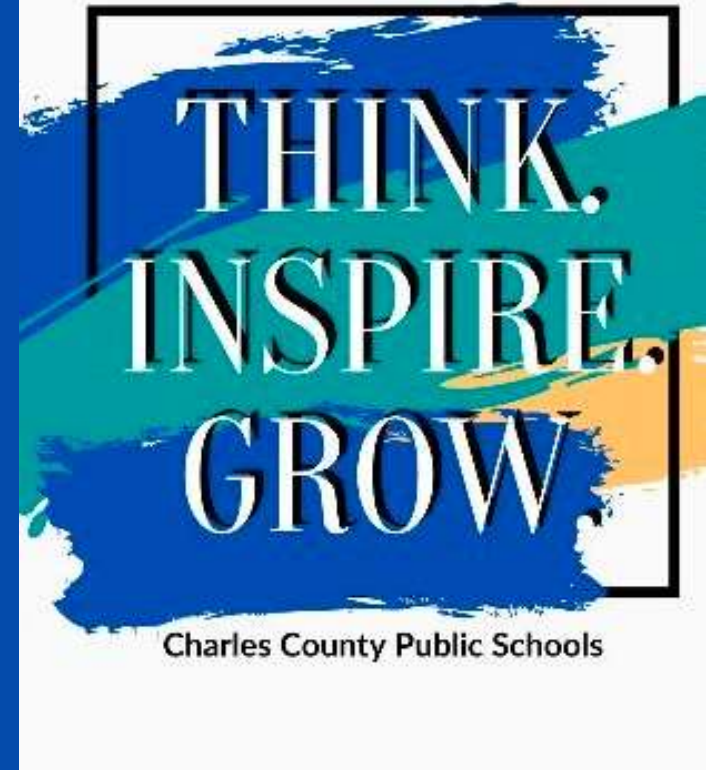


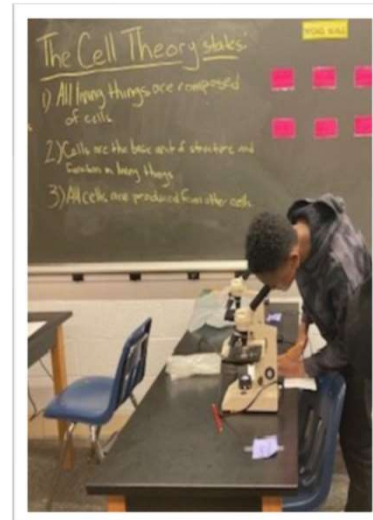
Charles County
Public Schools
School Improvement Plan
Cycle 1

General Smallwood
Middle School



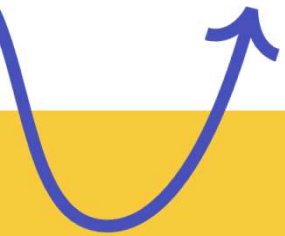
Belief Statement

At General Smallwood Middle School, we believe in encouraging personal responsibility to help students develop the academic skills necessary for success in the 21st century.



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.



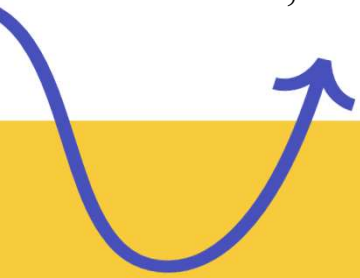
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

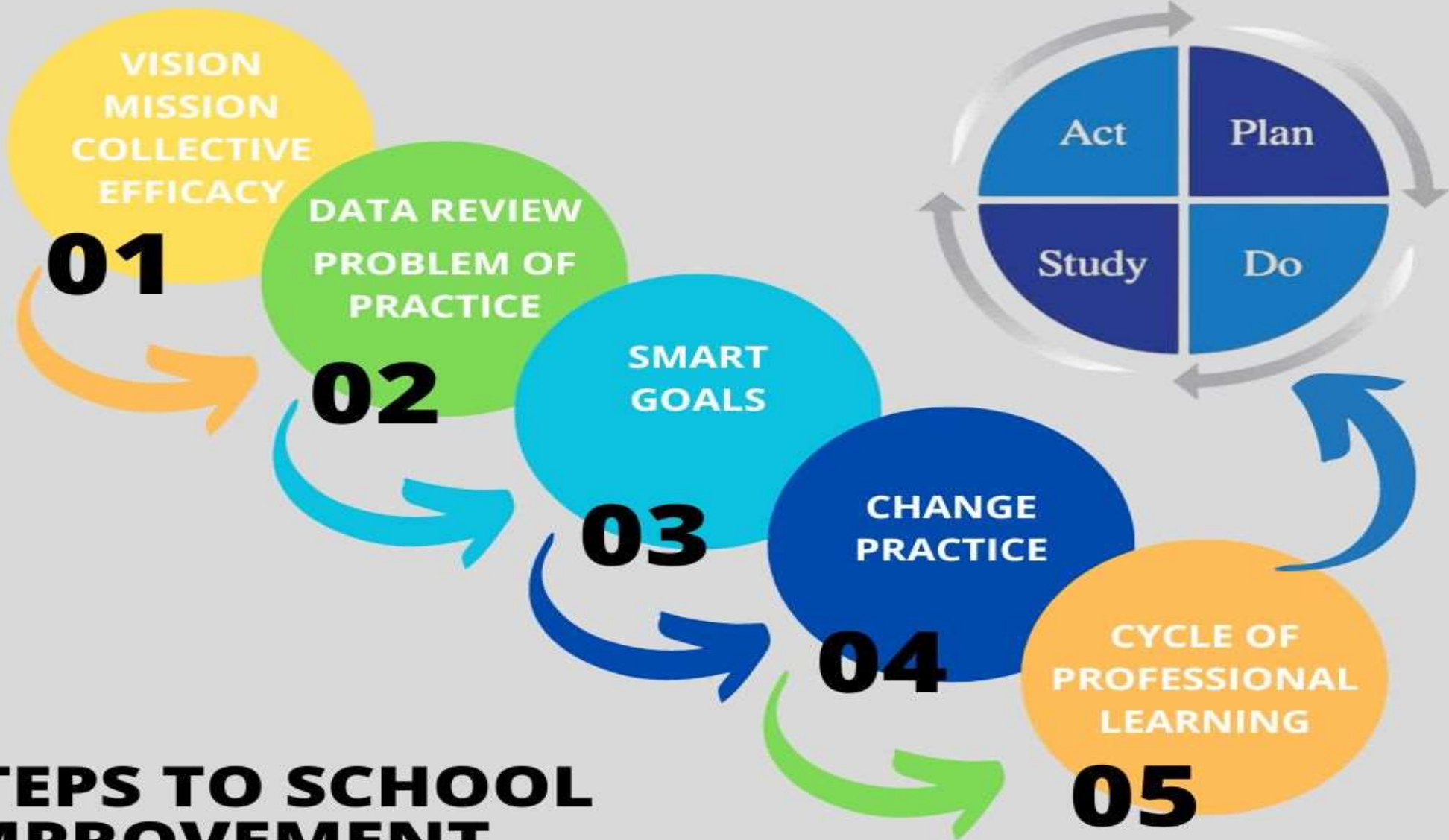
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



General Smallwood Middle school

Vision, Mission, Collective Efficacy Statements

Vision: At General Smallwood, our vision is to create a respectful community so that all students can learn in a safe and orderly environment. Our school will encourage personal responsibility and help students develop the academic skills needed to be successful in the 21st century.

Mission: Our mission at General Smallwood Middle School is to provide a safe and healthy learning community that fosters respect and promotes intellectual, social, and emotional growth. We strive to engage and appropriately challenge students of all levels as we value their individual strengths.



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General Smallwood Middle school

Vision, Mission, Collective Efficacy Statements

Collective Efficacy Statement: At General Smallwood Middle School, we believe that we are part of a collaborative team of all stakeholders who believe in a growth mindset. Our collective efforts will focus on building a learning environment where our practices focus on eliminating disparities and ensuring equitable opportunities for every student. This can happen through the development of a community that supports a foundation of efficacy. Effective school improvement processes are cyclical and continuous, with no clear beginning or end. Data are the key to our continuous improvement. As a school team, we will identify our strengths and weaknesses, monitor our efforts, and through collaborative reflection determine our course (stay the course or make changes) of action. At GSMS, we “EXPECT SUCCESS, Nothing LESS-Make NO EXCUSES!”



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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:

- ✓ 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,

General Smallwood Middle School

Data Summary (MCAP)

English Language Arts Data Overview	Mathematics Data Overview
iReady: About 45% of our student population is reading 3 or more grade levels below proficiency	iReady: 6 th grade has 51% of students two or more grade levels below.
MCAP: The number of beginning learners in our school exceed the state's value by 6%	iReady: 7 th grade has 50% of students two or more grade levels below.
iReady: The number of 7 th grade students 2 or more grade levels behind increased 6%	MCAP: 8% below the County average and 14% below the State for beginning learners.
iReady: The number of students 3 or more grade levels behind increased for 6 th grade from Fall to Winter	MCAP: 4% away from the county average for developing learners.
100% of ELL students in grades 6-7 are performing below grade level	100% of ELL students in grades 6-7 are performing below grade level

Data Summary (iReady)

Grade 6	Grade 7	Grade 8
<p>Reading: 39% of our 6th grade population is reading 3 or more grade levels below proficiency</p> <p>Math: 41% of our 6th grade population is 3 or more grade levels below proficiency</p>	<p>Reading: 44% of our 7th grade population is reading 3 or more grade levels below proficiency</p> <p>Math: 46% of our student population is 3 or more grade levels below proficiency.</p>	<p>Reading: 45% of our 8th grade population is reading 3 or more grade levels below proficiency</p> <p>Math: 46% of our student population is 3 or more grade levels below proficiency.</p>



School Problem of Practice & Smart Goals

90% of students with disabilities in grades 6-8 are performing 3+ grade levels below proficiency in both ELA and Mathematics due to a lack of strong Tier 1 instruction.

ELA Smart Goal

55% of General Smallwood Middle School students will achieve proficiency on the spring 2025 MCAP ELA assessment.

Mathematics Smart Goal

30% of General Smallwood Middle School students will achieve proficiency on the spring 2025 MCAP math assessment.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will learn about and effectively embed a variety of AVID strategies into classroom instruction to help students improve understanding and demonstrate mastery of standards-aligned skills.

Cycle 1: Change Practice & Cycle of Professional Learning


Cycle of Professional Learning # 1 Overview

- Professional Learning delivered to teachers focusing on instructional best practice
- During cycle 1, teachers will teach and embed the following AVID strategies in school wide instructional practices:
 - Focus Notetaking / Cornell Notes
 - Meta-cognitive Markers
 - Class Agendas
- Safe practice in the classrooms for teachers to introduce instructional practices
- Learning Walks to provide feedback to teachers
- Team planning to act on the provided feedback and analyze student work and success

Cycle 1: Anticipated Outcomes

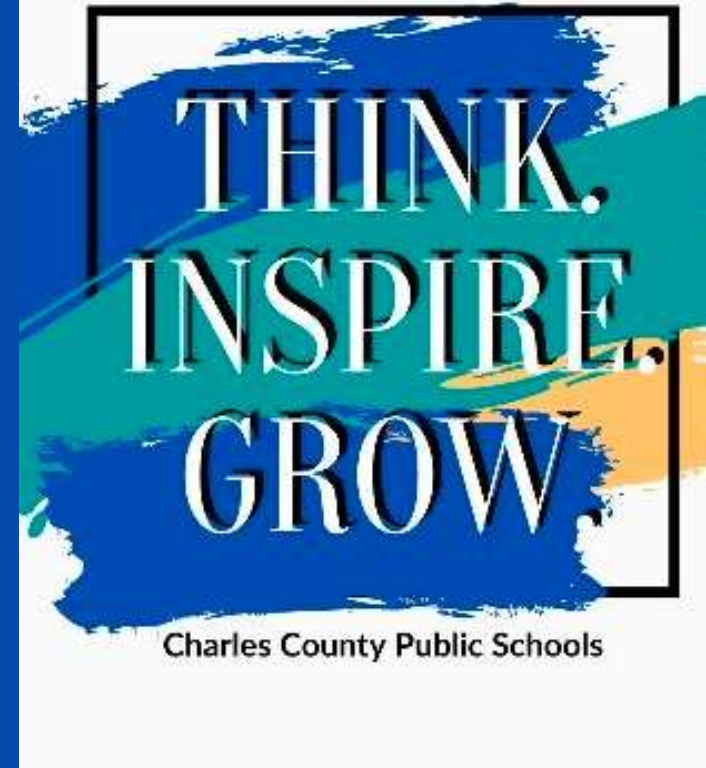
Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Modeling note taking and explicitly teaching the note taking process.	Effectively engaged in the AVID note-taking process.
Modeling think-alouds of texts and word problems during instruction	Interact with a text to demonstrate recall and learning
Explicit instruction and modeling of organization and preparation skills	Use of agenda books to improve organizational and preparation skills
Model for students how organize concepts and information in writing and implement the use of writing prompts to assess student learning.	Engaged in writing to demonstrate mastery of skills and concepts

Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"> • Increase participation in our LASW protocol to help teachers understand and asses student mastery and other strategies to promote learning outcomes • Increase monitoring and feedback of classroom instruction to promote more modeling and think alouds of texts, and word problems, during instruction (provide more support to develop teacher capacity with this strategy) • Increase monitoring and feedback of classroom instruction to promote engagement in focused note taking and capacity of students to interact with a text to promote recall and learning • Additional support to build teacher capacity in planning is needed 	<ul style="list-style-type: none"> • Teachers received Trauma Informed Instruction training with support from the Office of Student Services • Teachers were provided opportunities to grow their toolboxes through observations of peers and by participating in learning walks • Chat and Chew meetings for new teachers convened to support new teachers • All new teachers have had job embedded opportunities to improve their pedagogical knowledge and teaching capacity to deliver effective and engaging lessons through classroom observations, support from content specialists, ILT and classroom support from administrators • Teachers were introduced to school wide initiatives including AVID strategies <ul style="list-style-type: none"> Including: <ul style="list-style-type: none"> Focused note taking Agenda use Meta-cognitive markers Academic vocabulary • Academic support during activity period provided time for increased student organization and preparation • Some classrooms have experienced an increase in the student capacity to maintain or improve on organizational strategies and increase home to school communication opportunities by use of agendas • There has been an overall decrease in referrals from the 23'24'sy indicating an increase in student engagement with learning • Compliance with SpEd data improved from 33% to 95%
	

Charles County
Public Schools
Culture & Climate Cycle 1

General Smallwood
Middle School



Culture & Climate Overview

Data Overview

- 164/527 students (31%) were identified as chronically absent during SY23-24
- 358 out of 1078 (33%) referrals were for disruptive behaviors
- 298 out of 1078 (27%) referrals were for disrespectful behaviors
- 40.63% of GSMS students self-assessed as being below the 50th percentile in the behavior category on the spring 2024 Baseline assessment.

Culture & Climate Area of Focus

Conflict Resolution

Smart Goal

Reduce the number of referrals for disrespect and disruption by 8%.

65% of students will self-report as being above the 50th percentile in the behavior indicator on the spring 2025 Baseline school survey.

Action Steps

1 Staff training at the monthly staff meeting to all staff about Restorative Practices.

2 Teachers will provide opportunities for restorative practices to build community during "Homeroom" or "Activity Periods".

3 Explicit teaching of conflict resolution strategies during "Homeroom" or "Activity" period through BASE Education.

4 A student driven "Peer- Mediation" program will be implemented at GSMS. Teacher training will be started during the first quarter.

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• Strategic opportunities for restorative practices to build community during “Activity Periods” periods need to be more focused• Explicit teaching of conflict resolution strategies during “Activity” period through BASE need to be monitored for completion	<ul style="list-style-type: none">• All staff were provided the opportunity to participate in Restorative Practice training with the support of the Office of Student Services during a monthly staff meeting• Activity Period began• Teachers and administrators have begun planning the peer mediation program; resources have been acquired and created specifically for GSMS, to support the program• There was a significant decrease in referrals for disrespect and disruption in Q1 compared to the 23-24’ school year (greater than 8%)

Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

Teachers will create, post, and utilize universal board elements and sentence stems in each classroom to enhance teacher clarity and student understanding. Teachers will be provided opportunities to use the Look At Student Work protocols to analyze student work for mastery and drive instructional decisions. Teachers will receive additional support with AVID strategies, ensuring these strategies are effectively embedded into classroom instruction to help students improve understanding and demonstrate mastery of standards-aligned skills.

Cycle 2: Change Practice & Cycle of Professional Learning

Cycle of Professional Learning # 2 Overview

- Teachers will restructure their universal board elements to create purposeful learning goals and key features of a lesson that allows them to explicitly teach students the promote the learning and make make connections to the culminating assessments back to the standard, objective, HIT Words, success criteria and agenda items.
- Teachers will introduce, post and provide direct instruction about sentence stems to support writing standard #2
- Teachers will analyze student work samples using the (Look at Student Work) LASW protocol and use of MSDE writing rubrics during common, job-embedded planning time to guide strategic planning
- Administration and instructional leaders will provide additional support to students and teachers for AVID instructional Strategies including: Focused note taking, meta-cognitive markers, agenda use and academic vocabulary

Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<ul style="list-style-type: none"> Teachers will more explicitly teach the purpose of the lesson and learning criteria 	<ul style="list-style-type: none"> Students will have a better understanding of the learning goal and be able to identify and understand how they can demonstrate mastery
<ul style="list-style-type: none"> Teachers will better understand the need for thinking stems to prompt student recall and initiate student work and writing focus 	<ul style="list-style-type: none"> Students will use and recall sentence stems to initiate work and organize writing
<ul style="list-style-type: none"> Teachers will more accurately evaluate student work mastery and standards alignment 	<ul style="list-style-type: none"> Students will be more accountable for learning and demonstrating mastery
<ul style="list-style-type: none"> Teachers will more statically plan based on student work evaluation 	<ul style="list-style-type: none"> Students will receive targeted instruction to meet their individual needs and address and plan classroom instruction by trends
<ul style="list-style-type: none"> Teacher will implement AVID strategies with more fidelity 	<ul style="list-style-type: none"> Students will have more opportunities to engage with AVID strategies to promote recall, organizational skills and college and career readiness

Culture & Climate Overview

Data Overview

Overall, the data for General Smallwood Middle School has improved across all grade levels and student groups. Our goal to decrease referrals school wide by 8% all year was on target for quarter one in the category of disrespect and disruption and all other areas. Sixth grade referral data overall indicated an 11% decrease, Seventh grade decreased by 60% and eight grade decreased by 77% when comparing quarter 1 2023-24sy to 2024-25sy year data.

Why We Focus on Culture & Climate:

At General Smallwood Middle School, we are committed to fostering an environment where every student can succeed academically and socially. Currently, 90% of our students with disabilities in grades 6-7 are performing three or more grade levels below proficiency in both English Language Arts (ELA) and Mathematics. This gap is largely due to a lack of strong Tier 1 instruction, which is the essential teaching that all students receive. By enhancing our Tier 1 instruction, we aim to create a more inclusive and effective learning environment that supports the needs of all students.

Additionally, we have seen a positive trend in our discipline data across all grade levels and student groups. Our goal to decrease school-wide referrals by 8% for the year. These improvements reflect our ongoing efforts to create a respectful and orderly school climate and help us shift to instructional focuses in all classrooms.

Smart Goal

Maintain a decreased number of referrals in disrespect and disruption of at least 8% for Cycle 2 by proving effective classroom management, strong tier 1 instruction, interventions and incentives for students.

Action Steps

1

Continued staff training at the monthly staff meeting to all staff about Trauma Informed Practices.

2

Continued opportunities for restorative practices and collaborative opportunities to build community during “Activity Periods”

3

Explicit teaching of conflict resolution strategies during “Activity” period through BASE and direct instruction from school counselors.

4

A student driven “Peer- Mediation” program and student ambassadors.

5

Student incentives for PBIS.

Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>1. Trauma Informed Practice</p> <p>2. Community Building</p>	<p>1. Teachers and staff participated of 4 session of the Book Study “Building a Trauma- Informed Compassionate Classroom”</p> <p>2. Building Community</p> <ul style="list-style-type: none"> -CAP Presentations -Career Day -Achievement Awards and Activities in the Gym -Guest Speakers -Spirit Weeks -Parent Open House 2.0 -Several Field Trips offered by Community Schools and Title 1 -ELO (Extended Learning Opportunity) – Clubs, Tutoring and Activities with transportation - Saturday School / Breakfast Club -Sports: Basketball, Volleyball and Track -100 Thanksgiving Baskets -50 Christmas Baskets -75 Weekend Meals Backpacks

Culture & Climate Cycle 2: Outcomes

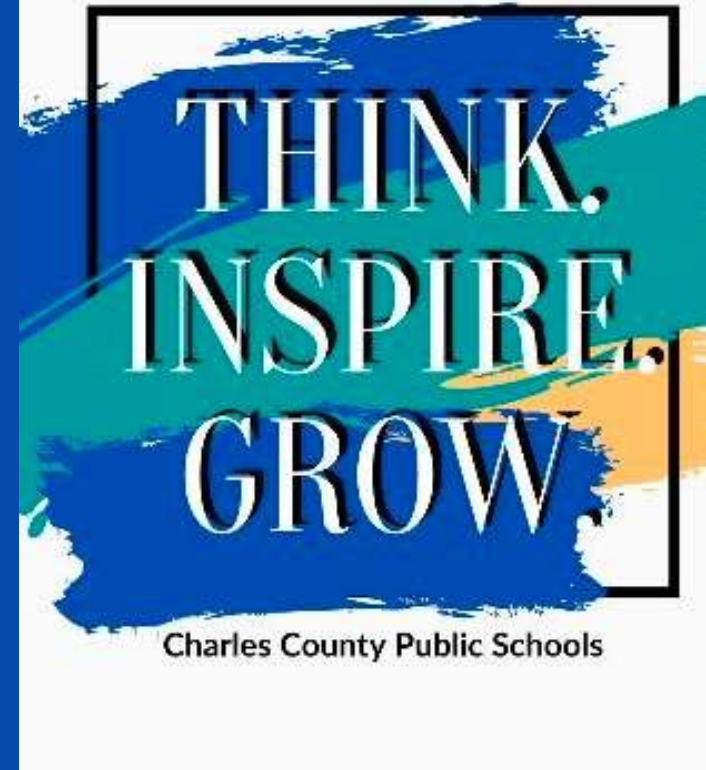
Cycle Areas of Growth	Cycle Celebrations
<p>3. Conflict Resolution and BASE lessons</p> <p>4. Peer – Mediation and Peer Ambassadors</p> <p>5. PBIS</p>	<p>3. Conflict Resolution and BASE Lessons Focus on Engagement Focus on Engagement Focus on Self confidence Focus on Social Connectivity 154 students participated in 58 modules</p> <p>4. Peer – Mediation and Peer Ambassadors Student ambassadors have welcomed new students</p> <p>5. PBIS School Store Opens Daily Students have earned after lunch activity times outside “Grinch” Movie Day School Sweetheart Dance Weekly Attendance Incentive Plinko at lunch And more...</p>

Next Steps:

Our cycle areas of growth will remain the same. We will continue activities to provide and promote trauma informed practice, community building including a variety of out- of- county field trips, positive peer interactions, PBIS, and attendance incentives.

Charles County
Public Schools
School Improvement Plan
Cycle 3

General Smallwood
Middle School



WHAT'S HAPPENING AT GENERAL SMALLWOOD?

COMMUNITY SCHOOL



As we embrace the vibrant energy of spring, we're excited to celebrate the progress and accomplishments we've achieved together at General Smallwood Middle School. Beyond the midpoint of the 2024–2025 school year, our ongoing commitment to equity, inclusion, and celebration continues to foster a joyful and thriving learning environment for our students.

This year has been a powerful reflection of growth and achievement across our school *community*. Engaging Career Days have inspired future aspirations, while enriching field trips have brought classroom learning to life—all made possible through the support of Title I and *Community* Schools. Our educators have benefited from additional planning time and collaborative data dives, allowing for more intentional instructional decisions. At the same time, targeted tutoring opportunities have helped close learning gaps and ensure that every student receives the support they need to succeed. These collective efforts highlight our unwavering dedication to nurturing both the success and potential of every learner.

Throughout the year, we've also strengthened our sense of *community* through a wide range of spirited and inclusive activities. Music concerts have united students, families, and staff in celebration of creativity and talent, while basketball and volleyball games have energized our school spirit and teamwork. Attendance Plinko has added a fun, rewarding incentive to being present each day, and the always-popular school store remains a highlight where students proudly redeem their PBIS points. These shared moments—along with countless meaningful connections between teachers, staff, and students—have helped create a vibrant *community* where we strive to have every student feel seen, valued, and inspired to thrive.

Cycle 3: Change Practice & Cycle of Professional Learning


Change Practice

Teachers will strategically include HOT (Higher Order Thinking) Questioning in lessons to promote rigor. Teachers will create a bank of questions on an anchor chart for visual reinforcement and prompting. Teachers will explicitly state and review the lesson purpose from the universal board elements to emphasize the value of the lesson. During the LASW protocol teachers will discuss and share a sample of their student feedback with no more than 2-3 recommendations and positive feedback at least 3 times per cycle.

Cycle 3: Change Practice & Cycle of Professional Learning

Cycle of Professional Learning # 3 Overview

To elevate our instructional practices and promote student engagement, we will implement the following strategies:

- Teacher HOT Question bank will be checked for fidelity
 - Learning Walk and informal feedback from ILT, coaches and administrators will have an instructional focus of lesson purpose, rigor and HOT questioning
 - Teachers will explicitly communicate the value of learning and make connections to learning standards
 - Teachers will be given guidance on effective student feedback at a staff meeting
 - Teachers will include discourse about student feedback during the LASW protocol meetings.
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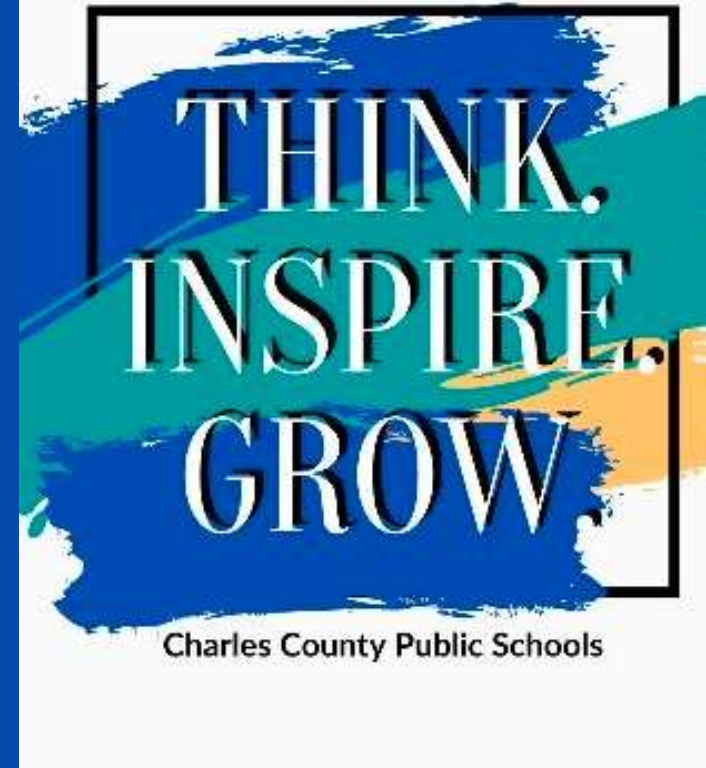
Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Integrate Higher Order Thinking (HOT) Questioning: Teachers will practice the HOT questioning strategies that have been provided during prior professional development	Students will move beyond basic recall and engage in critical thinking, analysis, evaluation, and problem-solving, fostering deeper understanding and lifelong learning skills
Create a HOT Question Bank: Teachers will post anchor charts displaying HOT Questions that are relevant to their content and will embed other HOT questions in their lesson planning	Students will move beyond basic recall and engage in critical thinking, analysis, evaluation, and problem-solving, fostering deeper understanding and lifelong learning skills
Clarify Lesson Purpose: Teachers will explicitly state the lesson purpose and revisit it throughout the lesson each day	Students will be able to articulate: What am I learning? Why am I learning this? How will I know that I learned it?
Communicate the Value of Learning: Teachers will explicitly state the value of the learning by connecting it to prior and future learning	Students will be able to articulate: What am I learning? Why am I learning this? How will I know that I learned it?
Receive Guidance on Student Feedback: Teachers will explore effective feedback strategies and use them in student feedback	Students will be able to use the feedback to think about how to move forward and improve ability
Engage in Feedback Discourse: Teachers will incorporate discussions around student feedback during Learning and Assessment Study Walk (LASW) protocol meetings, fostering a collaborative culture of continuous improvement.	



Charles County
Public Schools
Culture & Climate Cycle 3

General Smallwood
Middle School



Culture & Climate Overview

Data Overview

Overall, the data for General Smallwood Middle School has improved all grade levels and student groups. Our goal to decrease referrals school wide by 8% all year was on target for quarter three in the category of disrespect and disruption. Sixth grade referral data overall indicated an 47% decrease, Seventh grade decreased by 56% and eight grade decreased by 55% when comparing quarter 3 2023-24sy to 2024-25sy year data.

Culture & Climate Area of Focus

At General Smallwood Middle School, we are committed to fostering an environment where every student can succeed academically and socially. Currently, 90% of our students with disabilities in grades 6-7 are performing three or more grade levels below proficiency in both English Language Arts (ELA) and Mathematics. This gap is largely due to a lack of strong Tier 1 instruction, which is the essential teaching that all students receive. By enhancing our Tier 1 instruction, we aim to create a more inclusive and effective learning environment that supports the needs of all students.

Additionally, we have seen a positive trend in our discipline data across all grade levels and student groups. Our goal to decrease school-wide referrals by 8% for the year. These improvements reflect our ongoing efforts to create a respectful and orderly school climate and help us shift to instructional focuses in all classrooms.

Smart Goal

Maintain a decreased number of referrals in disrespect and disruption of at least 8% for Cycle 3 by proving effective classroom management, strong tier 1 instruction, interventions and incentives for students.

Action Steps

- 1 Continued staff training at the monthly staff meeting to all staff about Trauma Informed Practices.
- 2 Continued opportunities for restorative practices and trust building including: “Activity Periods,” school-wide and grade level programs, as well as collaborative opportunities during and before or after school hosted by the Career Coach, PBIS Committee, Community Schools and other staff. The following activities are anticipated: picnics, dances, parent information sessions, out-of-county/ state field trips, in-county club-based / content specific field trips, ELO afterschool clubs and tutoring, BMX Bike Show, game truck and more.
- 3 Explicit teaching of conflict resolution strategies with mentor teachers and through BASE and direct instruction from school counselors and administrators.
- 4 A student driven “Peer- Mediation” program and student ambassadors.
- 5 Student incentives for PBIS and attendance.

THANK
YOU FOR
REVIEWING
OUR PLAN!



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