Charles County Public Schools

School Improvement Plan

Cycle 2

Mary B Neal Elementary

THINK. INSPIRE. GROW

Charles County Public Schools
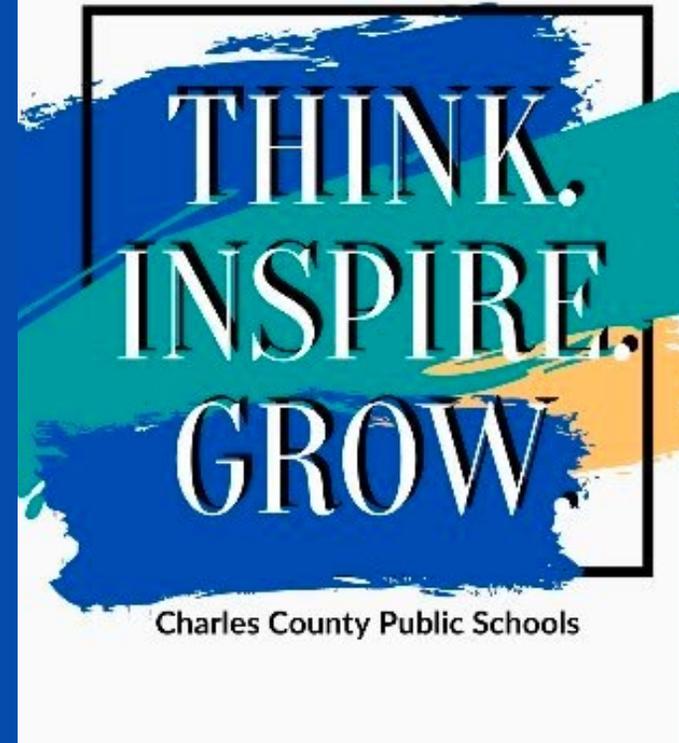
Great things happening at Mary B. Neal…

Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
-There has been an increase (from previous years) of posted Learning Targets and Success Criteria. -We need to continue to utilize LTs and SC while giving feedback to students.	-Students are now utilizing self-assessment techniques (learning progressions and rubrics) to gauge their mastery across standards. -Teachers are planning proactively, addressing possible misconceptions before implementing the lesson. -Teachers are using SC to gauge students understanding throughout the lesson, and at the end of the lesson.

Next Steps

- We are now analyzing MCAP scores/standards and CA (Common Assessment) data in order to focus on standards that students are having difficulty with.

- We will strategically implement student self-assessment strategies and different checking for understanding techniques on those particular, more rigorous, standards.

THINK. INSPIRE. GROW.
Charles County Public Schools
Working together to achieve excellence for every student.

Cycle 2: 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 can…" statements, their goals within the lesson. Success Criteria are the actions to prove that they will "hit" their learning target / understand and comprehend the grade-level standards.

Cycle of Professional Learning # 2 Overview

- Administration and resource teachers will "unpack" / analyze grade level standards to create effective learning targets and success criteria.
- Administration-created walkthroughs will monitor the implementation of those practices.
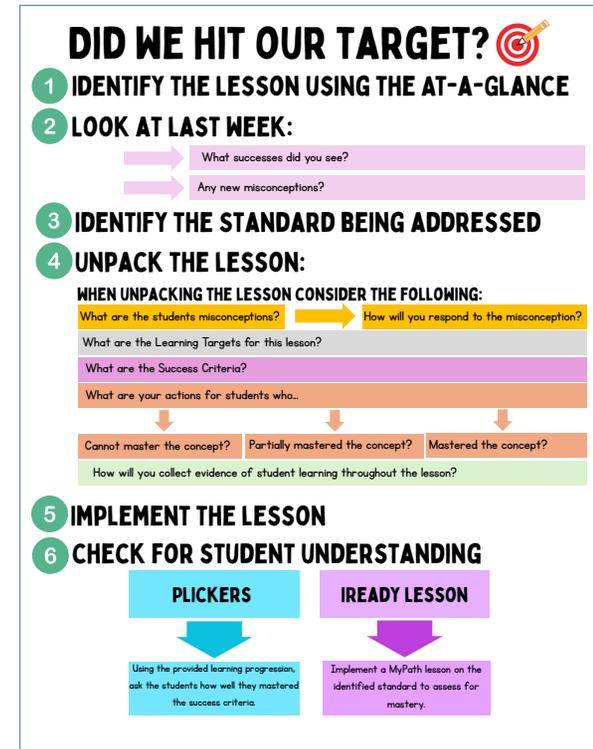
Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teacher will analyze the standards and then use the standards to create a student-friendly learning target(s).	Students will articulate their learning as it relates to learning target(s).
Teachers will create success criteria based upon the learning targets.	Students will refer to the learning targets and success criteria throughout a lesson.
Teachers will implement success criteria check-ins to determine student master on the grade-level standards.	Students will self-assess themselves based upon a learning progression that helps them determine if they mastered a grade-level standard.

Charles County
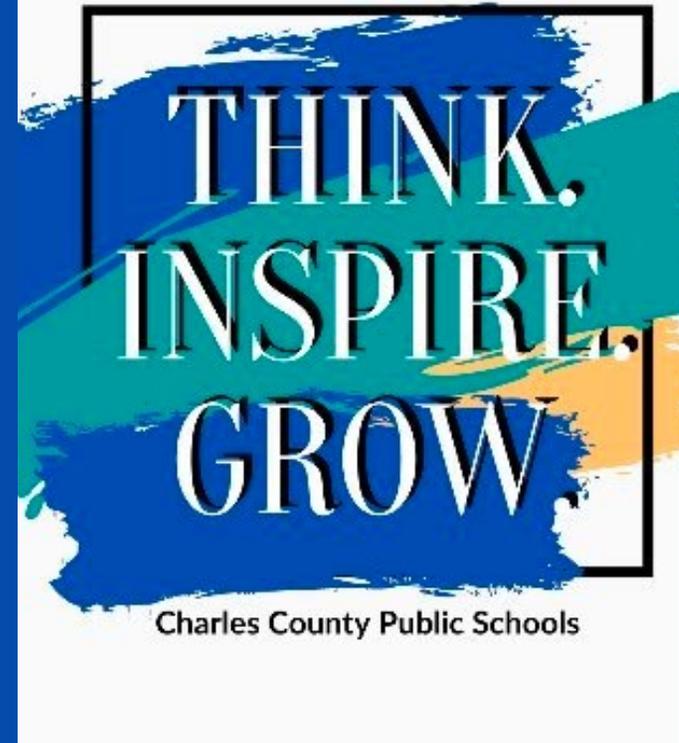Public Schools
THINK INSPIRE GROW
Working together to achieve excellence for every student.

Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
TBD/A	TBD/A

Next Steps

- TBD/A

Charles County Public Schools
Culture & Climate Cycle 2

Mary B Neal Elementary

Culture & Climate Overview

Data Overview	• **Referral Trends:** During the first cycle there were 9 students who had 2 or more major referrals. Four of these students were not present in previous school years (during previous cycles). • **Behavioral Implications:** The first 60-day cycle identified nine students with two or more major referrals. During this period, the school team implemented layered interventions and instructional supports aligned with students' individual learning and behavioral needs. These supports included program-based services, individualized behavior goals, and instructional adjustments designed to improve student outcomes. Following implementation, referral data showed a decrease during the second half of the cycle, indicating that the supports in place were having a positive impact. • **Action Plan:** The school aims to reduce the number of students receiving two or more major referrals from nine to seven (a 22% decrease). This will be accomplished by continuing to implement the refined behavior matrix, strengthening teacher support for classroom de-escalation strategies, and closely monitoring school-wide referral data. The school will also continue to implement MTSS supports and adjust instructional programming, as appropriate, to ensure students receive the level of support needed for behavioral and academic success.
Culture & Climate Area of Focus	Our school is focused on reducing the number of students who receive multiple major behavior referrals during the second cycle. Consistent patterns of repeated referrals suggest that some students may need additional support to manage behavior and stay engaged in learning. We will contiue to provide that additional support for students identified in cycle 1. By refining our behavior expectations, supporting teachers with effective strategies, and monitoring data closely, we aim to create a more positive, consistent, and supportive school environment for all students.
Smart Goal	**By the end of the second cycle of the 25-26 school year, reduce the percentage of students who received 2 or more major referrals by 22% compared to the first sixty days of school. This will be achieved by implementing a specific behavior matrix.**

Action Steps

1	During Cycle 2, the school continued consistent implementation of the updated behavior matrix aligned with the Code of Student Conduct. Expectations for positive and responsible behavior were reinforced across settings, with continued emphasis on shared language and clear routines to support student understanding.
2	Throughout Cycle 2, teachers and staff received continued support focused on prevention, de-escalation, and restorative practices aligned with district behavior guidelines. School leaders provided ongoing coaching and guidance to strengthen consistent implementation of behavior supports.
3	During Cycle 2, school leadership regularly reviewed behavior data to monitor trends and assess the effectiveness of interventions and supports. This review process supported consistency in applying the Code of Student Conduct and informed adjustments to schoolwide and targeted supports as needed.
4	In Cycle 2, the school sustained its focus on recognizing and celebrating positive student behavior and good citizenship. These acknowledgements reinforced expectations and supported a positive, respectful school climate.

Culture & Climate Cycle 2: Outcomes
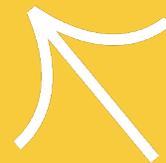
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- TBD/A

Charles County
Public Schools
Working together to achieve excellence for every student.