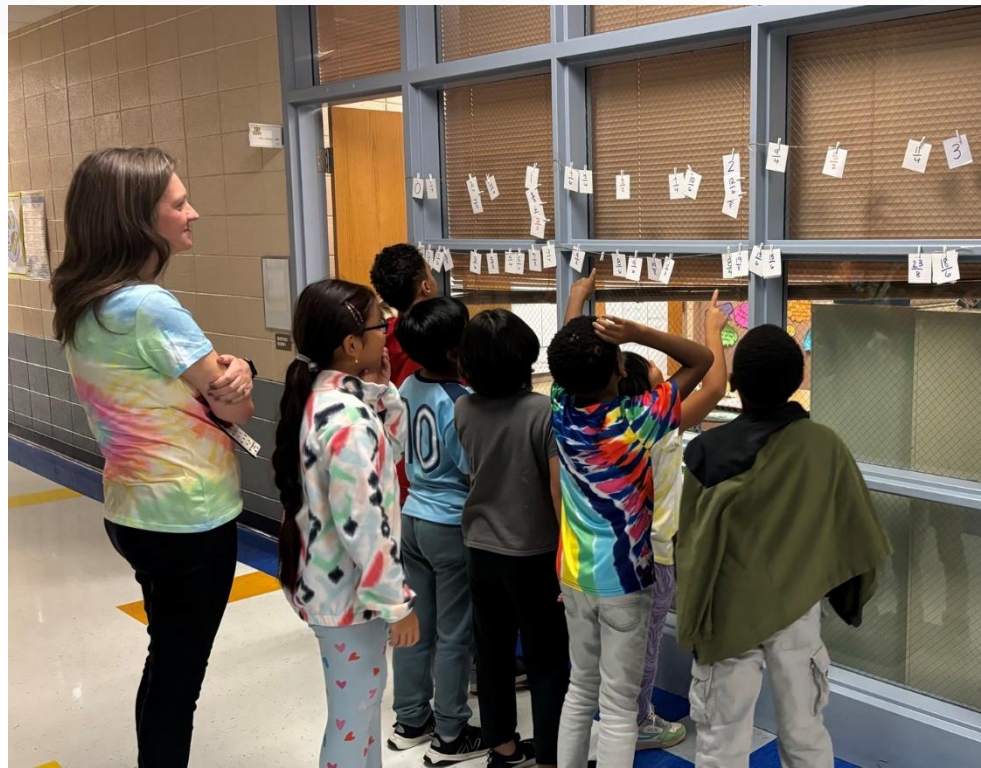


Charles County Public Schools School Improvement Plan Cycle 1

Berry Elementary



At Berry, we LEARN – LEAD – ACHIEVE together!



LEARNING



LEADING



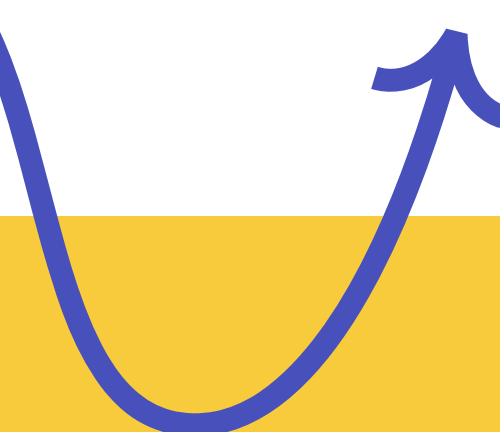
ACHIEVING



Celebrating our kids, our commitment, and our community!

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.



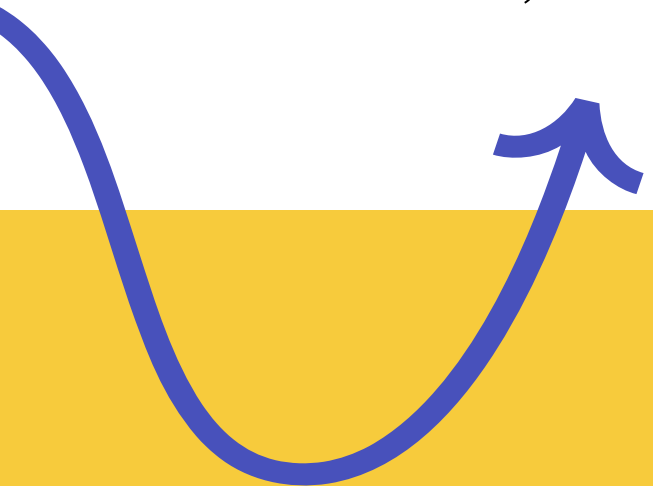
Charles County
Public Schools

Working together to achieve excellence for every student.

Why Continuous School Improvement

Continuous improvement is based upon three core principles:

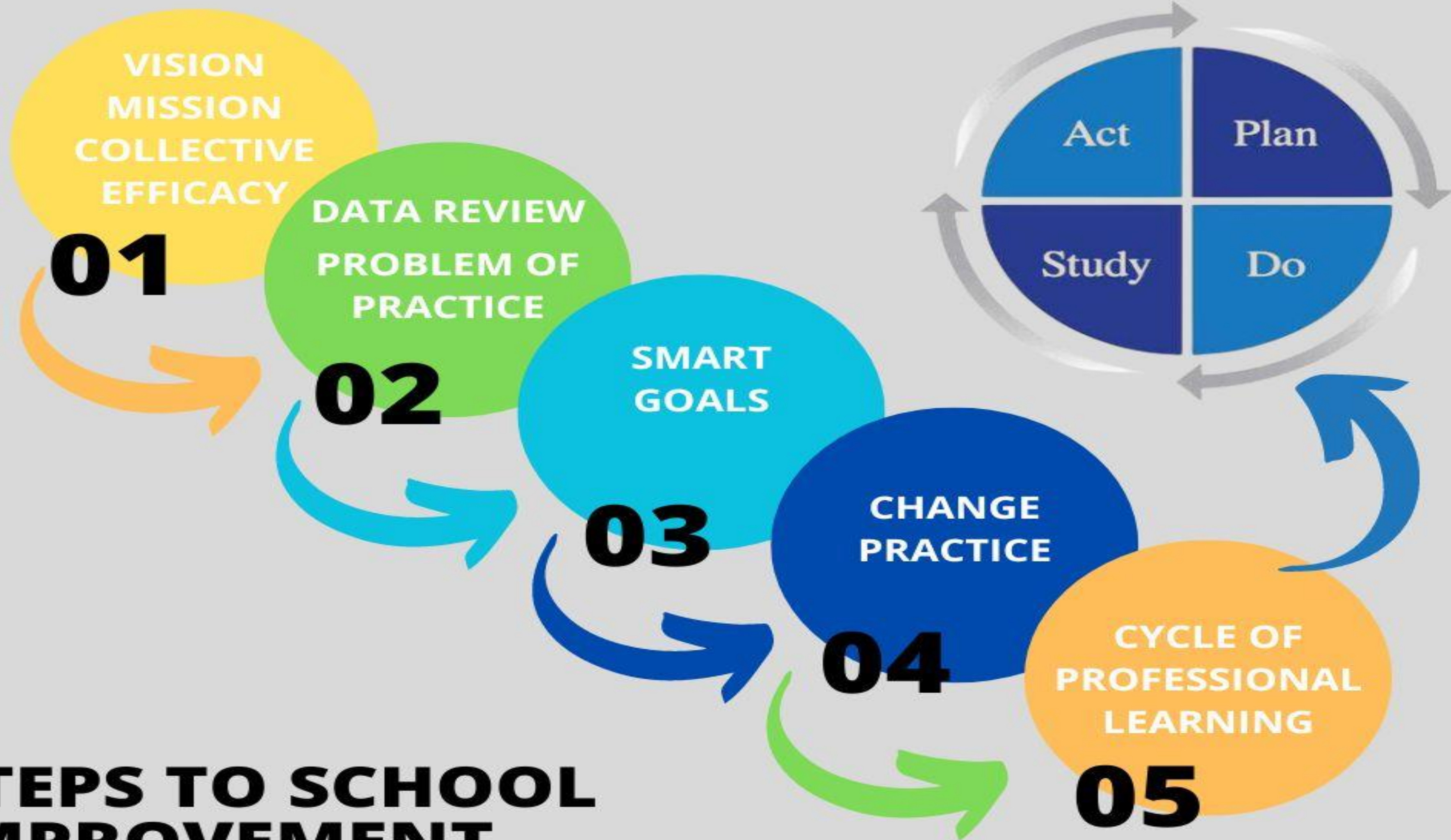
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Berry Elementary

Vision, Mission, Collective Efficacy Statements

Vision: Berry Elementary School is a place where the entire community works together to stimulate and develop competent life-long learners in a safe, orderly and supportive environment.

Mission: The mission of Berry 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: Berry Elementary aspires to establish universal team norms focusing on a shared leadership mindset through collective responsibility, to promote continued growth and improvement for all. This requires cultivating higher expectations with an intentional approach of shared ownership and reflection to meet our learning goals.



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Area of Focus

Dear Parents and Guardians,

We are committed to ensuring that every student excels in both English Language Arts (ELA) and Mathematics. Our goal is to improve the number of students who score proficient on the spring 2025 MCAP assessments by at least 10%. To achieve this, we are focusing on:

- **Adequate planning:** Assisting teams/ teachers in planning lessons that are engaging and effective in meeting the established educational standards.
- **Flexible grouping time:** Tailoring our teaching methods to provide differentiated instruction and meet the diverse needs of all learners.
- **Teacher clarity of the standard:** Ensuring teachers understand the rigor of learning required for students to be successful with each grade level standard.

By concentrating on these key areas, we aim to provide an enriching educational experience that supports the success of every student.

Thank you for your continued partnership in your child's education.

Sincerely,
Berry Elementary

Data Summary

In the chart, please include five concise data points that identify the areas of need.

English Language Arts Data Overview	Mathematics Data Overview
For the spring 2024 MCAP ELA assessment, 33% of Berry’s students scored proficient or higher.	For the spring 2024 MCAP Math assessment, 19% of Berry’s students scored proficient or higher.
In third grade, 36% of students scored at least proficient on MCAP. In reading, most of our third graders were developing in the areas of reading foundation, reading informational and reading literacy. Conversely, most of our third graders were distinguished or proficient in vocabulary. In writing, most students scored proficient or above in written conventions and written expression.	In third grade, 27% of students scored at least proficient on MCAP. A majority of students scored in the developing range for content and modeling and in the beginning learner range for reasoning.
In fourth grade, 35% of students scored at least proficient on MCAP. In reading, most students were developing in reading literacy and vocabulary, while most scored proficient or above in the reading informational category. In writing, most students scored in the developing range for both written conventions and written expression.	In fourth grade, 14% of students scored at least proficient on MCAP. A majority of students scored in the developing range for content, modeling, and reasoning.
In fifth grade, 29% of students scored at least proficient on MCAP. In reading, most students were in the developing range for the reading informational, reading literacy and vocabulary areas. In writing, most students were developing in written conventions and scored in the beginning learners range for written expression.	In fifth grade, 17% of students scored at least proficient on MCAP. A majority of students scored in the developing range for content, modeling, and reasoning.
Our iReady data shows a 104% progress towards growth from fall 2023 to spring 2024.	Our iReady data shows a 4% school-wide growth from fall 2023 to spring 2024.

School Problem of Practice & Smart Goals

ELA Smart Goal

Berry Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Reading assessment from 33% to 43% by June 2025.

Mathematics Smart Goal

Berry Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics assessment from 19% to 31.5% by June 2025.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Berry Elementary teachers will receive professional development on best practices as it relates to teacher/team planning, as well as using data to drive instruction for flexible groups.

Cycle of Professional Learning # 1 Overview

- Through the use of various meeting times, teachers will set team planning norms, use planning time to review student data and analyze upcoming standards, and make instructional decisions based on iReady/ formative/ summative assessment data.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will adhere to established team planning and collective efficacy norms.	Student engagement in academic lessons will increase.
Teachers will regularly participate in team planning and use the outcomes of those discussions to make instructional decisions for the specific learners in their classes.	Students will have improved understanding of and higher quality application of educational standards.
Teachers will regularly meet with the ILT team for clarification of standards, best instructional practices, and data analysis.	Students will routinely participate in higher level discussions using academic vocabulary.
Teachers will make improvements to their instructional practices based on feedback from walkthroughs.	Student data will improve in areas that require reasoning.
Teachers will develop a stronger understanding of quality discourse, using text evidence, and implementation of core programs.	Students will willingly use a variety of strategies to show their thinking on formative and summative assessments.

Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Students engage in discourse during lessons. Students articulate what they are learning and why.	Teams are meeting weekly to collaboratively plan instruction. Students are marking the text independently.

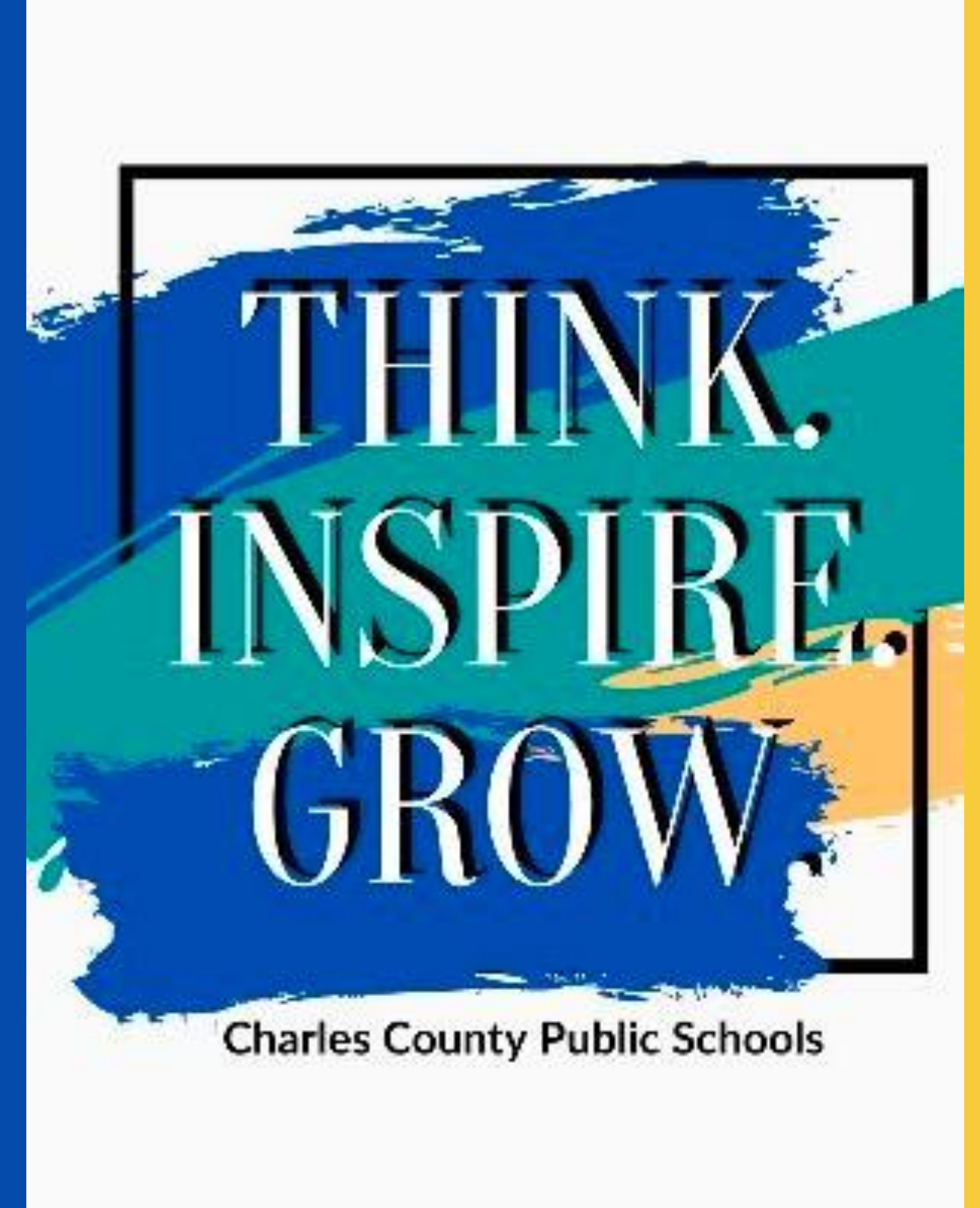
Next Steps:

***Plan engaging lessons based on the standards with opportunities for student discourse.**



Charles County Public Schools Culture & Climate Cycle 1

Berry Elementary



Culture & Climate Overview

Data Overview	Regardless of gender, ethnicity, SWD identification or FARMS standing, most of our referrals fall under the areas of major/minor disrespect and minor disruption.
Culture & Climate Area of Focus	Based on data from the 2023-2024 school year, a majority of our referrals are due to disrespect or disruptions within the school environment. To improve in this area, we are focusing on teachers taking ownership of the discipline within their classrooms and building relationships with students to create a positive and safe environment for all stakeholders.
Smart Goal	At the conclusion of the 2024-2025 school year, we will reduce the dispositions of disrespect and disruption by 20%.

Action Steps

1

Review the Code of Conduct Matrix and discuss Tier 2 referral process with staff.

2

Use collaboration time to highlight how to maintain classroom management, as well as share ideas as to how teachers can engage students in the classroom via the curriculum.

3

Reinforce positive behavior by attempting to send home positive communication on a monthly basis.

4

Assist students in utilizing SEL resources such as Move this World, calming corners, Think Sheets, Class Dojo, etc.

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Focus on the 13 students who are receiving repetitive referrals that go beyond disrespect and disruption Revisit think sheet with teachers and best ways to utilize them	Decreased student referrals by 18.5 % for disrespect and disruption Regularly held meeting with the student support team PBIS meets regular

- Insert next steps based upon the findings
 - Look at Move this World data
 - Record # of positive office referrals being given
 - Hold behavior bases assemblies by grade level
 - Apply strategies that are working with disruptive and disrespect behaviors to the 13 highfliers; how can we utilize the student support team to provide support for these students

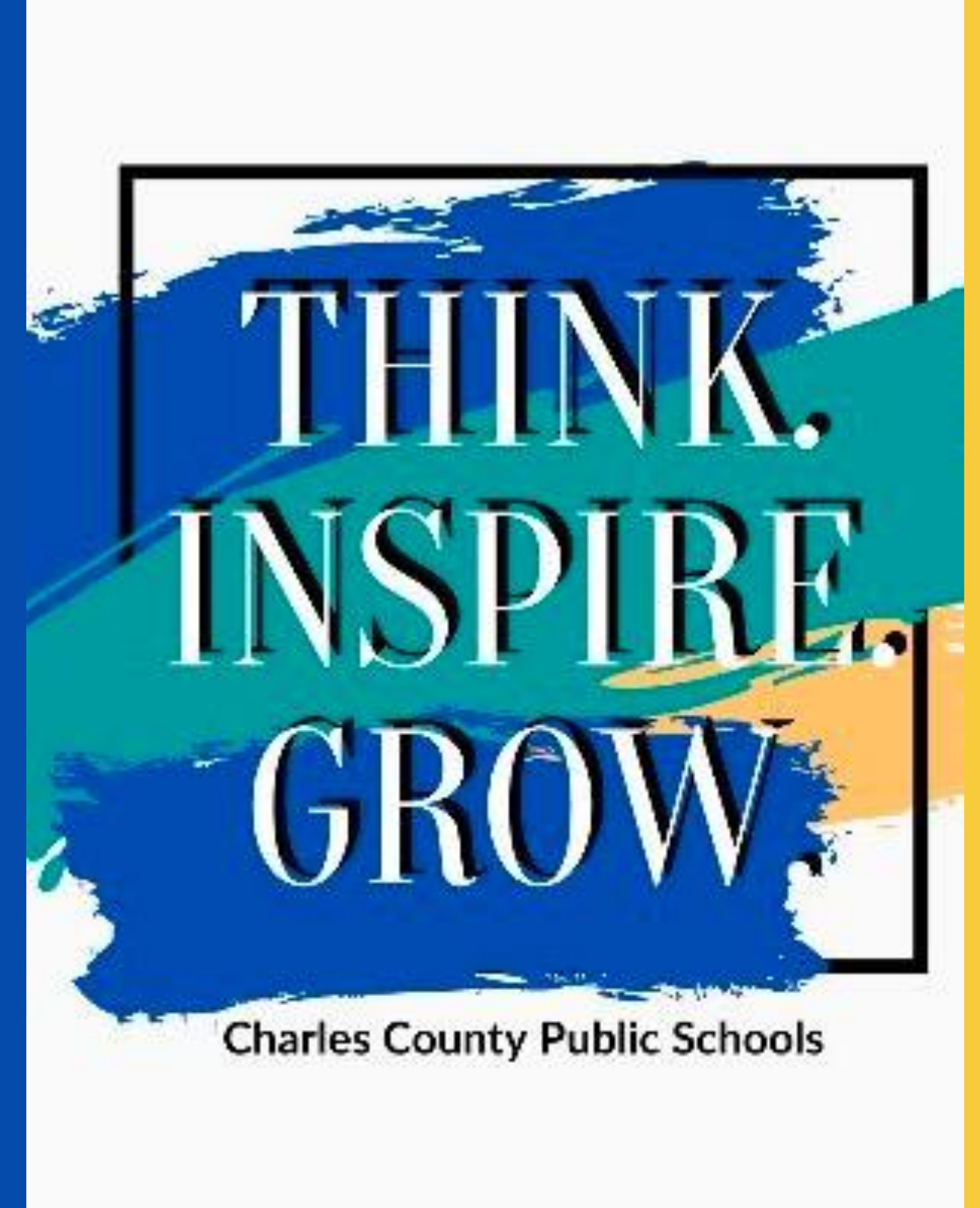
THANK
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Charles County Public Schools School Improvement Plan Cycle 2

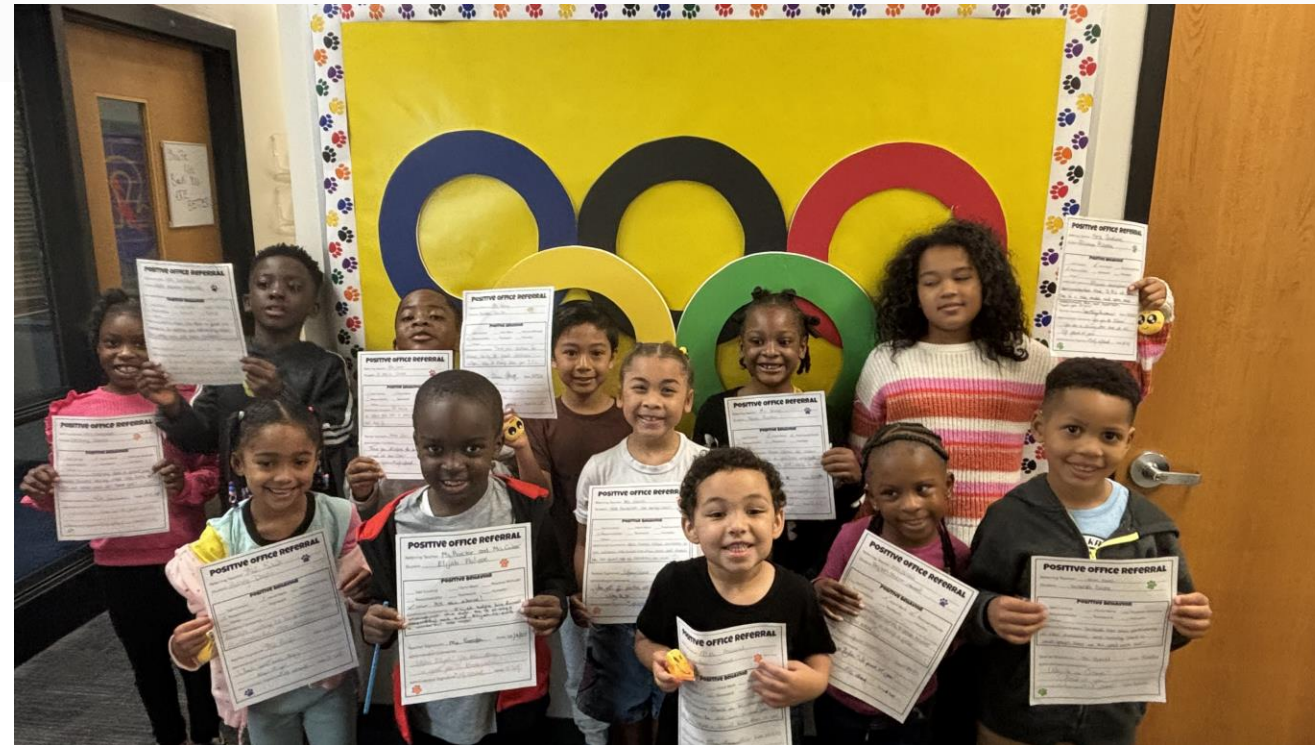
Berry Elementary



Continuing to LEARN – LEAD – ACHIEVE together!



Kids of Character: Core Essential Breakfast



Daily Positive Office Referrals



Students collaborating and exploring their learning.



Parent and Community Involvement



Professional Learning



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Berry Elementary teachers will receive professional development on effective strategies to build student understanding of the standards that promotes student's ability to express their reasoning and thinking.

Cycle of Professional Learning # 2 Overview

- Through the use of various meeting times, teachers will utilize planning time to review student work and plan next steps for instruction to improve student achievement.

Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will develop a strategies to promote student discourse.	Students will have increased engagement and accountability for their own learning.
Teachers will utilize data from student work to plan next steps for instruction.	Students will be able to express what they are learning and why they are learning it.
Teachers will preview assessments to anticipate student misconceptions and plan accordingly.	Students will utilize the ACE strategy in written responses to explain and elaborate their thinking as it relates to the standard.

Cycle 2: Outcomes

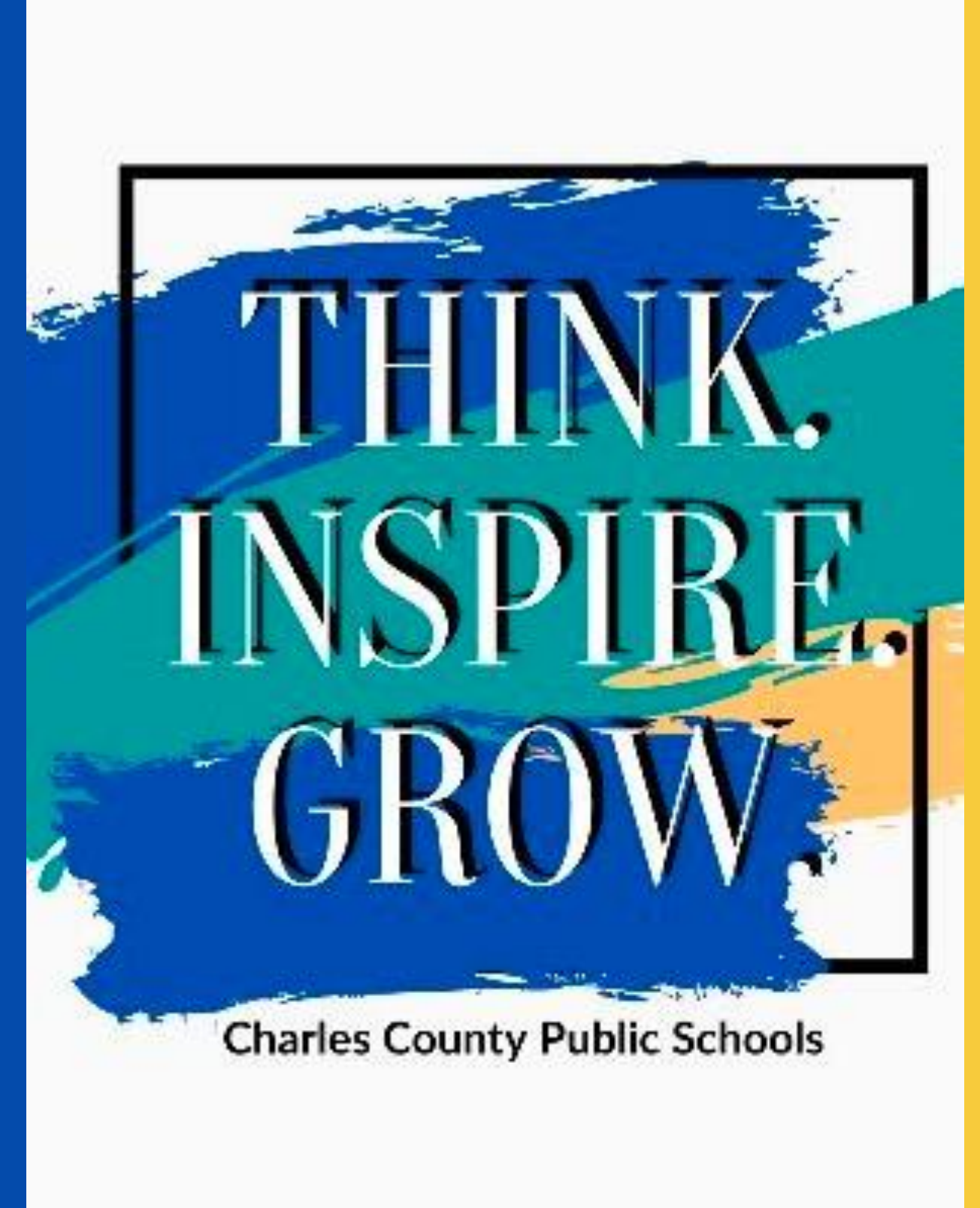
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County Public Schools Culture & Climate Cycle 2

Berry Elementary



Culture & Climate Overview

Data Overview	Currently, we have seen an 18.5% decrease in the number of referrals for major and minor disruption and disrespect as compared to the same time during the 2023-2024 school year.
Culture & Climate Area of Focus	During Cycle 2, we will place continued focus on teacher ownership of classroom discipline and building relationships to create a positive environment, while also utilizing additional supports for students with chronic history of disrespect and disruption.
Smart Goal	At the conclusion of the 2024-2025 school year, we will reduce the dispositions of disrespect and disruption by 20%.

Action Steps

1

Counselors/ Student Services Team providing small group lessons on friendship, anger management, and positive social skills so students can manage emotions and improve peer relations.

2

Refer and utilize Hazel Health, both during and outside of the school day, to improve mental health and coping skills of our students.

3

Working closely with behavior specialists to assist with program reviews of students who have a chronic history of disrespect and disruption.

4

Revisit usage of grade level appropriate Think Sheets, as well as other options to support positive student behavior (for example, check in/ check out).

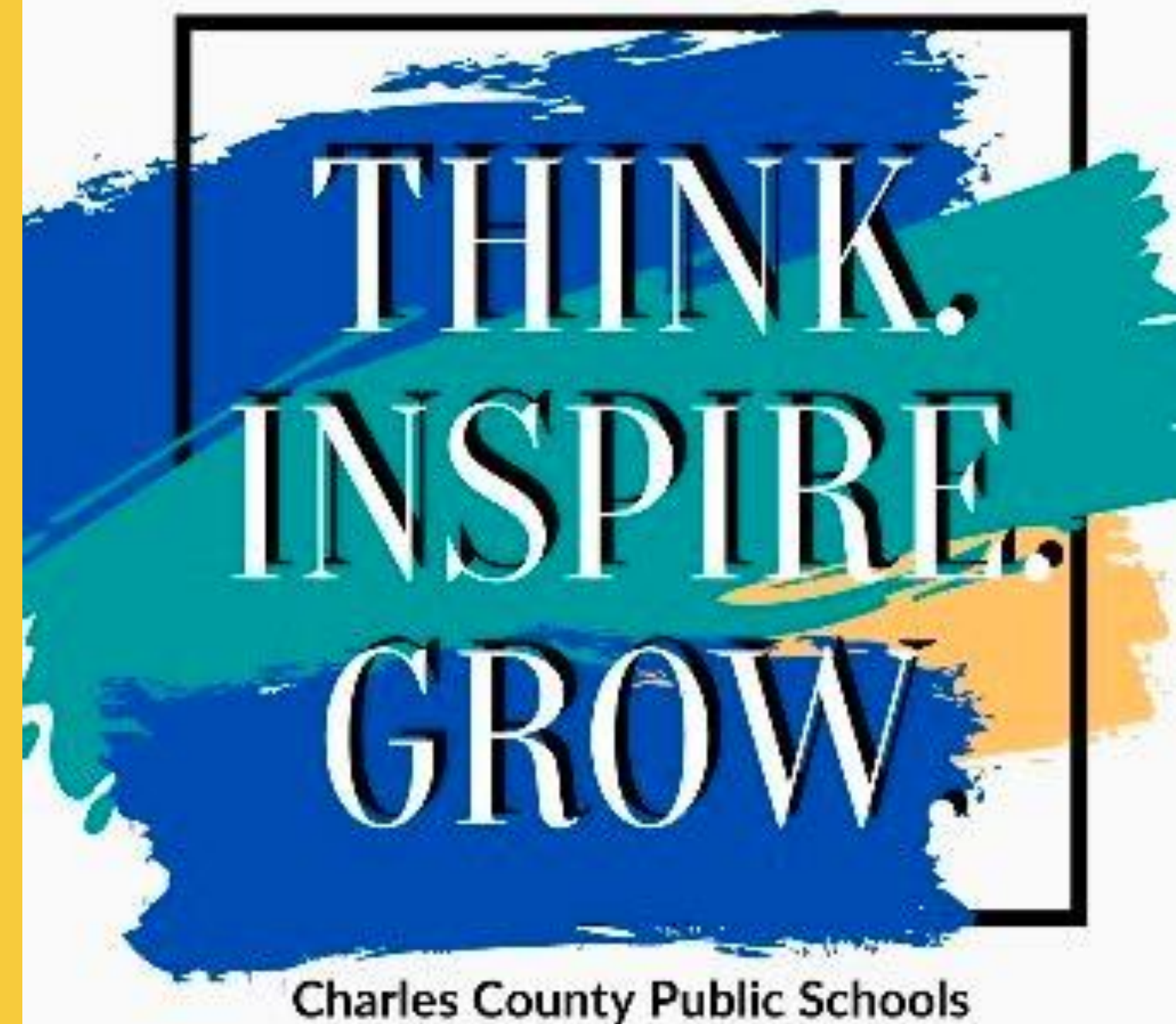
Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

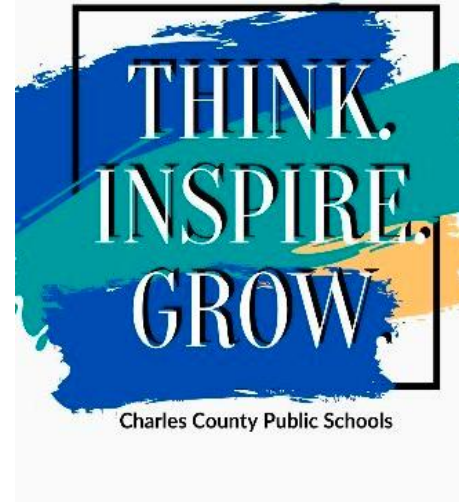
THANK
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Directions

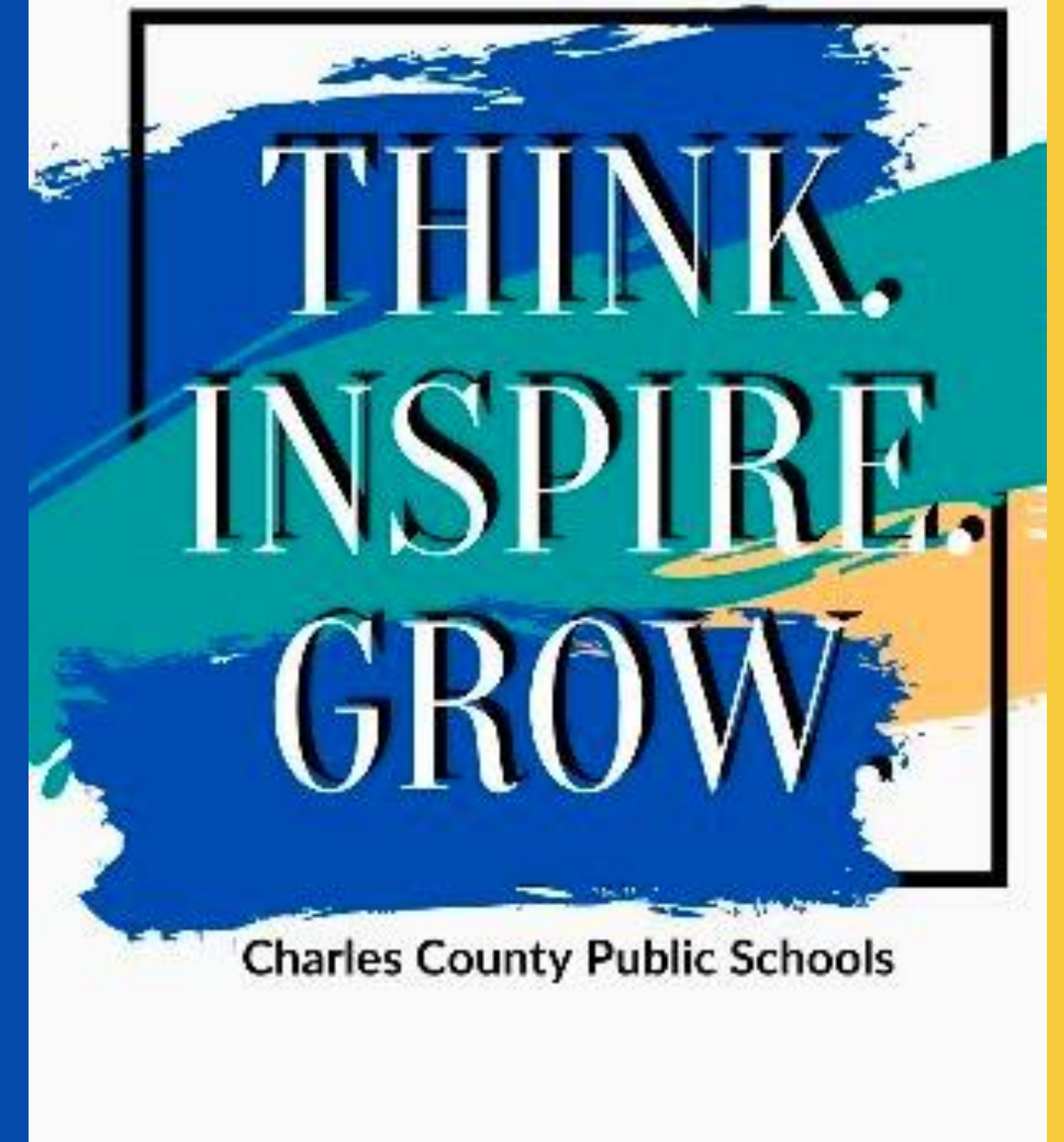
- ✓ Update Cycle 3
- ✓ Use your SIP to update the slides.
- ✓ Adjust formatting of slides as needed. Make an effort to put the required information on one slide without overloading the page. The goal is to deliver a concise parent friendly presentation.
- ✓ Share this presentation with your school community
- ✓ Please have your Public Relations Liaison upload the presentation to the school website by March 31.
- ✓ Update Cycle Outcomes at conclusion of cycle.
- ✓ Update each cycle.
- ✓ Delete this directions slide.



**Delete This Slide
Before Presenting**

Charles County Public Schools School Improvement Plan Cycle 3

Insert School
Name Here



Place a catchy heading here ...

- Principals are brand ambassadors for their schools. Share good news about the start of school here!
- You can also include pictures of school happenings and tell your audience about start of school successes. Pictures would be nice touch!

Have a little fun with this slide!



Cycle 3: Change Practice & Cycle of Professional Learning

Change Practice

- Insert Change Practice

Cycle of Professional Learning # 3 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 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)



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Cycle 3: Outcomes

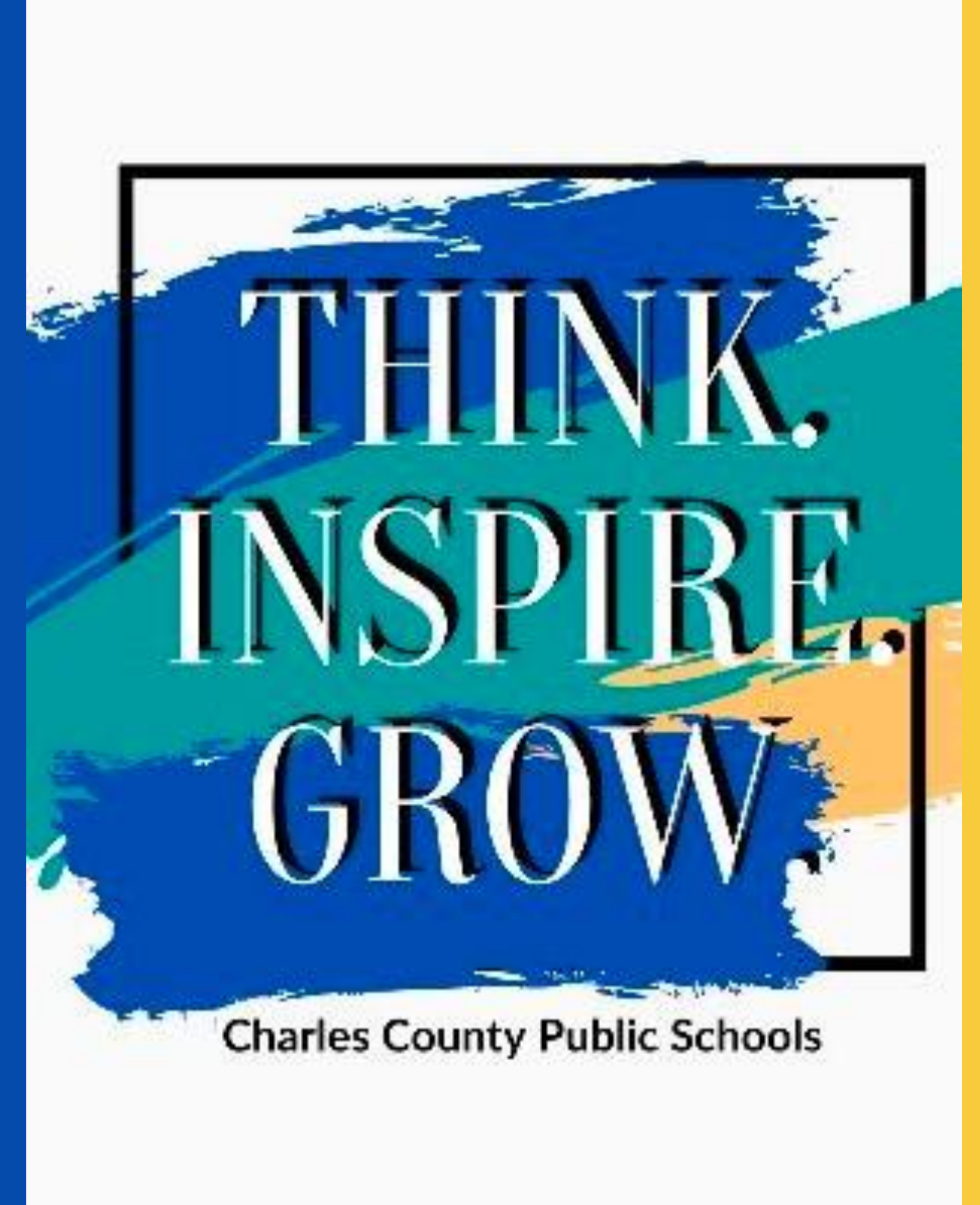
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County Public Schools Culture & Climate Cycle 3

Insert School
Name Here



Culture & Climate Overview	
Data Overview	
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.	
Smart Goal	

Action Steps	
1	
2	
3	
4	



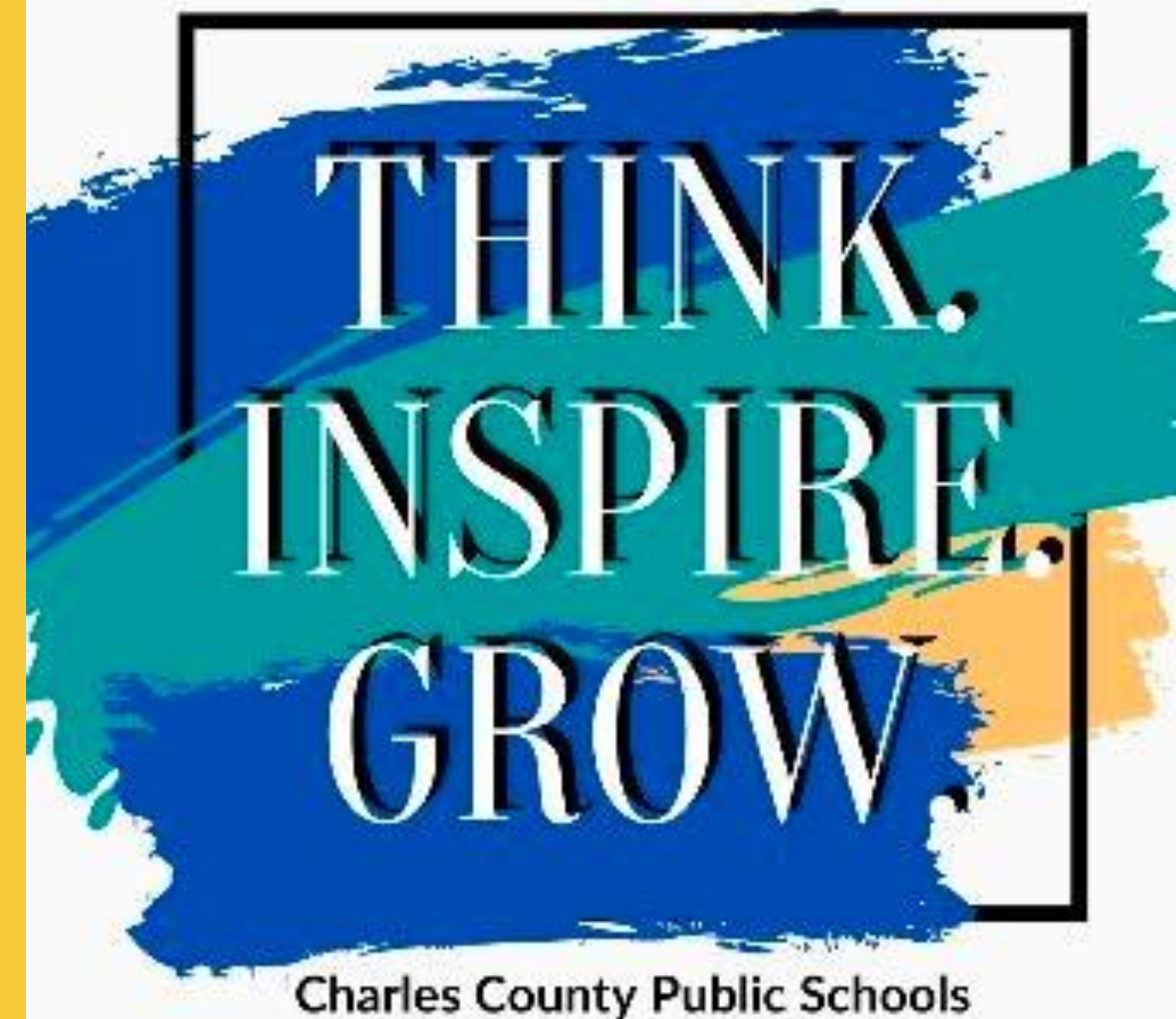
Culture & Climate Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

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