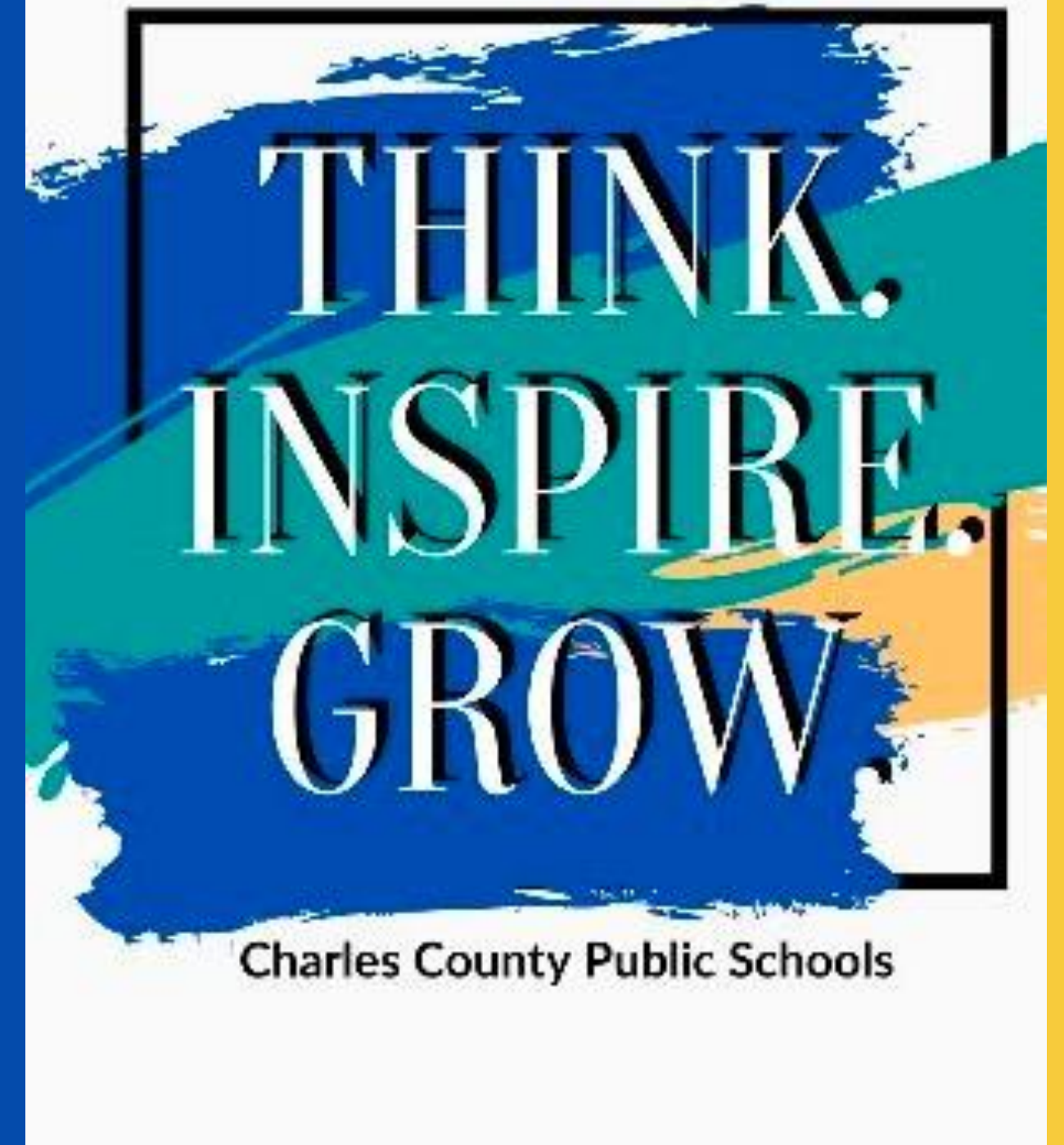
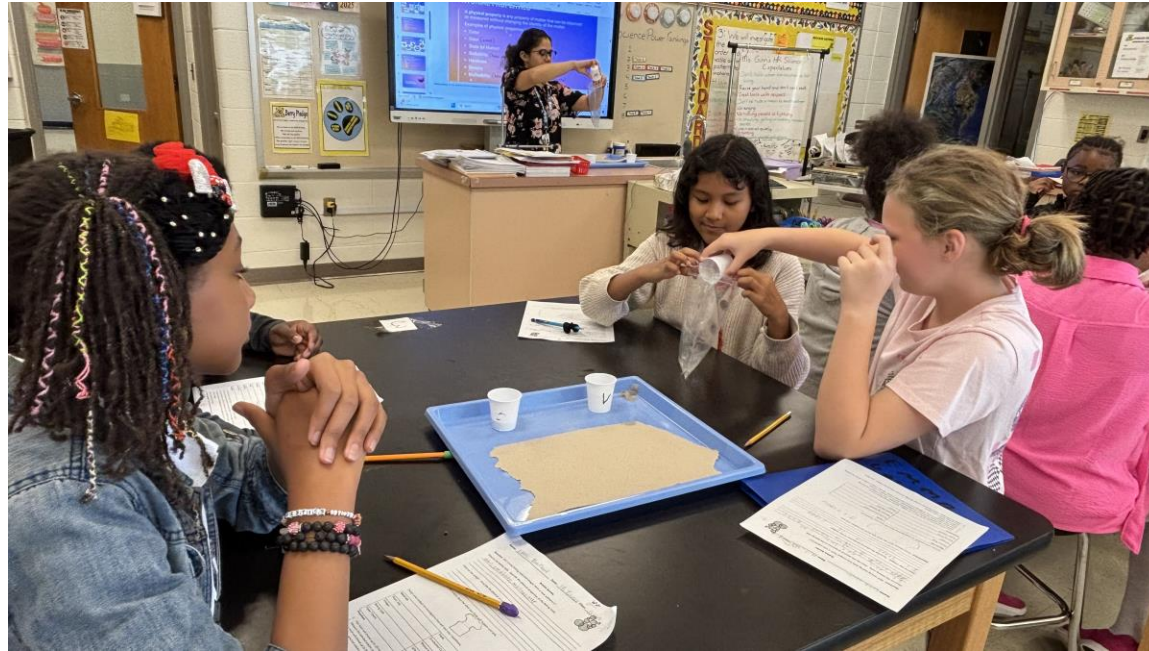


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Public Schools  
School Improvement Plan  
Cycle 1

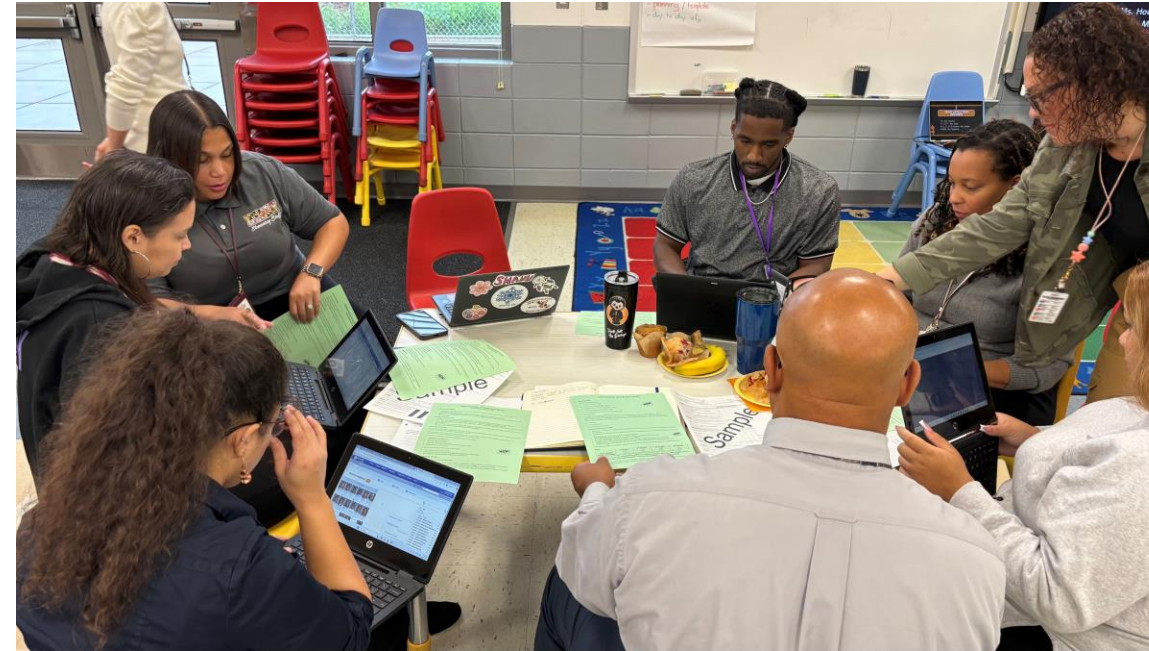
Berry Elementary



# Constructing a Culture of Excellence



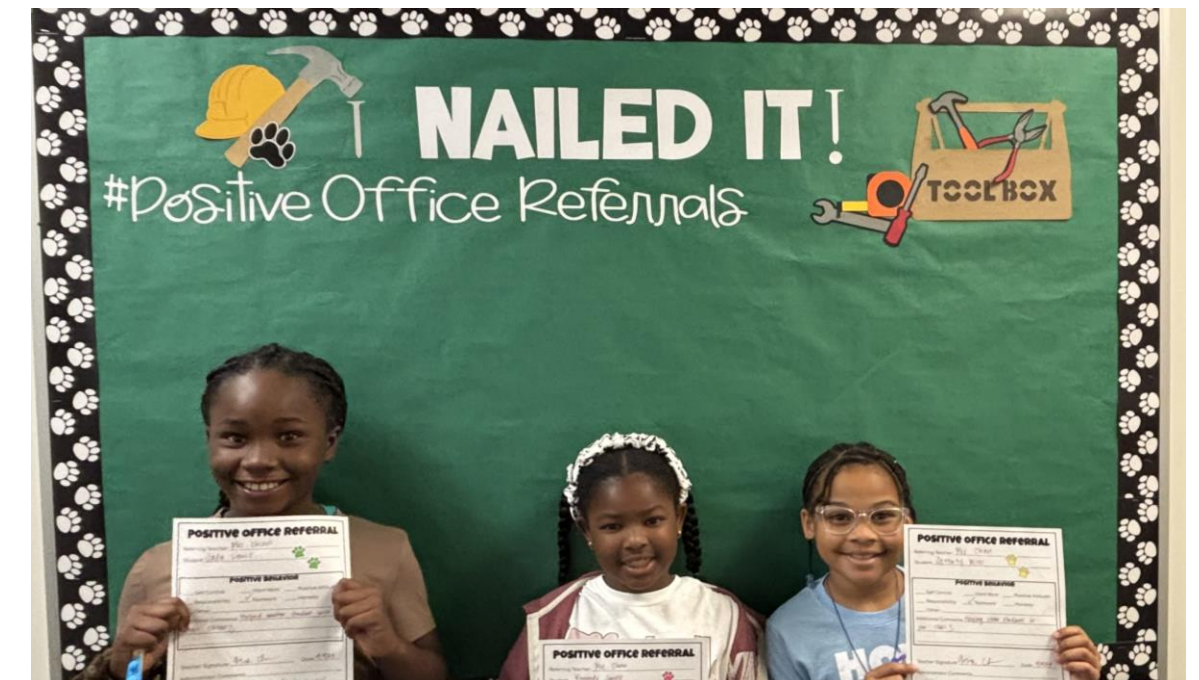
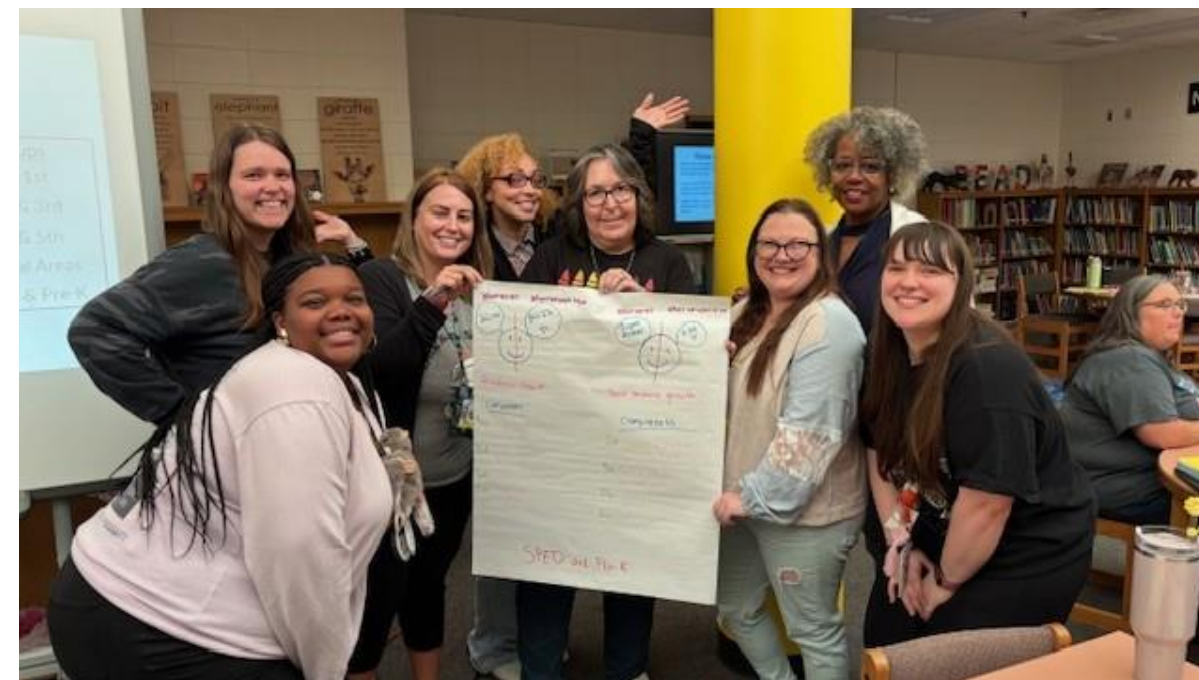
Engage



Empower

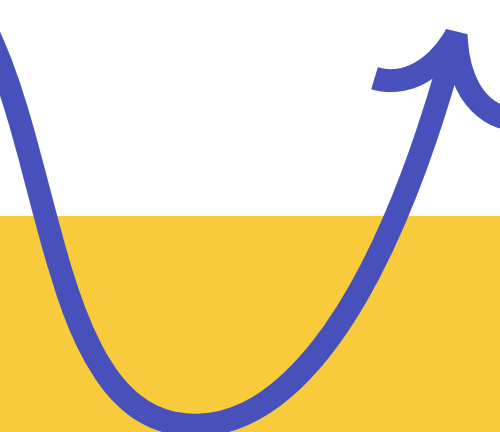


Encourage



# Why Continuous School Improvement

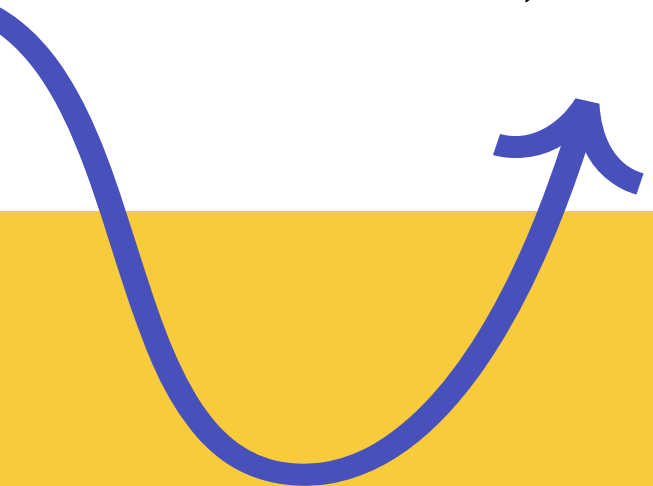
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, 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.



# Why Continuous School Improvement

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

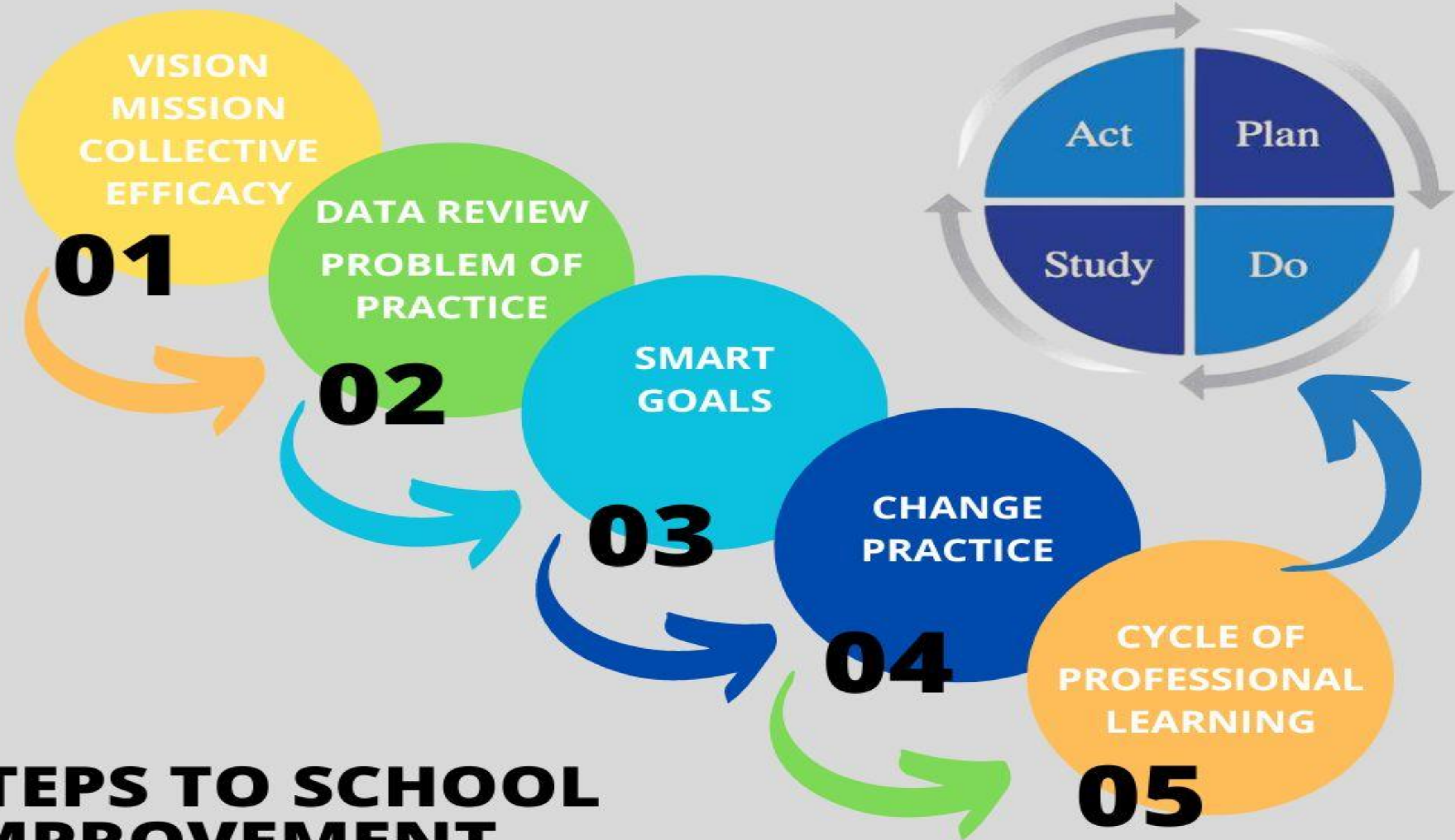
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



# Insert School Name

## 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 that focus on a shared leadership mindset through collective responsibility, with a strong belief in the collaborative effort needed for quality teaching and learning.

By fostering a school culture that values the voices of all stakeholders, we will intentionally identify areas of strength and growth. Together, we will plan, implement, and monitor our efforts, holding each other accountable to our shared goals. High expectations will be embedded in our daily practices, and we will continuously reflect on our progress to ensure sustained improvement.

We are committed to celebrating both our successes and our challenges, leaving no one—students or adults—behind. Excellence is not an option; it is the expectation for all. Through this collective effort, we will promote ongoing growth and achieve our learning goals.



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# Area of Focus

Dear Parents and Guardians,

At Berry, we are committed to ensuring that every student in grades 3–5 thrives in both math and reading. To achieve this, we are focusing on strengthening instructional practices that help all learners succeed.

We are enhancing:

- ★ **Lesson design** to ensure clarity and purpose
- ★ **Differentiated instruction** to meet diverse learning needs
- ★ **Flexible grouping** to provide targeted support
- ★ **Student discourse** to encourage deep thinking and explanation

By prioritizing well-planned lessons, high-quality instructional programming, and meaningful opportunities for students to express their reasoning, we aim to create a learning environment where every child can grow and achieve academic success.

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
In the spring of 2025, 46.2% of Berry's third through fifth graders scored proficient or higher on the ELA MCAP assessment.	In the spring of 2025, 24.4% of Berry's third through fifth graders scored proficient or higher on the Math MCAP assessment.
Our third graders need more support in using text features and identifying the main idea of informational texts, as well as determining the lesson of fictional texts. Additionally, students need support in both written expression and written conventions.	For third grade, standards related to the measurement and data domain and involving multiplication/ division of whole numbers proved challenging. Our students also need support with responding to reasoning questions.
Berry's fourth graders demonstrated a need for more support in determining the main idea of an information text and describing text structure. For literary texts, their greatest need for support is in comparing/ contrasting points of view. Our fourth graders scored above both the district and state in written expression and written conventions.	Fourth graders showed a need for more support on questions relating to comparing fractions, understanding word problems involving multiplication of fraction and whole numbers using visual models, and recognizing angles as additive. Students also need support using reasoning in proving/ disproving statements using correct and precise mathematical examples.
According to spring 2025 MCAP data, fifth grade students need support in integrating information from several texts, as well as explaining relationships between individuals, ideas, or concepts when reading informational texts. They, too, need additional support when describing the narrator's point of view and comparing/ contrasting fictional texts in the same genre. In writing, our fifth grade students scored between the local and state in written expression and written conventions.	Our fifth graders demonstrated a need for more support with order of operations, explaining powers of 10, and multiplying decimals. Additionally, students need extra support with answering modeling and reasoning questions, specifically those that ask students to evaluate partial or complete solutions to real-world situations and identifying flawed thinking or reasoning.
At the end of the 2024-2025 school year, 34% of Berry students in grades 1-5 were reading mid or above grade level according to the spring iReady diagnostic.	At the end of the 2024-2025 school year, 26% of Berry students in grades 1-5 were performing mid or above grade level on the spring iReady math diagnostic.



# School Problem of Practice & Smart Goals

## ELA Smart Goal

- **Berry Elementary will increase the number of students meeting or exceeding proficiency on the reading MCAP assessment from 46% to 56%.**

## Mathematics Smart Goal

- **Berry Elementary will increase the number of students meeting or exceeding proficiency on the math MCAP assessment from 25% to 32%.**



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

Coaches will model and provide professional development in regard to collaborative planning, with a focus on understanding content, standards/learning goals, instructional strategies and assessment data.

## Cycle of Professional Learning # 1 Overview

- Through collaborative planning, teachers will understand what they are teaching (standards), how they are teaching it, and how their students will demonstrate their understanding. Additionally, teachers will be introduced to, allowed safe practice of, and monitored for use of engagement strategies.



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# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will utilize collaborative planning documents as a guide when planning lessons.	Students will verbalize the purpose and goals of the lesson.
Teachers will use the language of the standard throughout the lesson.	Students will verbalize their understanding of their learning.
Teachers will use shared engagement strategies throughout the lesson.	Students are participating in collaborative discourse.
Teachers will lead targeted Tier II instruction groups based on data provided by ILT.	Students will participate in the engagement strategies that have been shared.

# Culture & Climate Overview

## Data Overview

- Q1: Up to 3 referrals (major and minor)
  - 13/715 Did not attend-approx. 1.82%
  - ✦ GOAL: Difference of 2 students
- Q2: Up to 2 (major and minor)
  - 12/715 Did not attend-approx. 1.68%
  - ✦ GOAL: Difference of 2 students
- Q3: Up to 1 referral
  - 32/715 Did not attend-approx. 4.48%
  - ✦ GOAL: Difference of 4 students
- Q4: 77/715 No referrals
  - Did not earn it-approx. 10.77%
  - ✦ GOAL: Difference of 10 students

## 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. Delete these directions after making the revisions.)*

At Berry Elementary School, we recognize that a positive school climate is built on shared expectations, consistent practices, and a culture that celebrates doing the right thing. Our focus on PBIS (Positive Behavioral Interventions and Supports) is grounded in the belief that teaching, modeling, and reinforcing appropriate behaviors creates a safe and supportive environment where all students can thrive. By consistently implementing PBIS strategies, we aim to strengthen students' sense of belonging, encourage positive choices, and acknowledge both everyday successes and significant efforts to improve. Through intentional recognition and celebration of positive behavior, we will continue to shape a culture of respect, responsibility, and excellence that supports both academic and social-emotional growth.

# Action Steps

1

All staff has been provided all PBIS materials.

2

Staff has been afforded Professional Learning around the PBIS expectations and required implementation of the PBIS program.

3

Students are earning their Dojo Dollars/Dojo Points to spend either in the classroom or in the school store.  
Students are also being recognized on the school wide announcements for Positive Office Referrals.  
Whole classrooms are being celebrated

4

PBIS coordinator facilitated a school wide inventory on classroom resources, provided additional training in 2 staff meetings, and has established supports for school store and quarterly

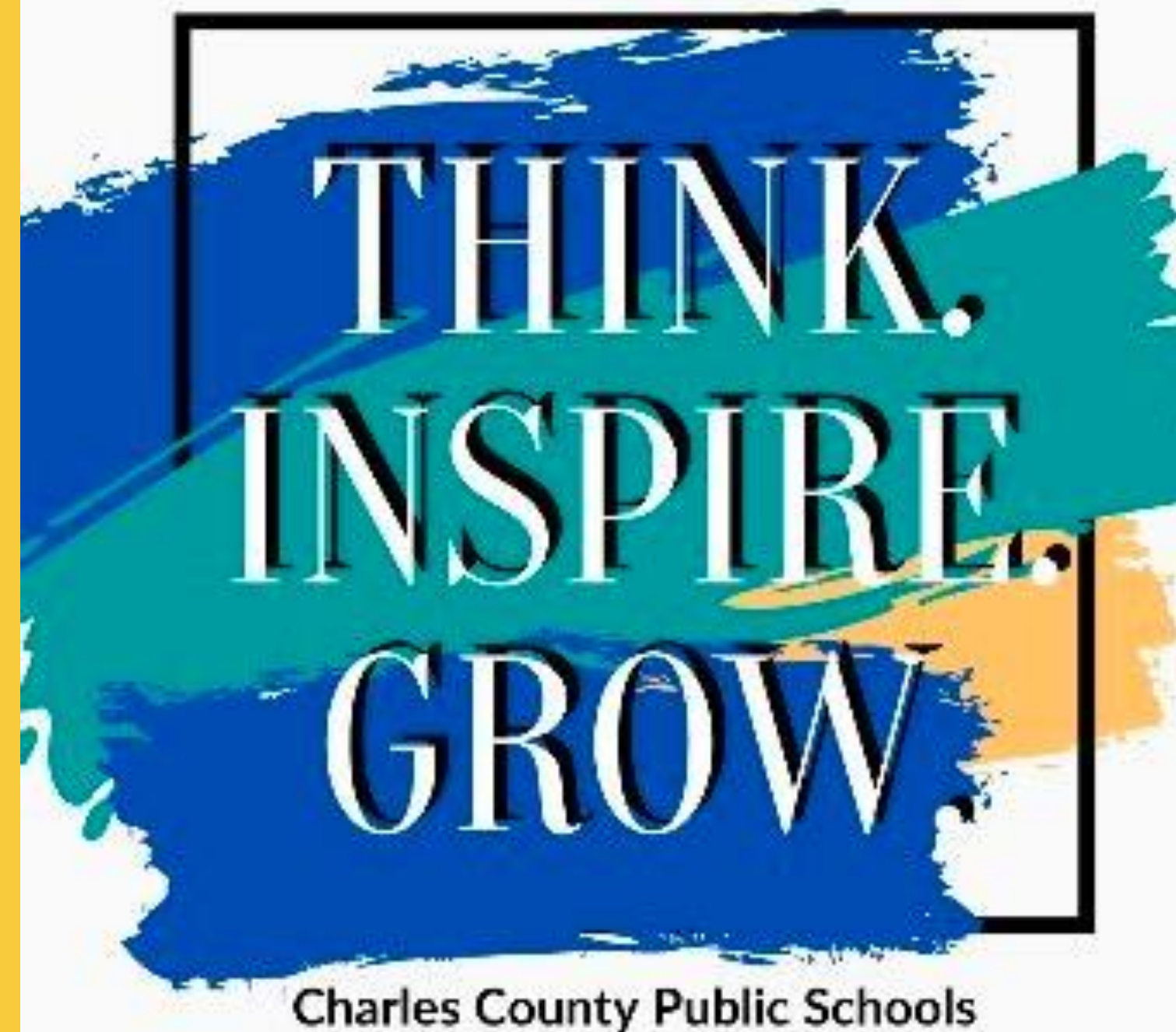
# Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

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

THANK  
YOU FOR  
REVIEWING  
OUR PLAN!

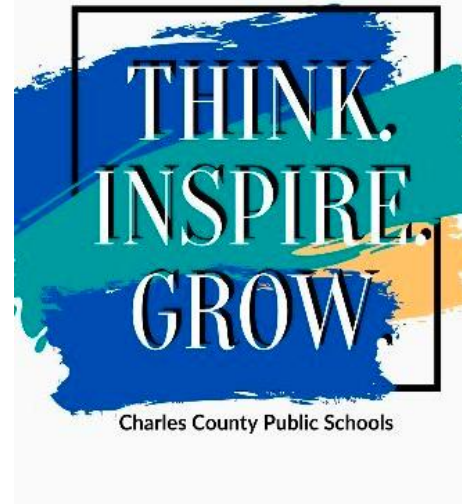


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# Directions

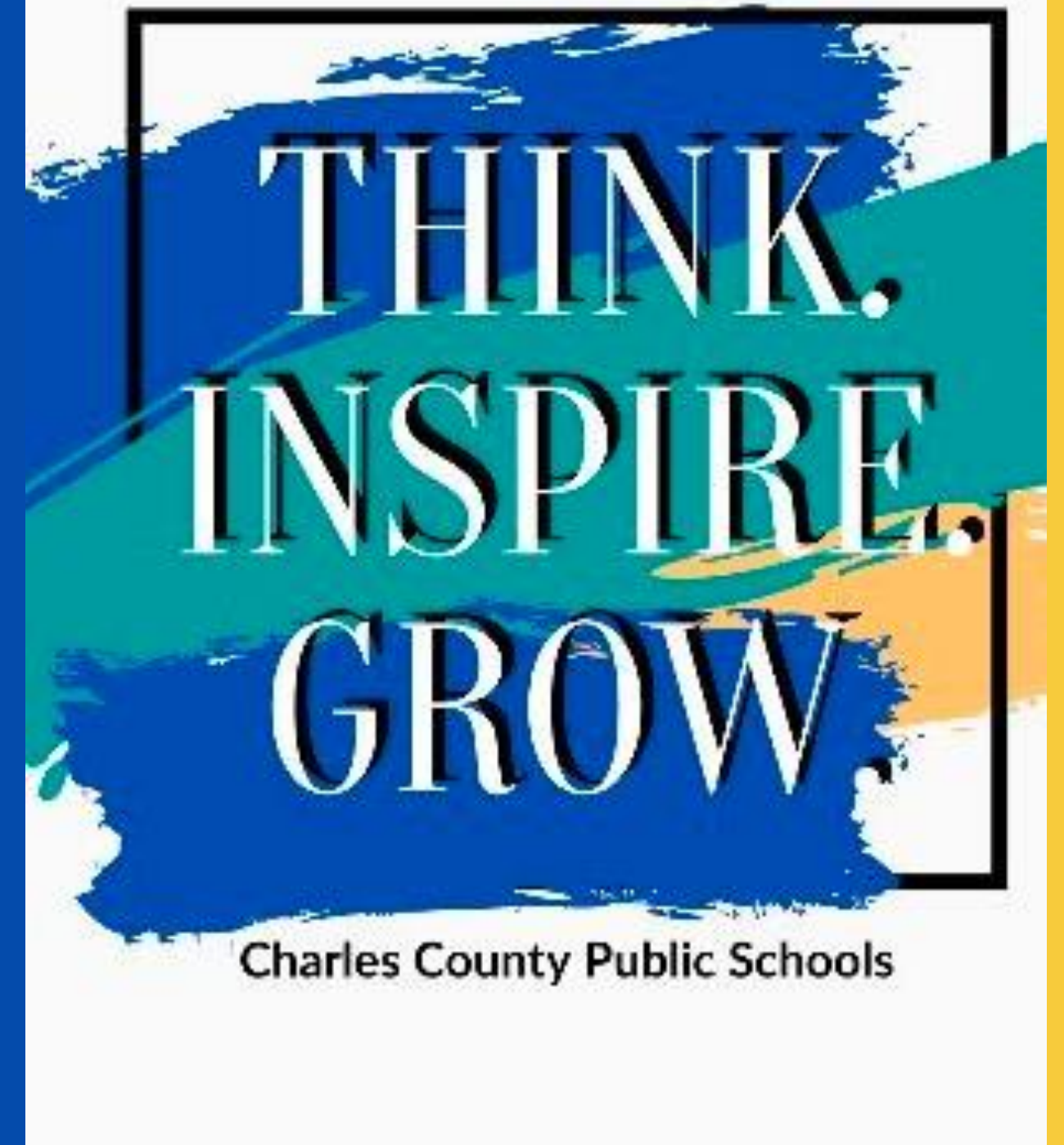
- ✓ Update Cycle 2
- ✓ Use your SIP to update the slides.
- ✓ Adjust formatting of slides as needed. Make an effort to put the required information on one slide without overloading the page. The goal is to deliver a concise parent friendly presentation.
- ✓ Share this presentation with your school community
- ✓ Please have your Public Relations Liaison upload the presentation to the school website by January 9.
- ✓ 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 2

Insert School  
Name Here



# Place a catchy heading here ...

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

Have a little fun with this slide!



# Cycle 2: Change Practice & Cycle of Professional Learning

## Change Practice

- Insert Change Practice

## Cycle of Professional Learning # 2 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 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)



# Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

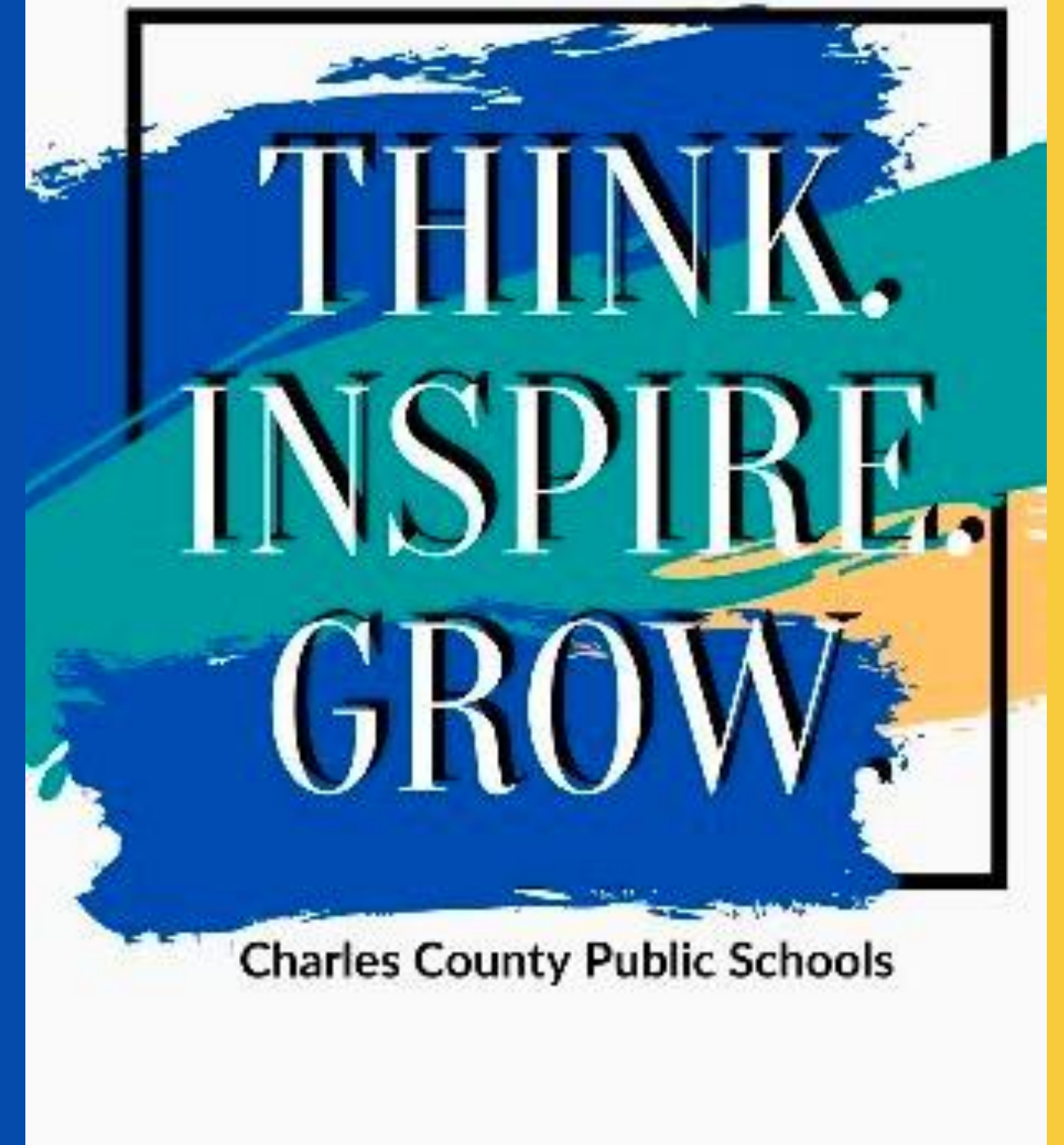
## Next Steps

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



# Charles County Public Schools Culture & Climate Cycle 2

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

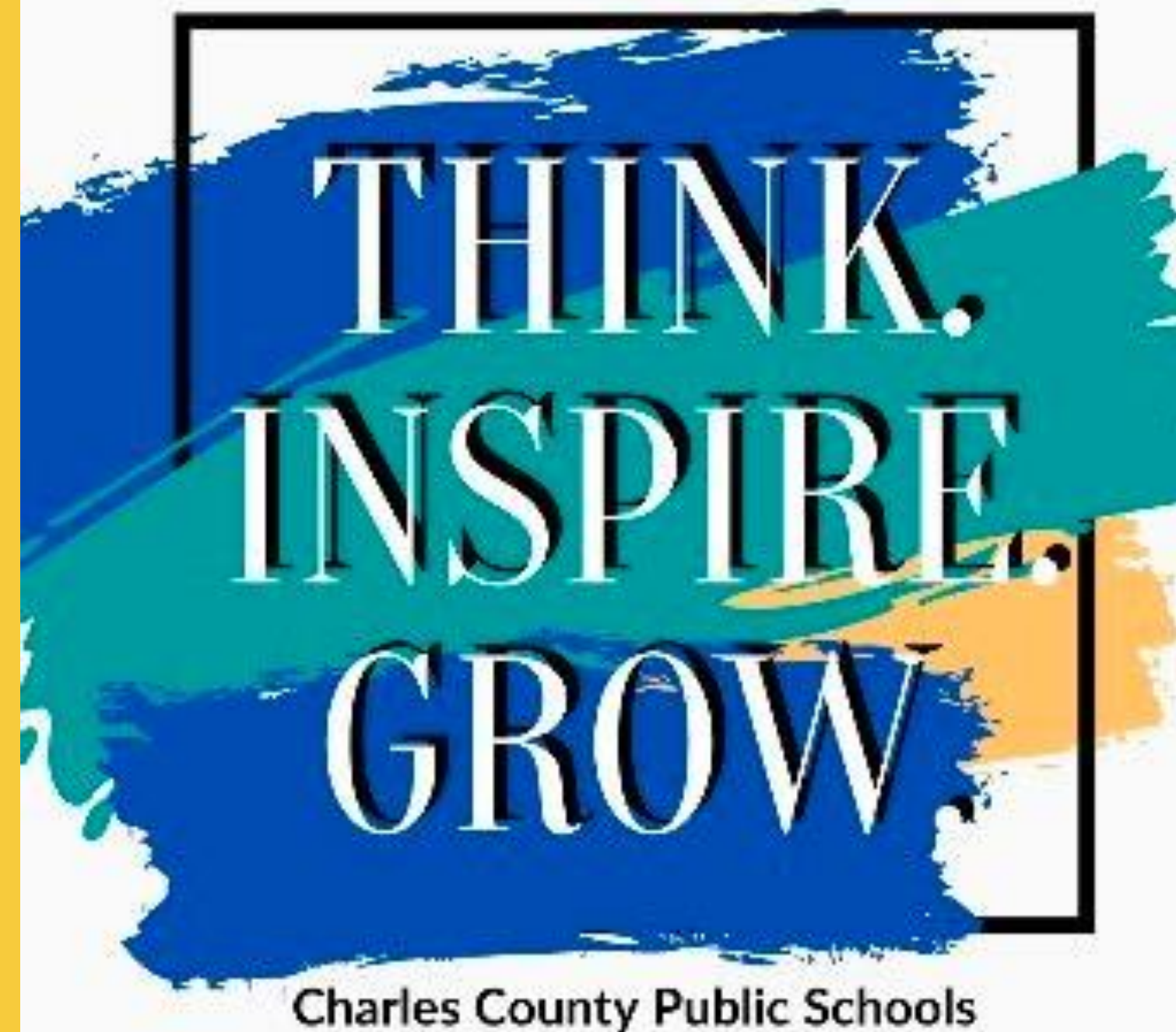
# Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

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

THANK  
YOU FOR  
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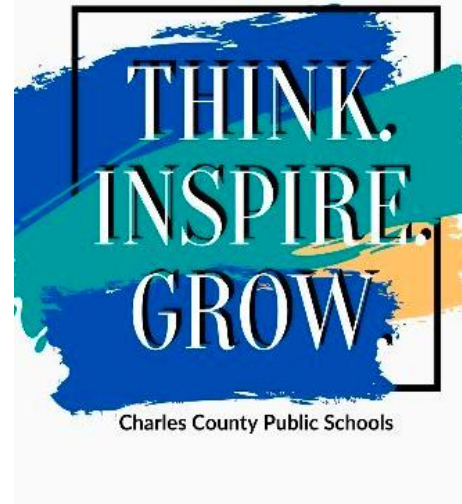


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# Directions

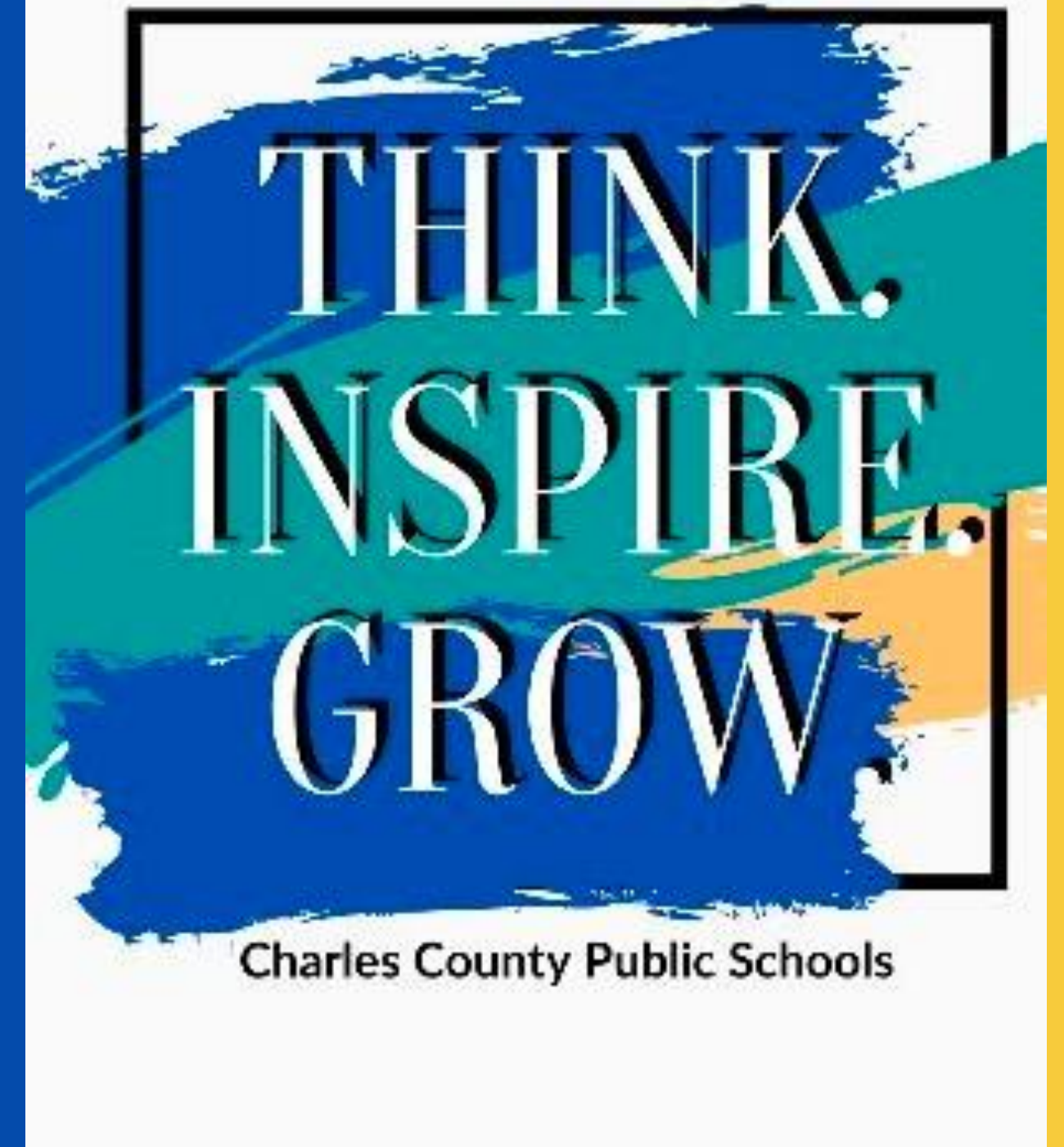
- ✓ Update Cycle 3
- ✓ Use your SIP to update the slides.
- ✓ Adjust formatting of slides as needed. Make an effort to put the required information on one slide without overloading the page. The goal is to deliver a concise parent friendly presentation.
- ✓ Share this presentation with your school community
- ✓ Please have your Public Relations Liaison upload the presentation to the school website by April 17
- ✓ 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 school here!
- You can include pictures of school happenings and tell your audience about 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.



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# Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)



# Cycle 3: Outcomes

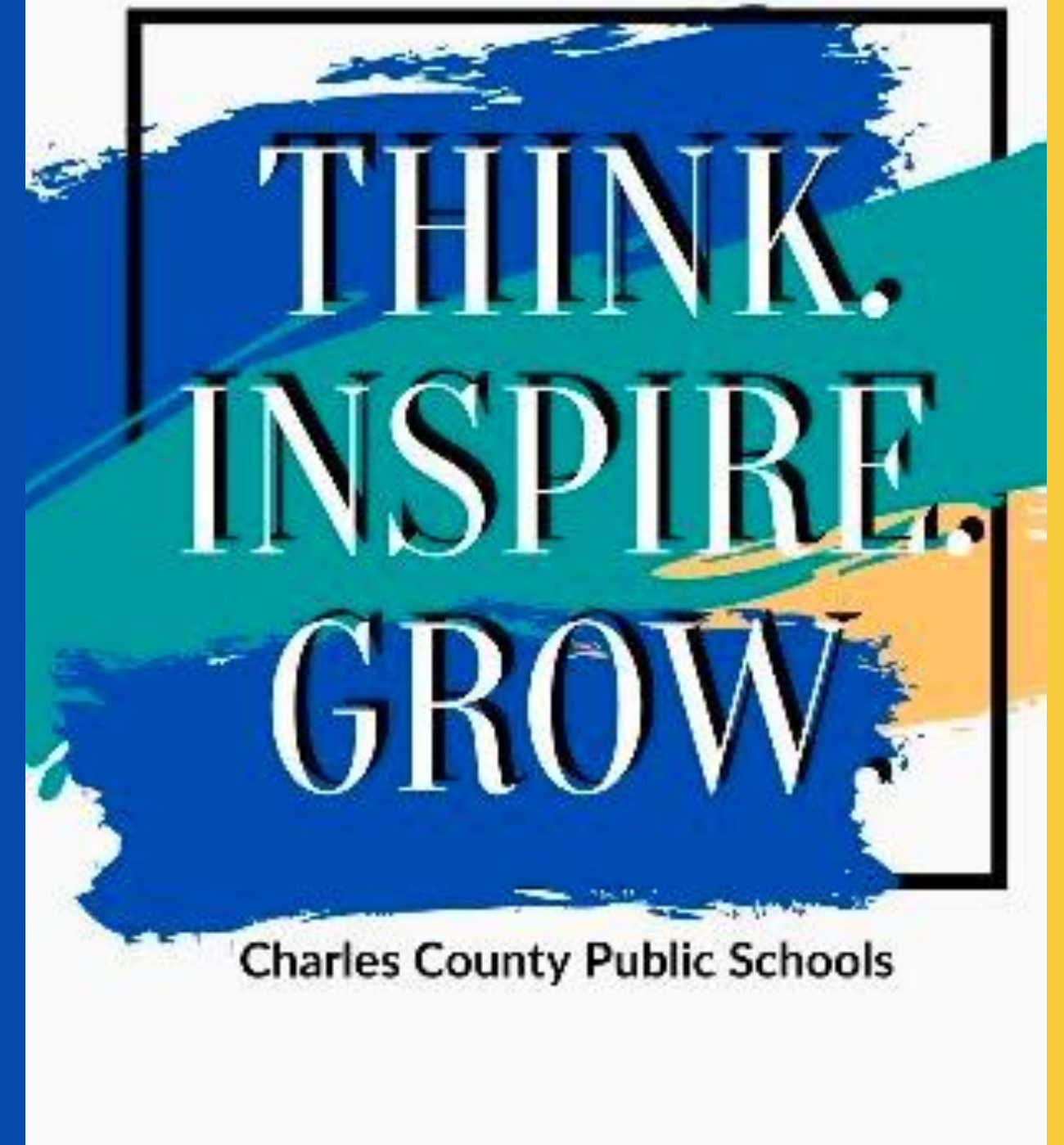
Cycle Areas of Growth	Cycle Celebrations

## 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

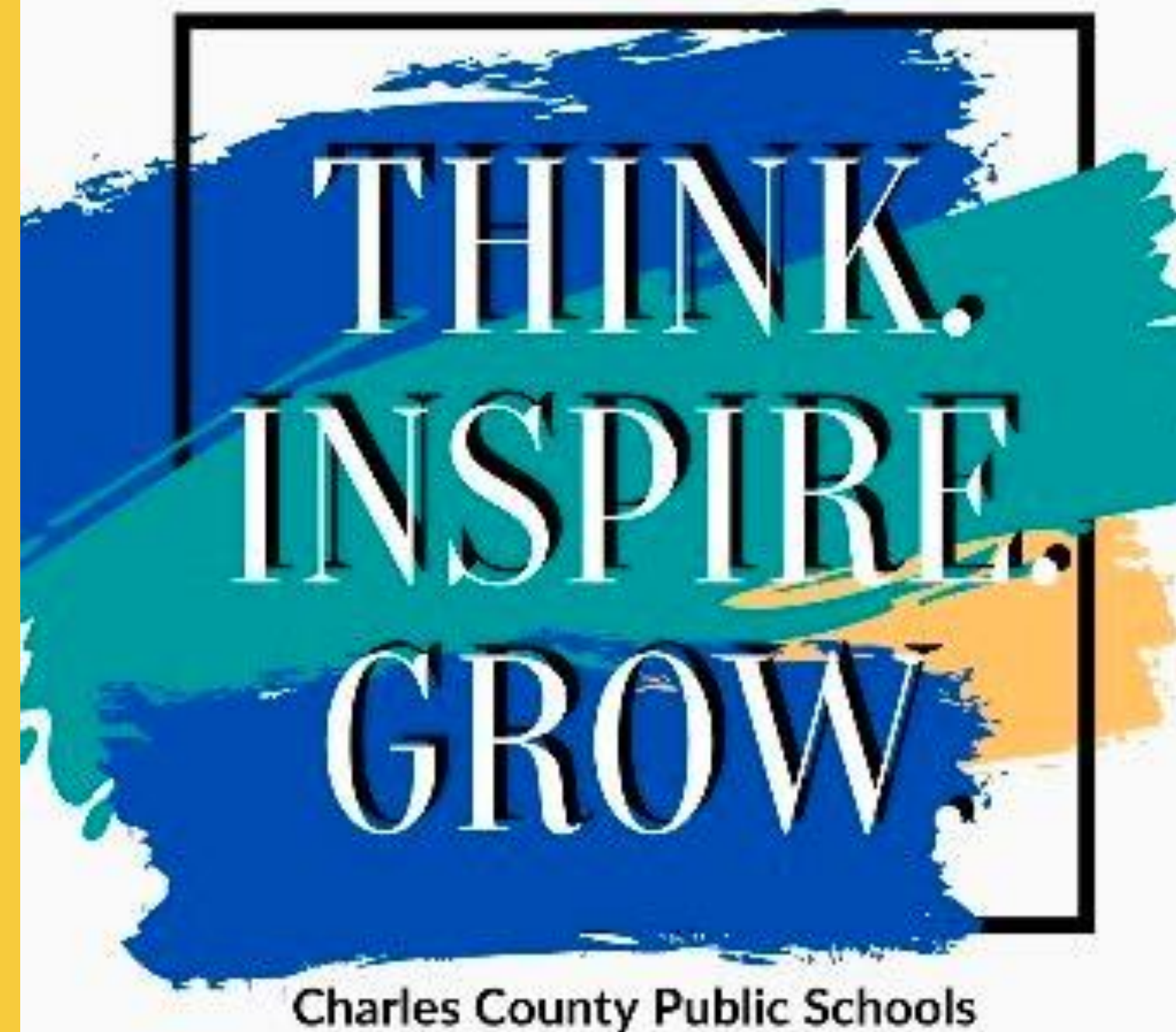
# Culture & Climate Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

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

THANK  
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