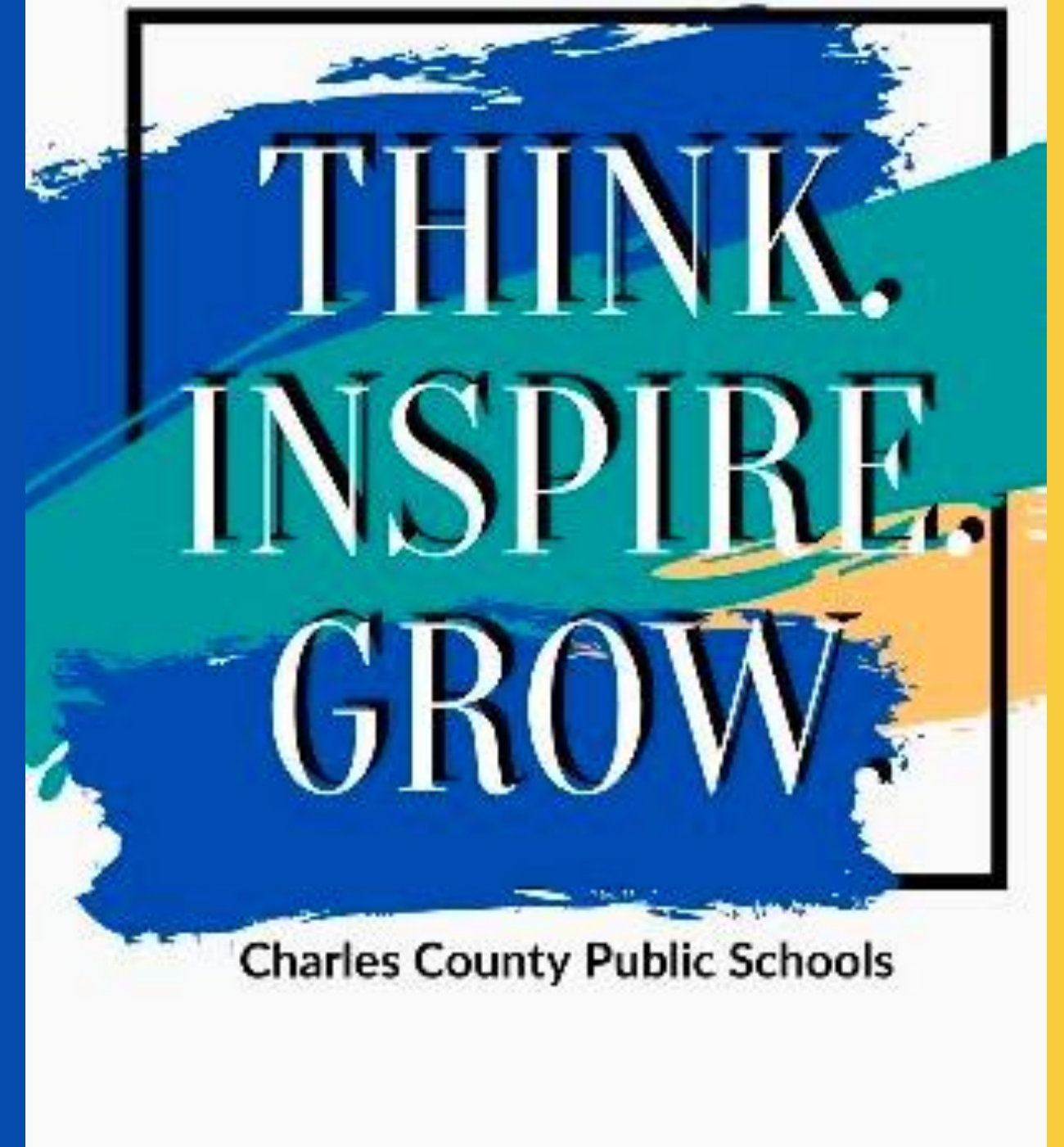


Charles County
Public Schools
School Improvement Plan
Cycle 1

C Paul Barnhart

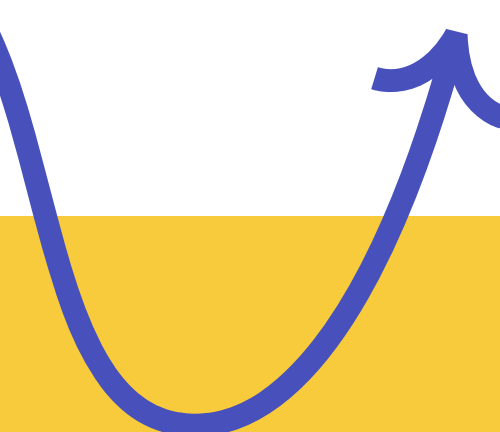


Barnhart Blue Jays: Celebrating 31 Years of Academic Excellence



Why Continuous School Improvement

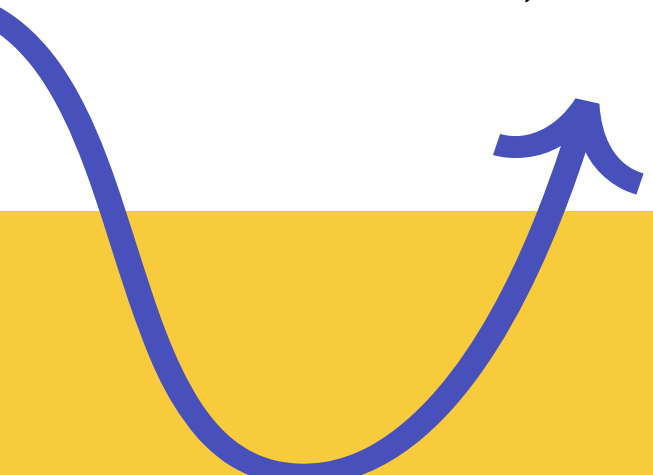
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

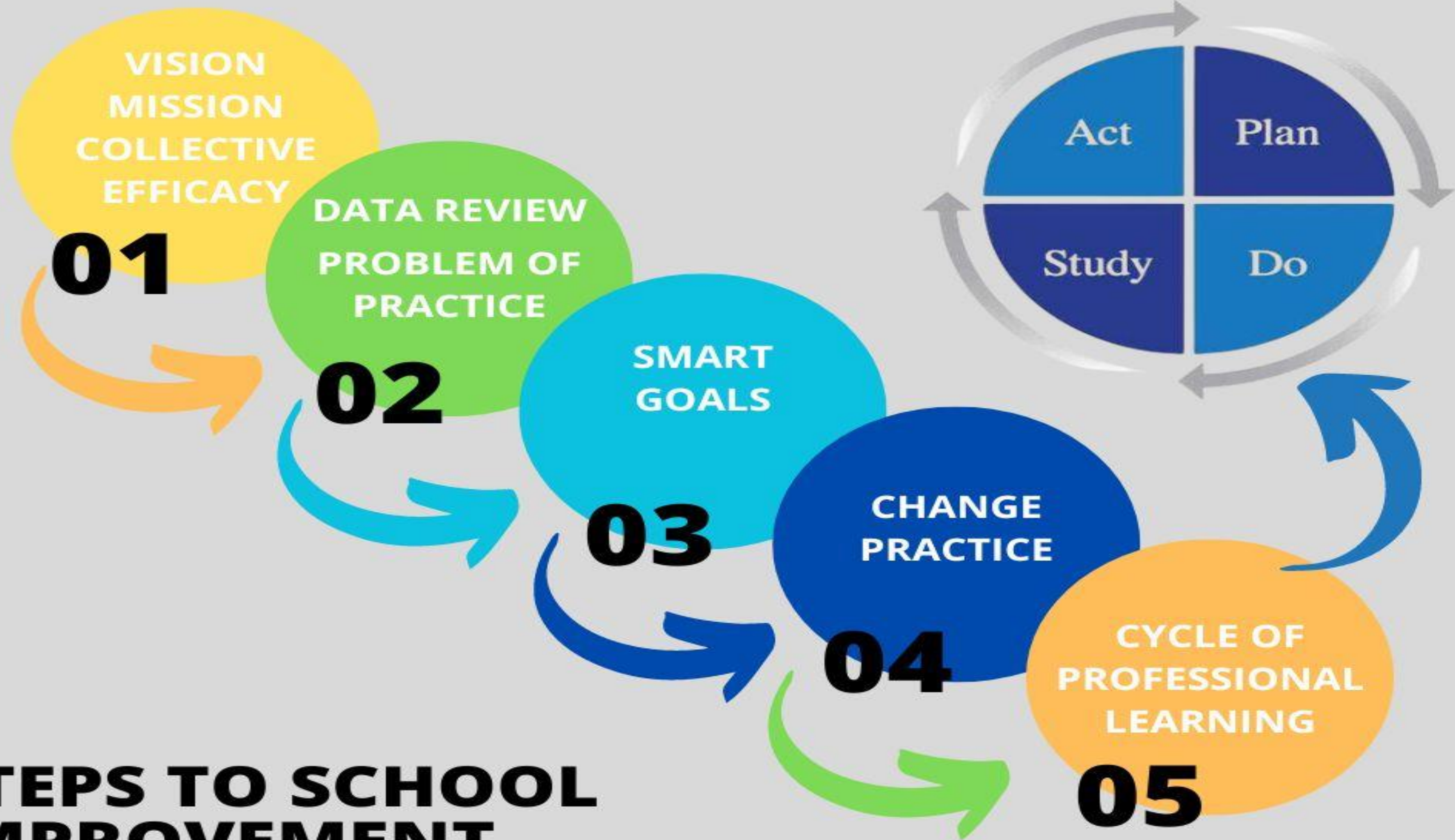
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Barnhart Elementary School

Vision, Mission, Collective Efficacy Statements

Vision: The vision of Barnhart elementary school is to create the best environment where all students experience academic success, develop personal responsibility, and achieve career readiness for the 21st century.

Mission: The mission of Barnhart 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 for learning.

Collective Efficacy Statement: Through the continuous SIP, Barnhart ES will create a school culture focused on the shared belief that when all stakeholders are aware of their potential impact on student learning, students achieve at a higher rate. Together, we will identify our areas of strength and growth, work collaboratively to plan, implement, monitor our efforts, and celebrate our success.



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Barnhart Elementary School

ATSI Status

CP Barnhart was been identified by the Maryland State Department of Education as an ATSI (Additional Targeted Support and Improvement) school for the subgroup of Special Education. This means that we are focusing closely on improving outcomes for students with disabilities to ensure they receive the highest-quality instruction and support. As part of this designation, we will implement targeted strategies, monitor student progress, and partner with families to strengthen academic growth and success for all students receiving special education services.



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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:

- ✓ High-quality, consistent instruction in every classroom
- ✓ Engaging, rigorous, and well-structured learning instructional programming that ensures consistent understanding and implementation of standards-aligned instruction.

By sharpening how we plan and teach, we are building a stronger foundation for student success and creating more consistent learning experiences across grade levels. 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,

C. Paul Barnhart ES

Data Summary

English Language Arts Data Overview 2024-2025	Mathematics Data Overview 2024-2025
MCAP ELA/L 3rd Grade: 50% of students proficient	MCAP Math 3rd Grade: 56% of students proficient
MCAP ELA/L 4th Grade: 54% of students proficient	MCAP Math 4th Grade: 39% of students proficient
MCAP ELA/L 5th Grade: 29% of students proficient	MCAP Math 5th Grade: 23% of students proficient
Spring i-Ready (Grades 1-5): 53% of Barnhart students reading on grade level	Spring i-Ready (Grades 1-5): 49% of Barnhart students reading on grade level



Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Facilitate weekly collaborative planning sessions that focus on unpacking the standards and aligning instruction, engagement strategies and assessments.

Cycle of Professional Learning # 1 Overview

- Collaborative planning protocol
- Community building
- Instructional Strategies
- Engagement strategies
- Content knowledge
- Charlotte Danielson



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Implementing what was planned during common planning.	Engage in an engagement and/or cooperative learning technique.
Use an engagement and/or cooperative learning technique.	Articulate what they are learning
WHW chart is aligned to the standards.	Articulate how they will show that knowledge
	Meet a proficiency level of at least 60% on identified assessment tools

Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• Students are still struggling to answer the WH questions on their learning.• Scores are increasing on common assessments but not where we'd like them to be.	<ul style="list-style-type: none">• Engagement strategies teachers are trying something new, WHW charts are norm• Teachers are in the routine of doing the chart and articulate that standards to their class, and are more often infusing engagement techniques into all content areas.• More students are able to answer the What and How questions.

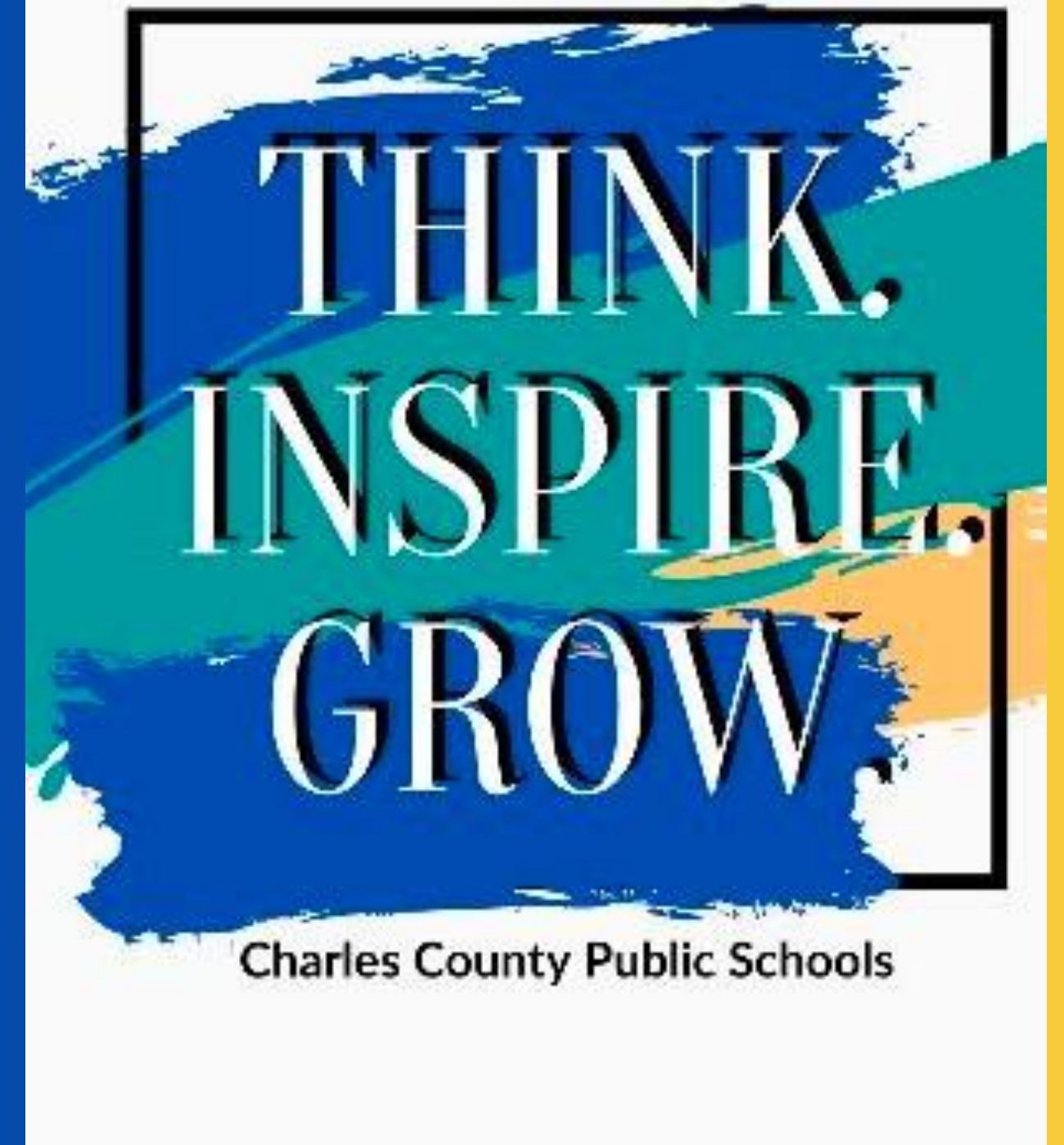
Next Steps

The change practice was effective. The next steps with this change practice is to continue to provide PL on targeted engagement strategies and to begin adding this discussion of which strategy to use when into CP time. We are going to adapt. We still need work on using a variety of targeted engagement strategies on a more consistent basis.

- **Next steps: Provide class sets of hands on active engagement strategies (TPT). We are keeping the engagement piece of our change practice and adapting by adding to it. We found through our walkthroughs that checking for understanding/ formative assessment is an area of growth that we would like to start exploring. We will take baseline data and begin providing professional learning on the checking for understanding.**

Charles County
Public Schools
Culture & Climate Cycle 1

C Paul Barnhart



Culture & Climate Overview

Data Overview

24% of our students are chronically absent

Culture & Climate Area of Focus

Chronically Absent Students

Smart Goal

CP Barnhart will decrease the number of students chronically absent from 24% to 20% during the 24-25 SY.

Action Steps

1

Clear Expectations & Communication

2

Recognize class, and grade-level attendance success /Most improved attendance

3

Track daily attendance at the schoolwide level.

4

Share data trends with staff, PTO, and families.

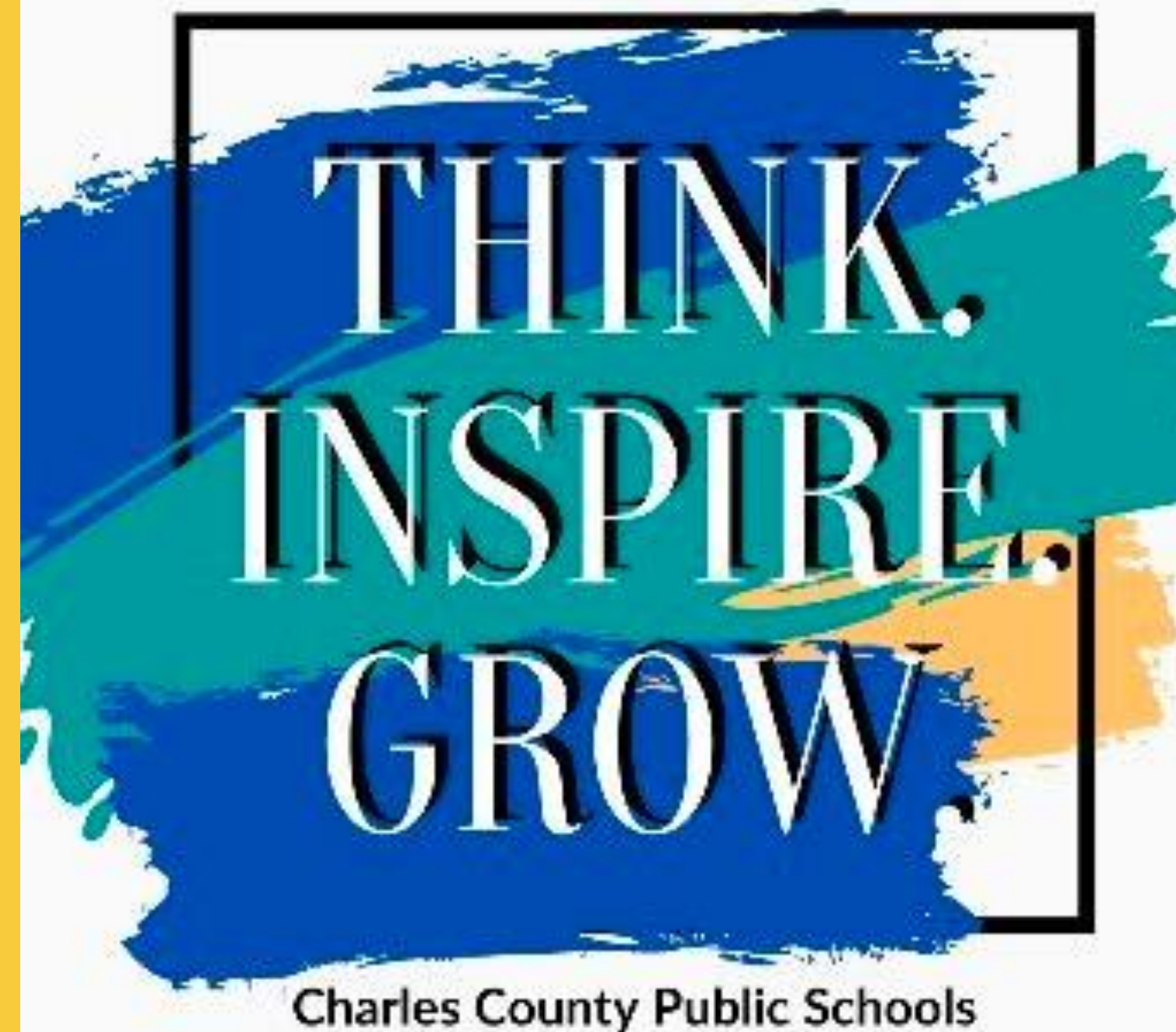
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Students taking vacations during the school year Lack of parent support for some students with attendance Tardies</p>	<p>No attendance meetings yet this year CICO for 1st and 2nd 1st quarter party Weekly attendance announcement by grade level Monthly classroom with best attendance Most improved attendance basket for parent No kids are chronically absent. 87% with good attendance</p>

Next Steps

- Insert next steps based upon the findings
- 2 IAs helping for the CICO
- New goal for attendance by quarter: 90% K-5

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!