Charles County Public Schools
School Improvement Plan
Cycle 1

Gale-Bailey ES

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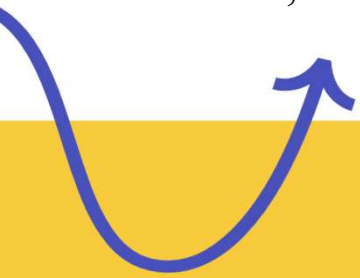Charles County Public Schools

UNITED WE ROAR FOR ALL
Building Equity, Growth and Connection Through Feedback, SEL and Family at Gale-Bailey

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).
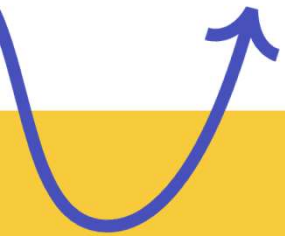
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Why Continuous School Improvement

✓ Gale-Bailey was identified in 2022 as an Additional Target Improvement (ATSI) school by MSDE for our underperforming students group, students with disabilities. The school has put in place strategies to support these students, including providing high quality intervention programs and additional materials and resources for small group instruction

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STEPS TO SCHOOL IMPROVEMENT

01 — VISION MISSION COLLECTIVE EFFICACY

02 — DATA REVIEW PROBLEM OF PRACTICE

03 — SMART GOALS

04 — CHANGE PRACTICE

05 — CYCLE OF PROFESSIONAL LEARNING

Act | Plan
Study | Do

Gale-Bailey Elementary School

Vision, Misson, Collective Efficacy Statements

Vision: Vision Statement: 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.

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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, 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

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 4th and 5th grade students will meet proficient on the MCAP reading assessment

Mathematics Smart Goal

- 35% of 4th and 5th 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.

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Cycle 1: Anticipated Outcomes

| Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Adults will improve their practice and familiarity with formative assessment.	☐ Student improvement on phonics portion of i-Ready ☐ Increase of students reading on grade level ☐ Increase the level of student mastery in all the mathematic domains
Adults will utilize their PD to implement and improve their knowledge of the W2 standard.	☐ Increase in intermediate students using multi-paragraph essays to answer prompts ☐ Increase in primary students constructing a paragraph to answer prompts

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Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
○i-Ready ○MCAP ○Writing Baseline	○Fall 2024 i-Ready scores showed little summer slide. ○MCAP 2024, 4th grade scores reflected overall progress ○Writing Baseline (available when completed)

Next Steps

• Consistent use of iReady for both reading and math (40 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
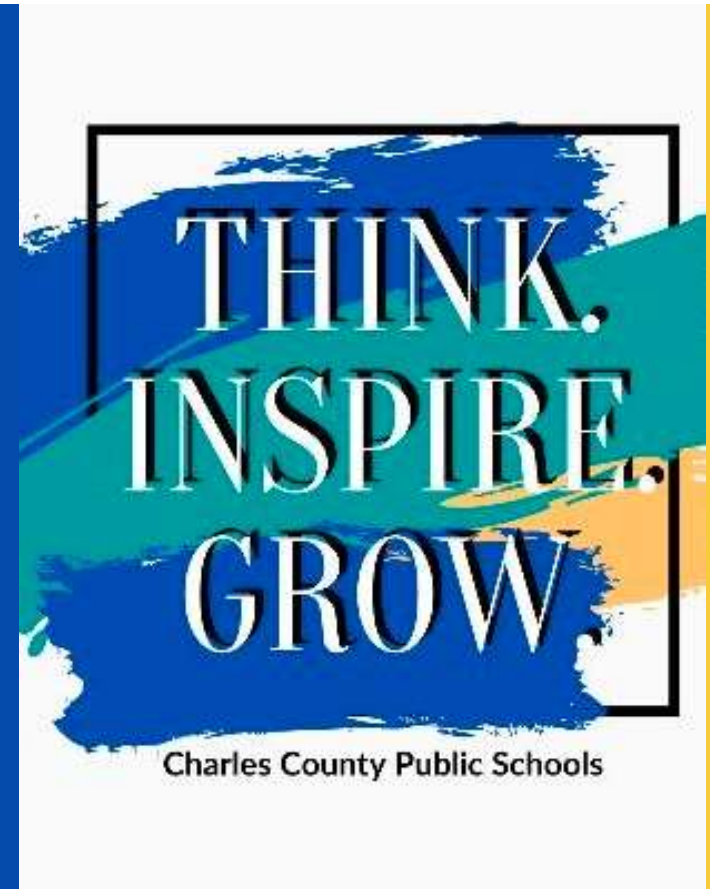
Culture & Climate Overview

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
We need to work on implementing our peer mediation protocol. We still need to provide training to the students and staff.	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.

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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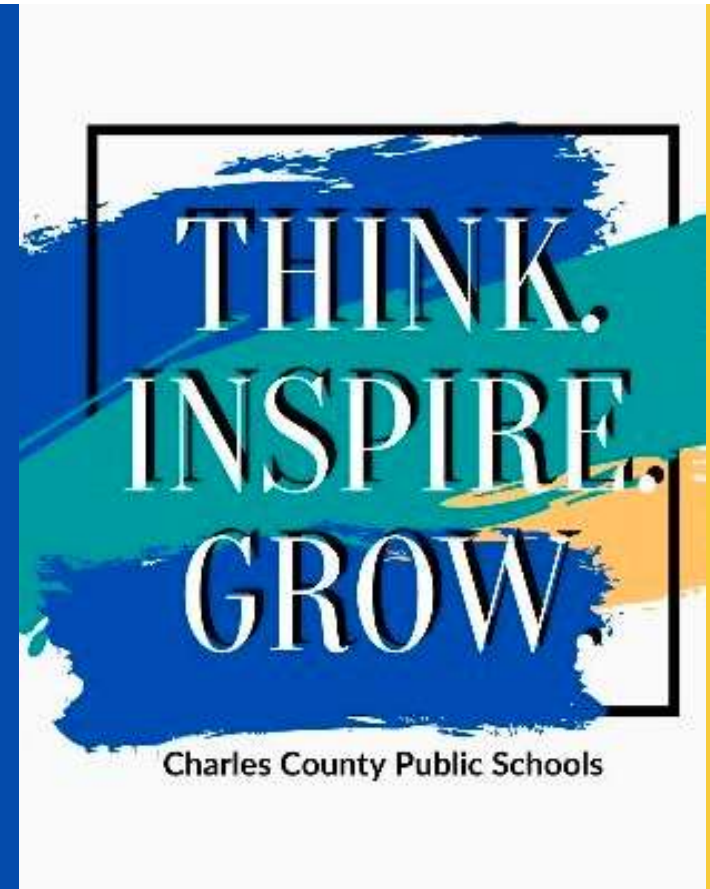
Data Summary

English Language Arts Data Overview	Mathematics Data Overview
45% on or Above	34% on or above
38% one grade level below	48% one grade level below
17% two or more grade levels below	17 two or more grade level below

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School Problem of Practice & Smart Goals

ELA Smart Goal

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

Mathematics Smart Goal

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

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Cycle 2: Change Practice & Cycle of Professional Learning

- **Change Practice:**
- Revised template for Success Criteria to promote implementation and conversation throughout the learning process (not just to read aloud at the beginning or end of class)

Cycle of Professional Learning # 2 Overview

- . Expand who participates in walkthroughs by conducting peer walkthroughs
- Maintain current look-fors until we gather next round of walkthrough data

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Cycle 2: Anticipated Outcomes

| Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Build teacher clarity about standard and how they will formatively assess students based on these standards.	Students will know what success looks like Increased opportunities for student self-reflection
Through peer walkthroughs, teachers will get ideas lesson planning/structure and learn additional instructional strategies PSEL7: Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning	Increase in scores on standards-based benchmarks (chosen by grade levels as a measuring tool)

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Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Students need to increase the understanding of the success criteria and be able to articulate expectations.	100% of the staff post the success criteria and follow the guidelines in the Walkthrough.

Next Steps: Utilize the Collaborative Lesson Planning Sheet during instructional planning to ensure differentiation and the effective use of formative assessment for all students, with particular attention to meeting the needs of students with special needs.

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Culture & Climate Cycle 2

Gale-Bailey Elementary School
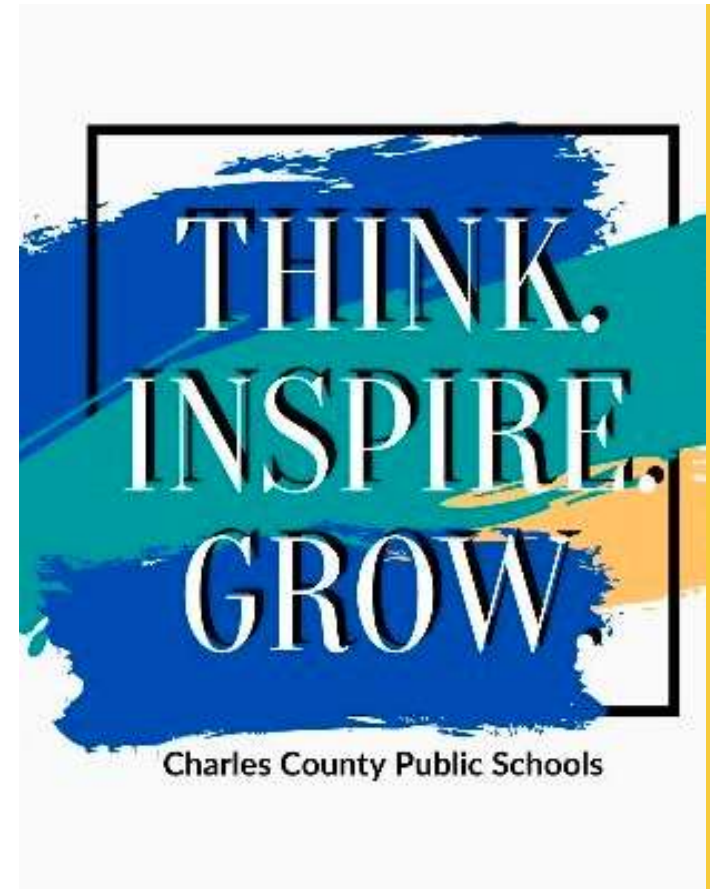
Culture & Climate Overview

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
We need to work on implementing our peer mediation protocol. We still need to provide training to the students and staff.	We only have 8 referrals so far this school year, which is drastically lower than last year.

Next Steps

- Whole staff meeting training to review peer mediation techniques.

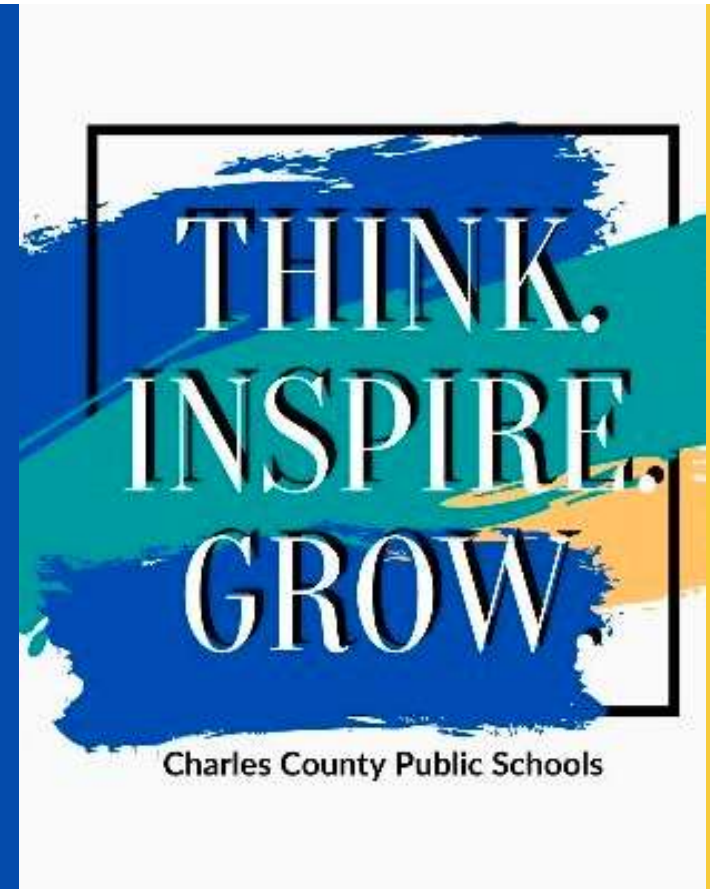- Student survey on their views about our culture and climate.

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School Improvement Plan

Cycle 3

Gale-Bailey ES

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Data Summary

Data Overview
-reading iReady scores improved – we met the reading SLO school goal
-math iReady scores improved – we almost met the math SLO school goal
-50% of students in interventions met their iReady growth goal
-Foxx – 60-90% of CCPS students are scoring 0 in constructed response/reasoning items due to leaving blanks; GBES had no zeros or blanks in their reasoning responses for the March PLT assignment
-Kavlick - 3rd-5th students who took the phonics screener in the fall all made gains in the winter
-SPED – 1st grade SPED students made 110% of their annual growth in math
-Pre-K – 76% of students able to identify at least 13 capital letters, 88% of students able to subitize to 5

School Problem of Practice & Smart Goals

ELA Smart Goal

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

Mathematics Smart Goal

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

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Cycle 3: 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 # 3 Overview

- . Teachers will be provided with PD on formative assessment strategies
- Teachers will be provided with long range planning dates to plan collaboratively with their team members.
- Teachers will be provided with collaborative planning techniques

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Cycle 3: Anticipated Outcomes

| Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
. Dr. Scales' walkthroughs – 95% of teachers used success criteria	-reading iReady scores improved – we met the reading SLO school goal -math iReady scores improved – we almost met the math SLO school goal -50% of students in interventions met their iReady growth goal -Foxx – 60-90% of CCPS students are scoring 0 in constructed response/reasoning items due to leaving blanks; GBES had no zeros or blanks in their reasoning responses for the March PLT assignment

Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Our practice we adopted previously has been effective as evidenced by the improvement outlined in step 3. Based on our improvement so far, we will be adapting our plan slightly by raising the rigor to begin the next steps.	-reading iReady scores improved – we met the reading SLO school goal -math iReady scores improved – we almost met the math SLO school goal -50% of students in interventions met their iReady growth goal -Foxx – 60-90% of CCPS students are scoring 0 in constructed response/reasoning items due to leaving blanks; GBES had no zeros or blanks in their reasoning responses for the March PLT assignment

Next Steps: We will increase rigor by incorporating critical thinking questions and encouraging deeper thinking in students across all subject areas and grades.

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Charles County Public Schools Culture & Climate Cycle 3

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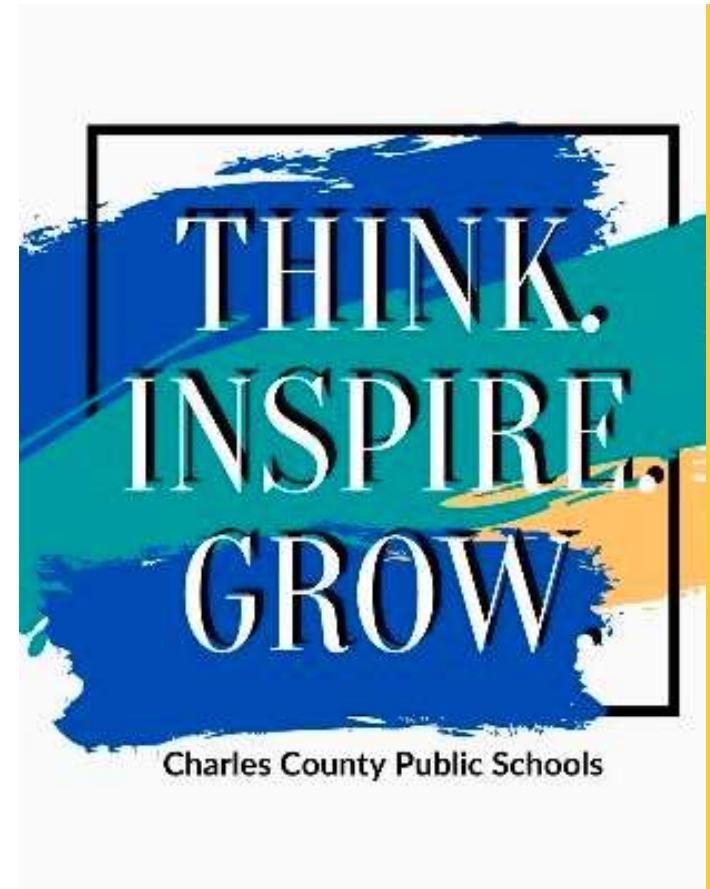
Culture & Climate Overview

Data Overview	There were 13 referrals throughout quarter 3 9 minor referrals 3 major referrals 10 were related to student to student conflict
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 by 20%. Right now,13 out of 21 of our referrals are related to student to student conflict. We anticipate that percentage balancing out as we gather more data. Overall we have already met the goal.
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 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Implementing our peer mediation protocol.	Lower referral numbers compared to last year

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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