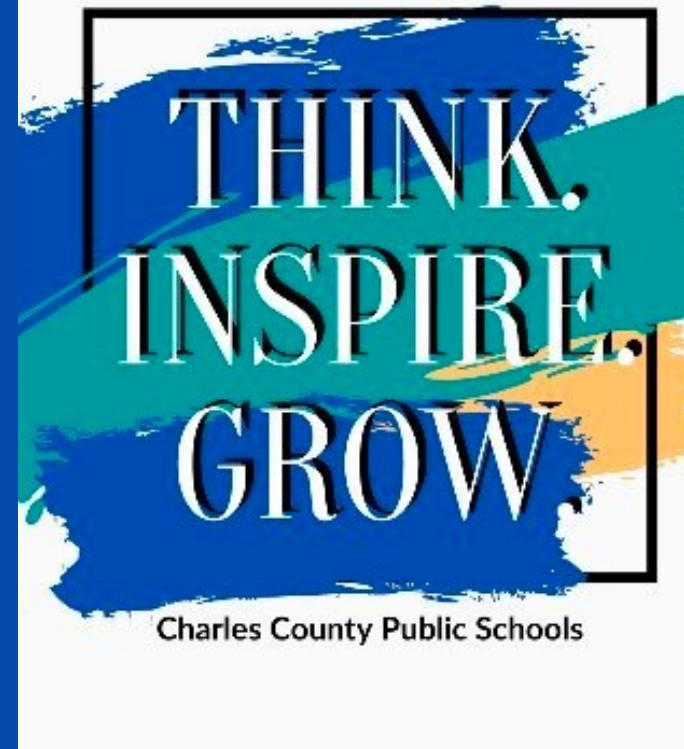


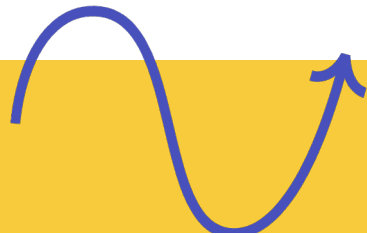
# Charles County Public Schools School Improvement Plan End of Cycle 3 Update

Mary B. Neal  
Elementary



# 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.
- ✓ Mary B Neal was identified in 2022 as an Additional Targeted Support and Improvement (ATSI) school by MSDE for our underperforming student 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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# Why Continuous School Improvement

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

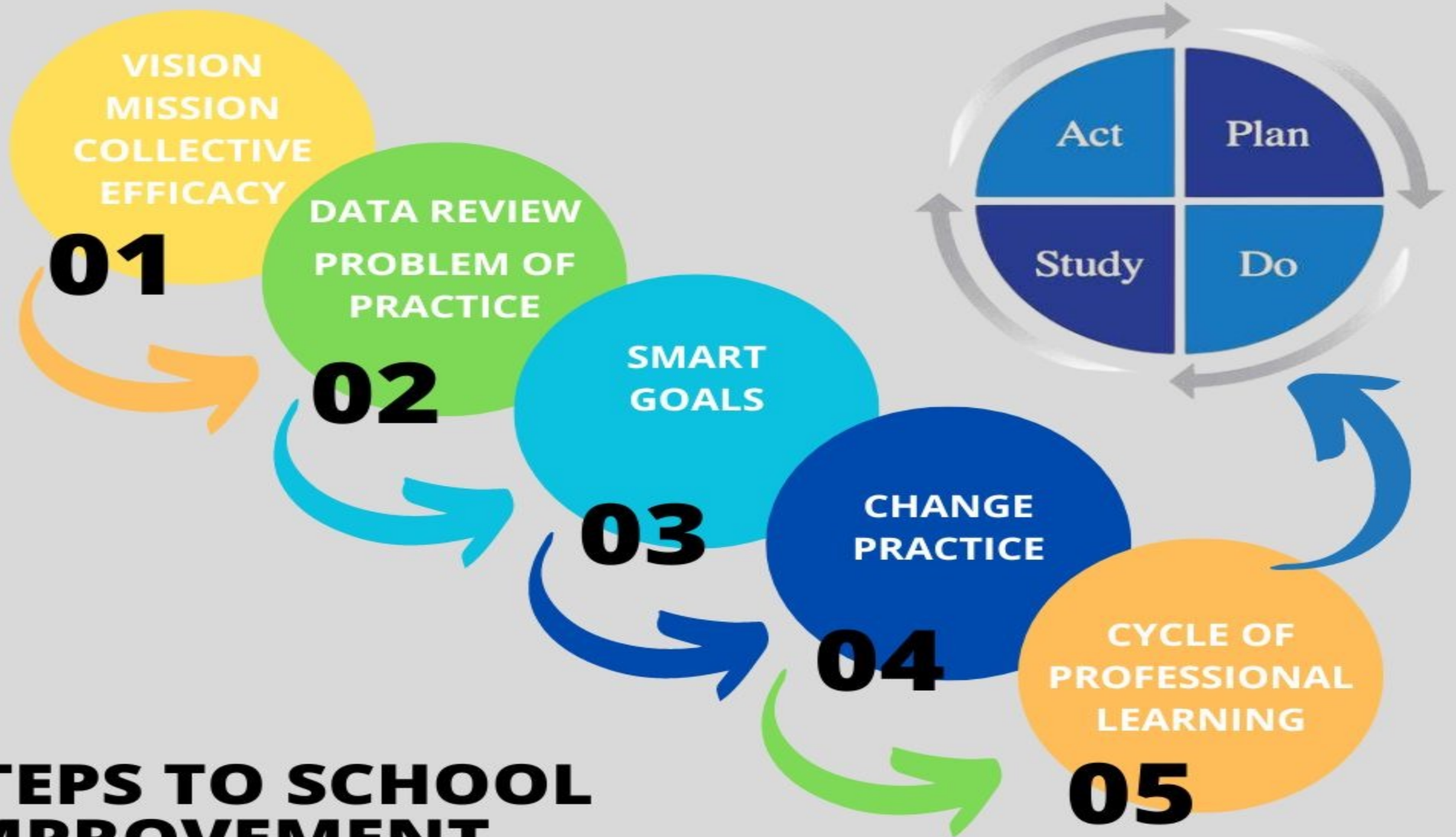
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



# Mary B. Neal Elementary

## Vision, Mission, Collective Efficacy Statements

**Vision:** Across the state of Maryland, Mary B. Neal Elementary School is the leader in academics and character education based on high expectations. Students, families and staff actively demonstrate Respect, Responsibility and the Right to Learn in ALL aspects of their lives through community service and lifelong learning in a positive, safe and challenging environment.

**Mission:** The mission of Mary B. Neal 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:** Building on our shared desire for student success, we will develop a school culture of collaboration and communication through a continuous, conscious, and thoughtful improvement process. Together we will ensure all voices are heard and strive to listen with an open mind.



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## Mary B. Neal's Area of Focus

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,

Mary B Neal Elementary



# Data Summary

English Language Arts Data Overview	Mathematics Data Overview
-iReady ELA scale scores with domain analysis	-iReady Math scale scores with domain analysis
-MCAP ELA scale scores with domain analysis	-MCAP Math scale scores with domain analysis
-MCAP Evidence Statement Analysis on grade level ELA standards	-MCAP Evidence Statement Analysis on grade level Math standards
-Common Assessment data with grade level ELA standards	-Common Assessment data with grade level Math standards



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# Smart Goals

## ELA Smart Goal

- Neal Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment by 7%.

## Mathematics Smart Goal

- Neal Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics assessment by 7%.



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# Cycle 2 to Cycle 3: Change Practice & Cycle of Professional Learning

## Change Practice

- Administration, resources teachers, and teachers will collaborate, plan, and implement strategies for creating learning targets and success criteria. Learning targets are the “I am learning...” statements, their goals within the lesson. Success Criteria (“I can...” statements) are the actions to prove that they will “hit” their learning target / understand and comprehend the grade-level standards.

## Cycle of Professional Learning # 3 Overview

- Administration, resource teachers, and classroom teachers will continue to “unpack” / analyze grade level standards to create effective learning targets and success criteria.
- Administration-created walkthroughs will monitor the implementation of those practices.
  - A similar administration-created walkthrough will be created to monitor the implementation. The results of the similar walkthrough form will compare Cycle 2 to Cycle 3.



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## Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"><li>-Standard alignment lesson planning</li><li>-Students referring to Learning Targets</li><li>-iReady winter to spring diagnostic growth</li><li>-Implemented data dive sessions to analyze standards mastery within iReady and/or the Common Assessments.</li></ul>	<ul style="list-style-type: none"><li>-Learning Targets are posted in the classroom.<ul style="list-style-type: none"><li>-100% of the classrooms observed had LTs posted.</li></ul></li><li>-Learning Targets are connected to the standard.</li><li>-Continuous, in-depth planning sessions with teachers.</li><li>-School wide SLOs were met and exceeded.<ul style="list-style-type: none"><li>-Hit 103% of our math goal.</li><li>-Hit 134% of our reading goal.</li></ul></li></ul>

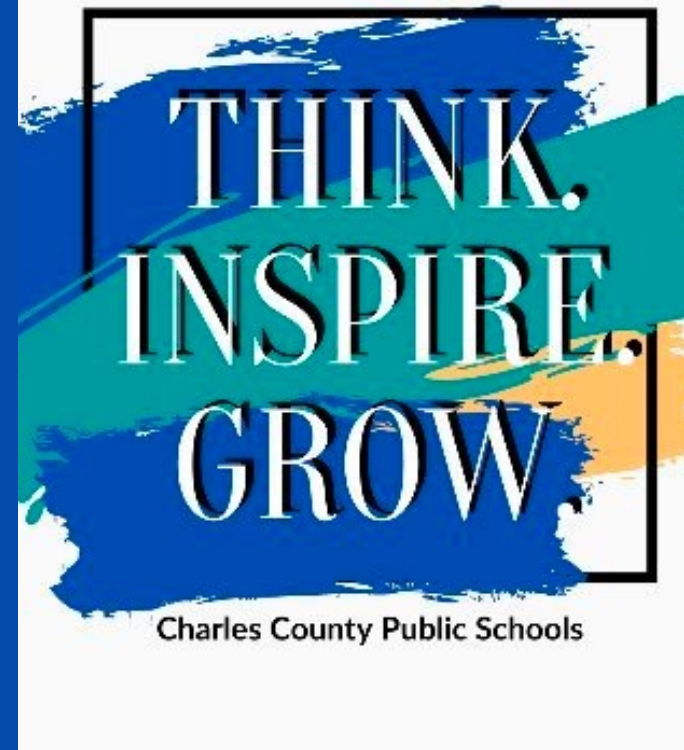
### Next Steps

- Creating time within next year's schedule to: continue data dives, implement well-organized planning sessions for standards-based learning; and continue to implement Learning Targets and Success Criteria within the classroom.

# Charles County Public Schools

## Culture and Climate Goal Mid to End of Cycle 3 Update

Mary B. Neal  
Elementary



# School Climate: Data Collection

## Cycle 3 Data Collection:

We will be analyzing the following data points:

- Percentage of Classrooms with a calming area (goal – 100%) – Currently 100% of classrooms have a calming area
- Teacher Move this World utilization – Due to a change in classroom expectation, this data was not reviewed as we changed the expectation for teachers to only use the program two days a week as opposed to three.
- Number of Major Referrals will be analyzed weekly and compared with the year before to adjust as necessary – There was an increase of 180% between Q2 and Q3.
- We will be keeping track of the number of referrals for students in our regionalized program to track data. 4 of the major referrals for Q3 came from a regionalized program.
- Of the 56 Major referrals for the 3<sup>rd</sup> quarter, 31 of them were for a single student (55% of the Q3 Major Referrals).
- Of the remaining 25 referrals, 4 of them were for students in a regionalized program (16%), and 9 of them were split between 3 other students who are receiving behavior supports (36%). When removing these factors the number of referrals was 12, or 21% of the referrals for the 3<sup>rd</sup> Quarter.



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# School Climate

## Cycle 3 School Climate Data Analysis

*To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?*

Data Source:

Successes	Challenges	Next Steps
<ul style="list-style-type: none"><li>- All teachers have a calming area/process in their classroom.</li><li>- A student decreased from 4 major referrals in Q1 to 1 in Q2 to 0 in Q3. This represents a 100% decrease. This student has been receiving additional support from Early Childhood and SPED.</li></ul>	<ul style="list-style-type: none"><li>- In Q1 there were 28 major referrals. In Q2 there were 19. In Q3 there were 56 referrals. This represents a 180% increase.</li><li>- Our number of referrals in regionalized programs increased from from 3 to 4 representing a 33% increase.</li><li>- Of the 56 Major referrals for the 4<sup>th</sup> quarter, 31 of them were for a single student (55% of the Q3 Major Referrals)</li><li>- In Q3 of the 23/24 school year there were 48 referrals. In the 24/25 school year we had 56 in Q2. This represents a 16.6% increase.</li></ul>	<ul style="list-style-type: none"><li>- Create targeted plans for our students with high levels of referrals. Continue to implement the plans that were put in place last quarter.</li><li>- The goal for the 4<sup>th</sup> quarter is to reduce the number of major referrals to 50 which would represent a 10.7% decrease.</li></ul>

THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



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