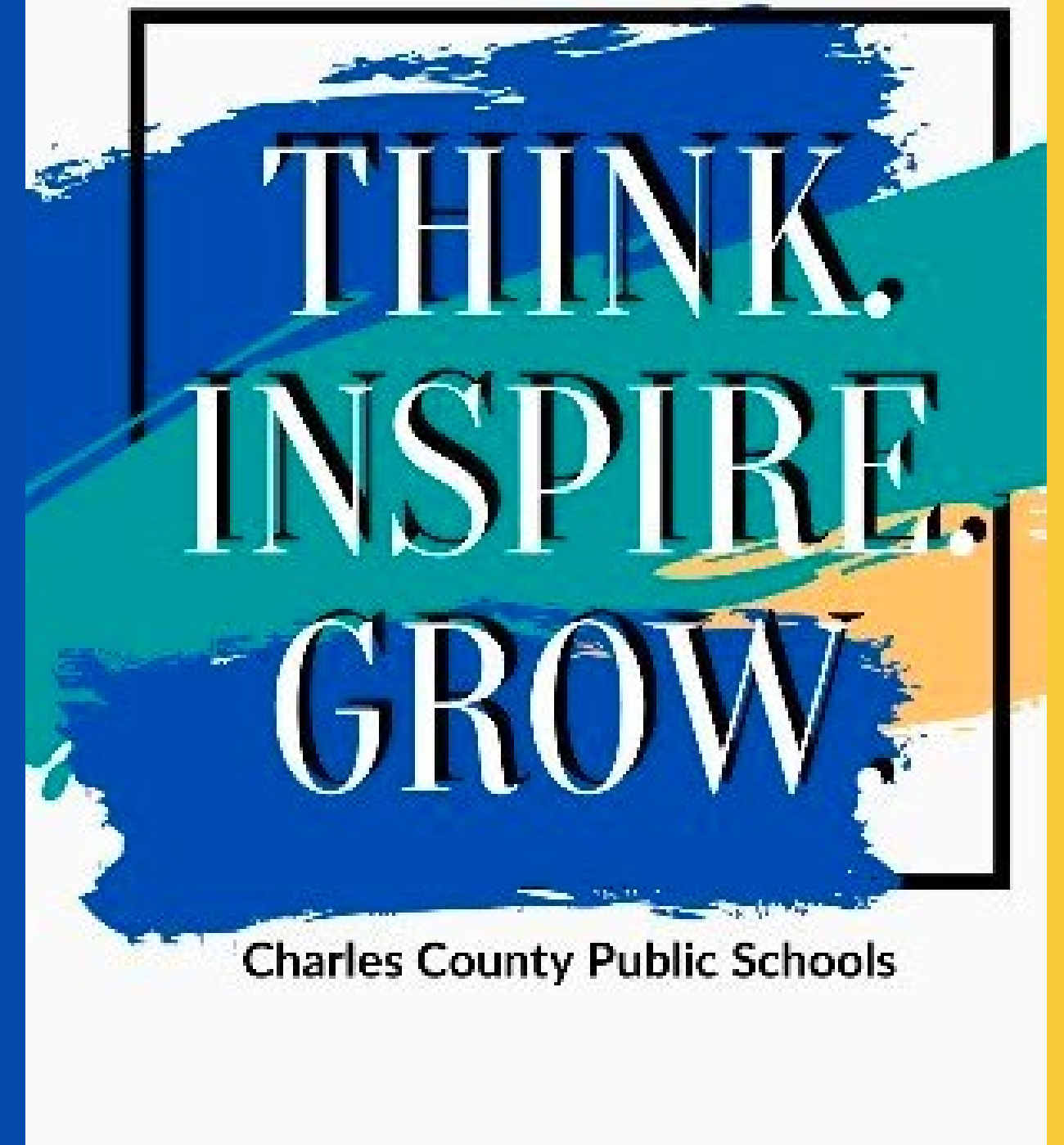


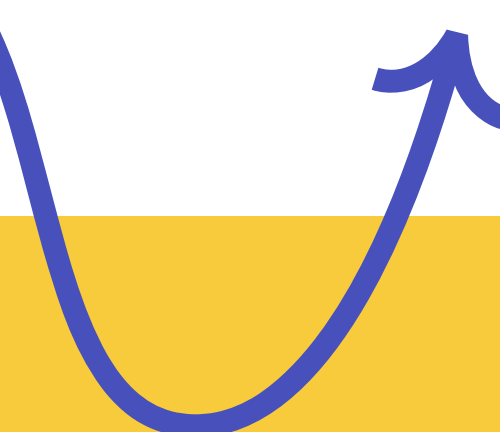
Charles County  
Public Schools  
School Improvement Plan  
Cycle 1&2 SY 25-26

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# Why Continuous School Improvement

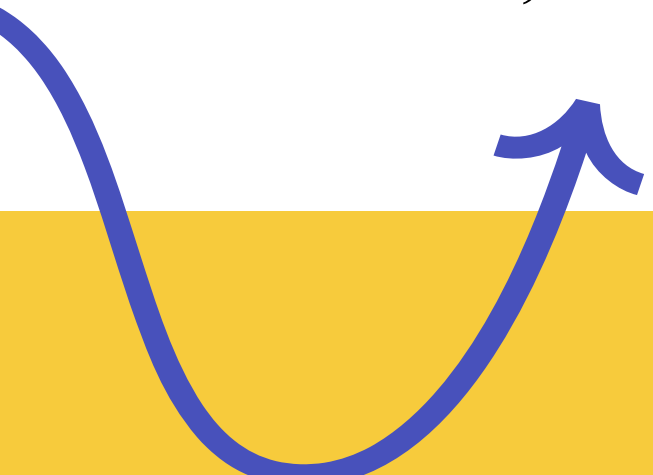
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

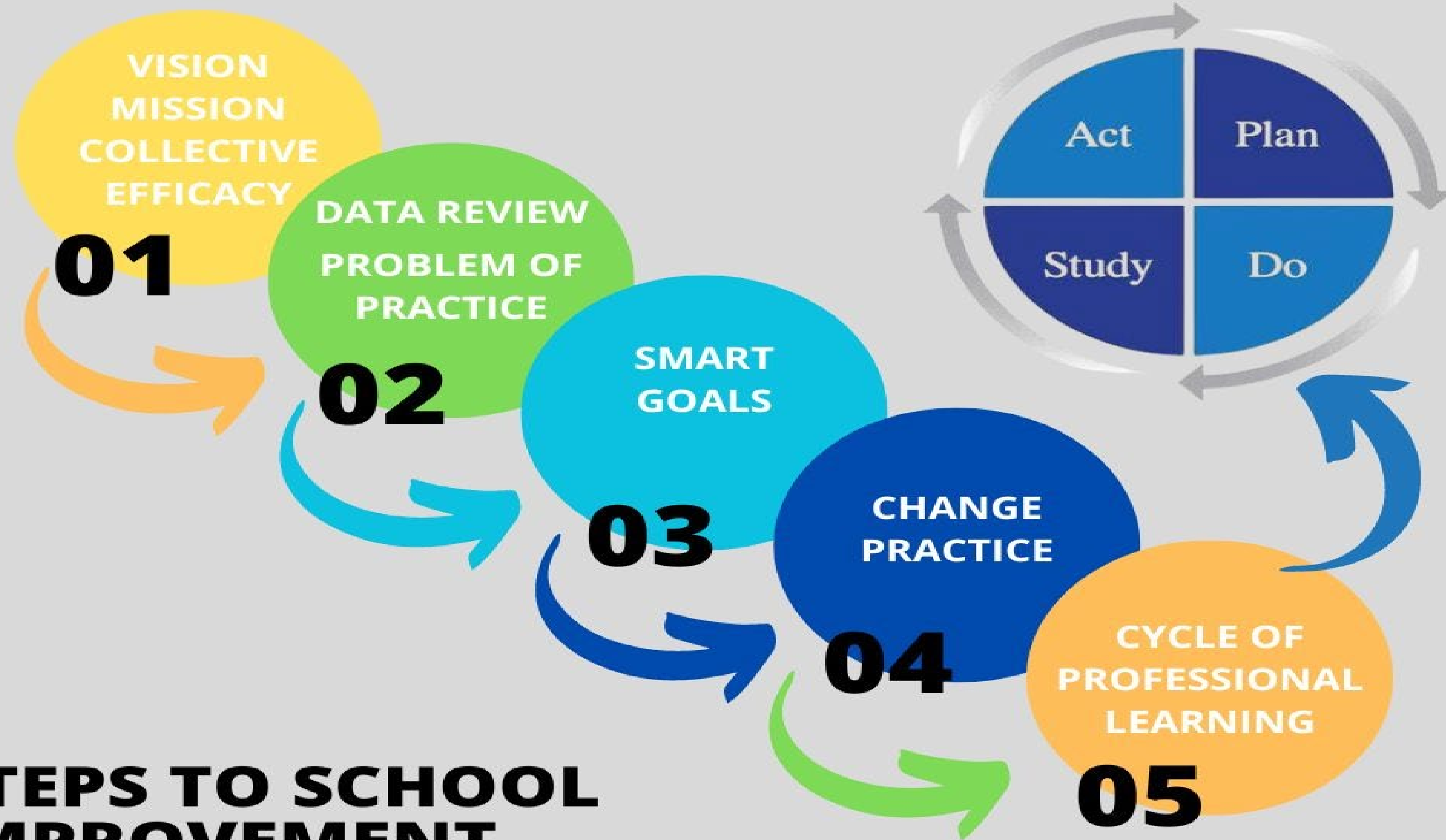
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



# F.B. Gwynn Educational Center

## Vision, Mission, Collective Efficacy Statements

**Vision:** Every student will receive the necessary skills to become a productive and self-sufficient member of our global community. We encourage our students to show respect to others and accept responsibility for their own actions

**Mission:** The mission of the F.B. Gwynn Educational Center in collaboration with our communities and families is to prepare our students to reach their full academic, emotional and social potential. It is our belief that first it is our responsibility to keep students safe in a nurturing and caring environment that embraces the individual needs of all students.

**Collective Efficacy Statement:** Through the continuous school improvement process, the Gwynn Center will create a school culture that is focused on the shared belief that together we can collectively grow students' social emotional and academic skills in order for them to be successful at their home schools.



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# Area of Focus

At the F.B. Gwynn Educational Center, we are committed to elevating our students' proficiency in English Language Arts(ELA) and Math through standards-based teaching, structured learning systems, and differentiated instruction. Our focus is on providing consistent, high-quality education that addresses the diverse needs of all students. By strengthening foundational skills and implementing effective teaching strategies, we aim to empower every student to achieve academic success. With the collaboration of our dedicated teachers and supportive parents, we are excited to see our students thrive and reach their full potential.

# 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
65% of students in grades 1-5 are performing 2 more grades below in reading according to the Spring '25 iReady assessment in Reading	76% of students in grades 1-5 are performing 2 or more grade levels below in math according to the Spring iReady assessment in Math
38% of students scored 3 or more grade level below in the area of informational text	31% of students are 3 or more grade level below in Numbers and Operations
34% of students scored 3 or more grade levels below in reading comprehension	34% of students scored 3 or more grade levels below in Measurement and Data

# School Problem of Practice & Smart Goals

## ELA Smart Goal

- 55% of students in grades 1-5 will achieve 50% of their annual typical growth in reading according to Winter '26 iReady Reading Assessment.

## Mathematics Smart Goal

- 55% of students in grades 1-5 will achieve 50% of their annual typical growth in math according to Winter '26 iReady Math Assessment



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

- Provide coherent professional learning opportunities to ensure delivery of planned standards-based, consistent small group instruction in reading and math. New teachers will focus on small group instruction in reading only. Veteran teachers will focus on small group instruction in both reading and math.

## Cycle of Professional Learning # 1 Overview

- Collaborative planning, professional development, and long-range planning will be employed to reinforce the targeted professional development. ILT, IS, and admin will support planning, implementation and monitoring of the Cycle of Professional Learning. Targeted professional learning on Tiered student groupings, data collection, planning small group instruction, Danielson Framework, and standards-based teaching.



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# Cycle 1: Anticipated Outcomes

## Anticipated Outcomes (Educators)

As a result of implementing the change practice, the anticipated outcome for adult practice is:  
Baseline data was collected in the form walk throughs targeting the learning environment and routines. Next step is increased small, tiered group instruction, engaging activities during small group instruction that address IEP goal work, standards-based curriculum, and recursive work. Lesson plans will reflect the academic and goal work for small group instruction with differentiated student groupings. Data collected from small group instruction and intervention groups will be analyzed at monthly MTSS mtgs. Data will consist of spreadsheet data from math and reading tier 3 interventions as well as IEP progress updates on IEP goals

## Anticipated Outcomes (Students)

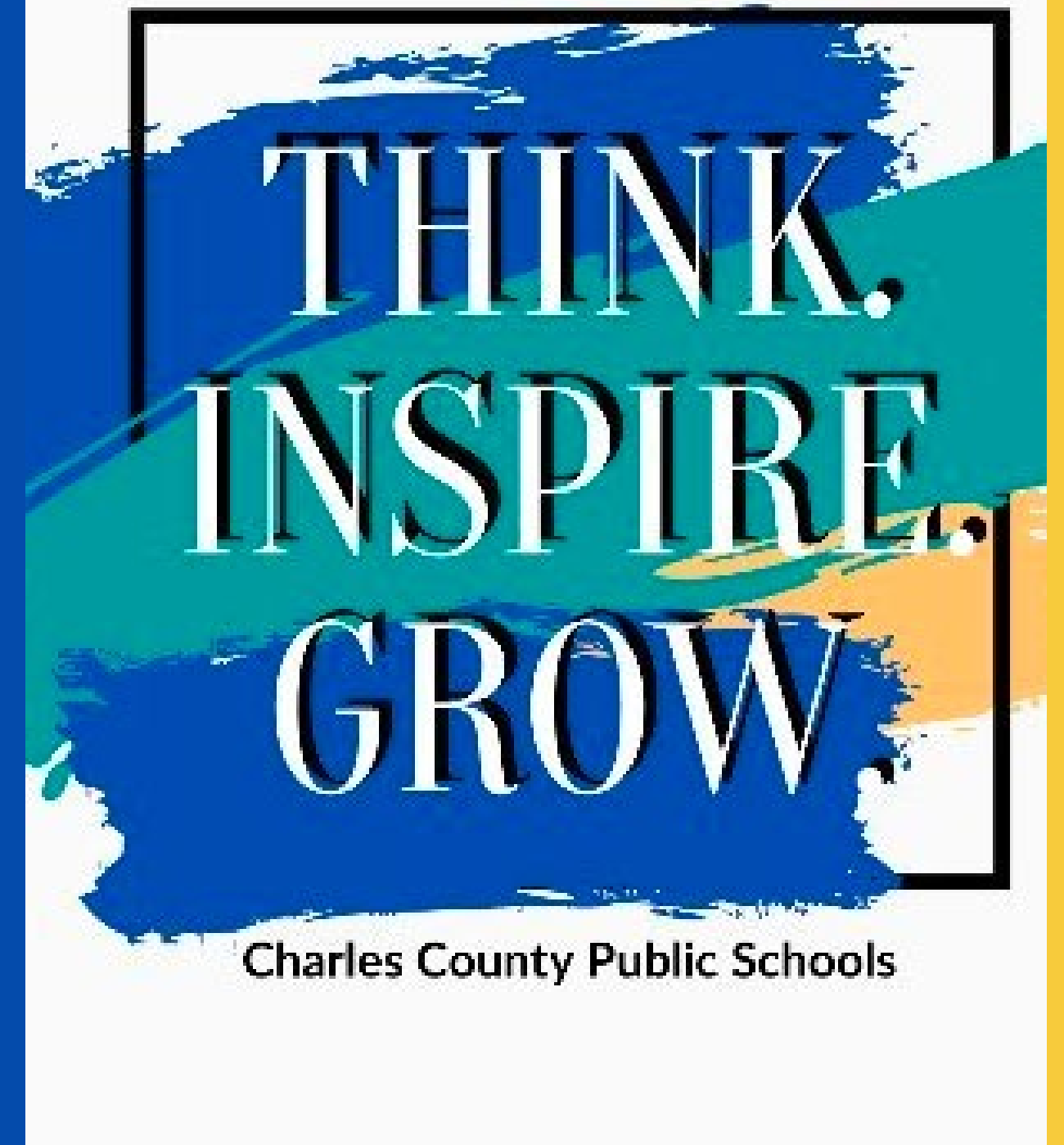
As a result of implementing the change practice, the anticipated outcome for student learning is an increase in differentiated and targeted instruction via small groups, increase in student engagement due to lower teacher to student ratio in small groups. This change practice will have an impact on students as evidenced by students making progress on IEP goals and math and reading interventions. The metric to measure these outcomes are the intervention spreadsheets for both reading and math as well as IEP progress updates on IEP goals. Finally, data will also be collected in the form of walk throughs targeting small group instruction that reflect planning, curriculum, goal work and interventions

# Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>GROWTH AREAS:</p> <ol style="list-style-type: none"><li>1. Setting Instructional Outcomes<ul style="list-style-type: none"><li>*Clarity of purpose</li><li>*Standards aligned instruction</li></ul></li><li>2. Use of activities and materials aligned to standard</li><li>3. Instructional groupings</li><li>4. Lesson planning</li><li>5. Engaging students in learning</li><li>6. Suitability of activities for diverse learners (via modifications)</li><li>7. Use of engagement strategies</li></ol>	<p>Successes for adults included creation and implementation of environmental structures and supports. Also, establishing and maintaining classroom routines as well as defining small group instruction areas.</p> <p>STRENGTH AREAS:</p> <ul style="list-style-type: none"><li>• Managing classroom procedures<ul style="list-style-type: none"><li>*Management of small groups</li><li>*Management of transitions</li><li>*Management and supervision of Instructional Assistants</li></ul></li><li>• Organizing physical space<ul style="list-style-type: none"><li>*Establishing large and small group areas</li></ul></li><li>3. Communication with students<ul style="list-style-type: none"><li>*Directions and procedures</li></ul></li></ul>

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Culture & Climate Cycle 1

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# Culture & Climate Overview

## Data Overview

*Major physical attack on student- 4 violations*  
*Major physical attack on adult- 4 violations*  
*Major verbal/physical gestures threatening an adult- 1*  
*Minor physical attack on student-1*

## 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.)*

*Most of our violations are related to verbal and physical aggression towards students or adults. Our assumption is that, due to the poor coping strategies of our students and the lack of an environment that supports their social emotional needs, there are increased incidents of verbal and physical aggression.*

*We would like to see an environment that is more supportive to students' social emotional needs with a focus on development of appropriate coping mechanisms in order to reduce the number of overall violations for verbal and physical aggression.*

## Smart Goal

Through the consistent implementation of Move This World, we will reduce the percentage of "aggression" referrals by 5% from SY 24-25

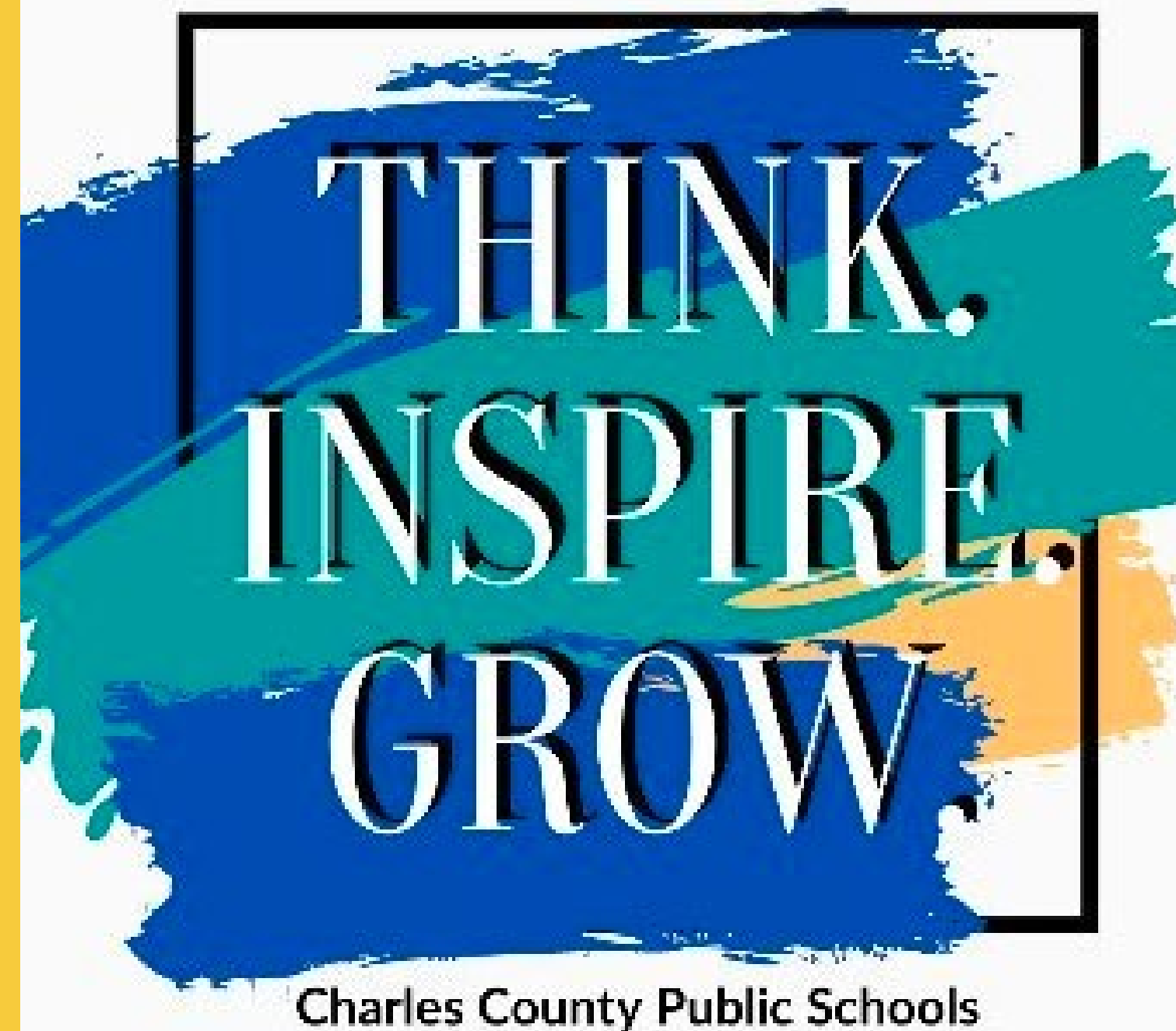
# Action Steps

- 1 All teachers receive Move This World and/or Zones of Regulation training depending the developmental level of their students.
- 2 Set the expectation for daily use of Move This World and/or Zones of Regulation. Monitor use via informal observation in classrooms and online data. Review data and give feedback during staff meetings.
- 3 Throughout Cycle 1, admin will monitor use via online data and give updates and feedback during staff meetings.

# Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>New teachers do not have as much usage as veteran teachers according to usage analysis gathered from the Move This World analytics feature for admin</p>	<p>Teachers and Instructional Assistants successfully completed Move this World training</p>
<p>Inconsistent data reporting at staff meetings of Move This World usage amongst teachers due to prioritizing instructional topics</p>	<p>Most of the veteran teachers have built time in their daily schedule for Move This World activities.</p>

Thank  
You For  
Reviewing  
our plan! ↗



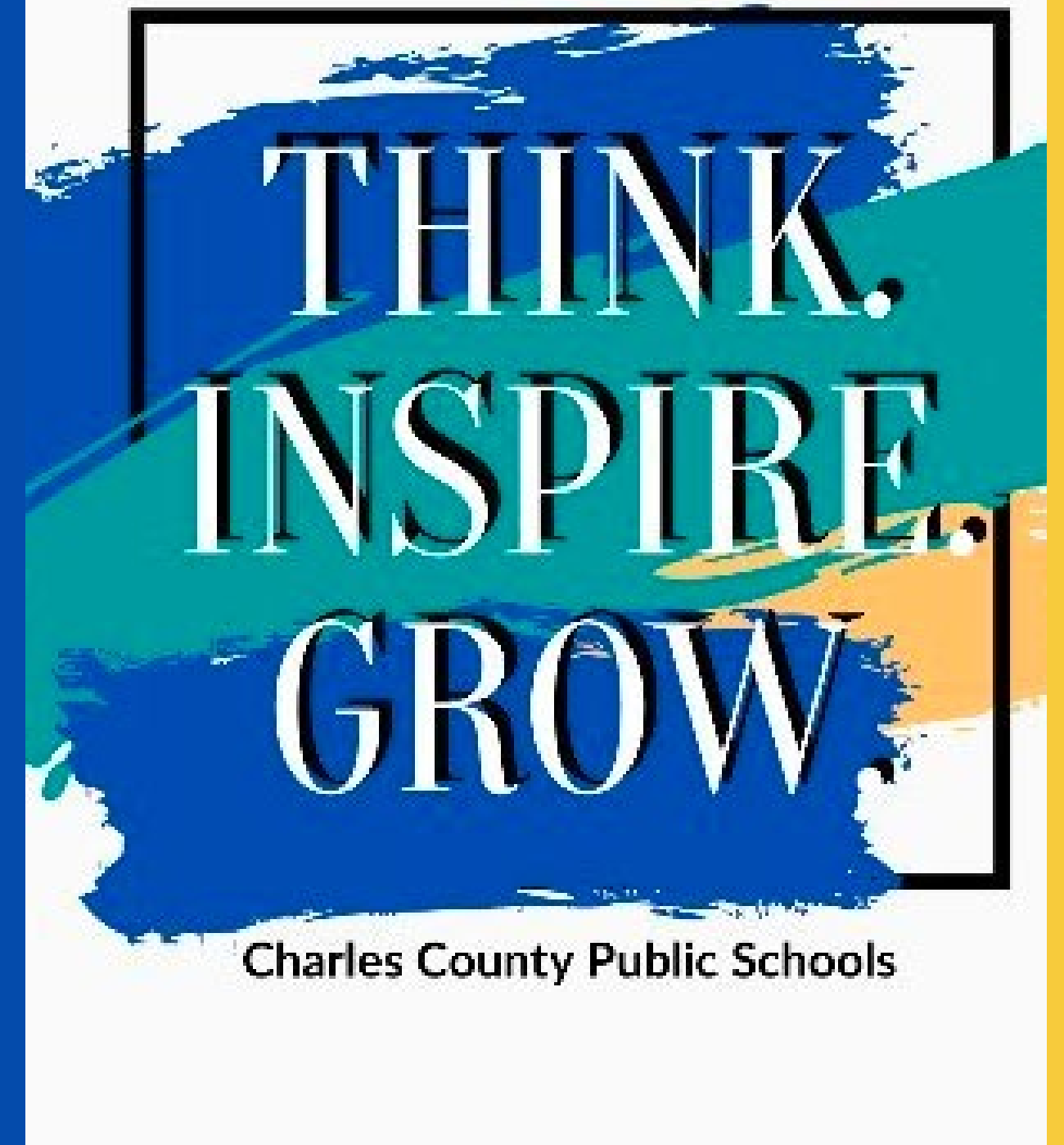
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School Improvement Plan  
Cycle 2

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# Cycle 2: Change Practice & Cycle of Professional Learning

## Change Practice

Provide guided common collaborative planning opportunities to ensure delivery of planned/modified consistent small group instruction in 3 groups: standards-based curriculum instruction, reading & math interventions/recursive work, and IEP goal work with data collection.

## Cycle of Professional Learning # 2 Overview

- Implement a monthly collaborative planning schedule with a focus on data analysis and planning of small group instruction in: standards-based curriculum instruction, reading and math interventions/recursive work, and IEP goal work with data collection. ILT, IS, and admin will support planning, implementation and monitoring of the Cycle of Professional Learning.

# Cycle 2: Anticipated Outcomes

## Anticipated Outcomes (Educators)

**Educators will be better able to plan small group instruction creating meaningful, modified, engaging lessons aligned to a clear purpose. As a result of receiving meaningful, modified, engaging lessons aligned to a clear purpose students will show improvement through instructional, intervention, and IEP goal data**

## Anticipated Outcomes (Students)

**If we focus collaborative planning on creating meaningful, modified, engaging lessons, then students will show growth in the following data points: instructional, intervention and IEP goals.**



# Cycle 2: Outcomes

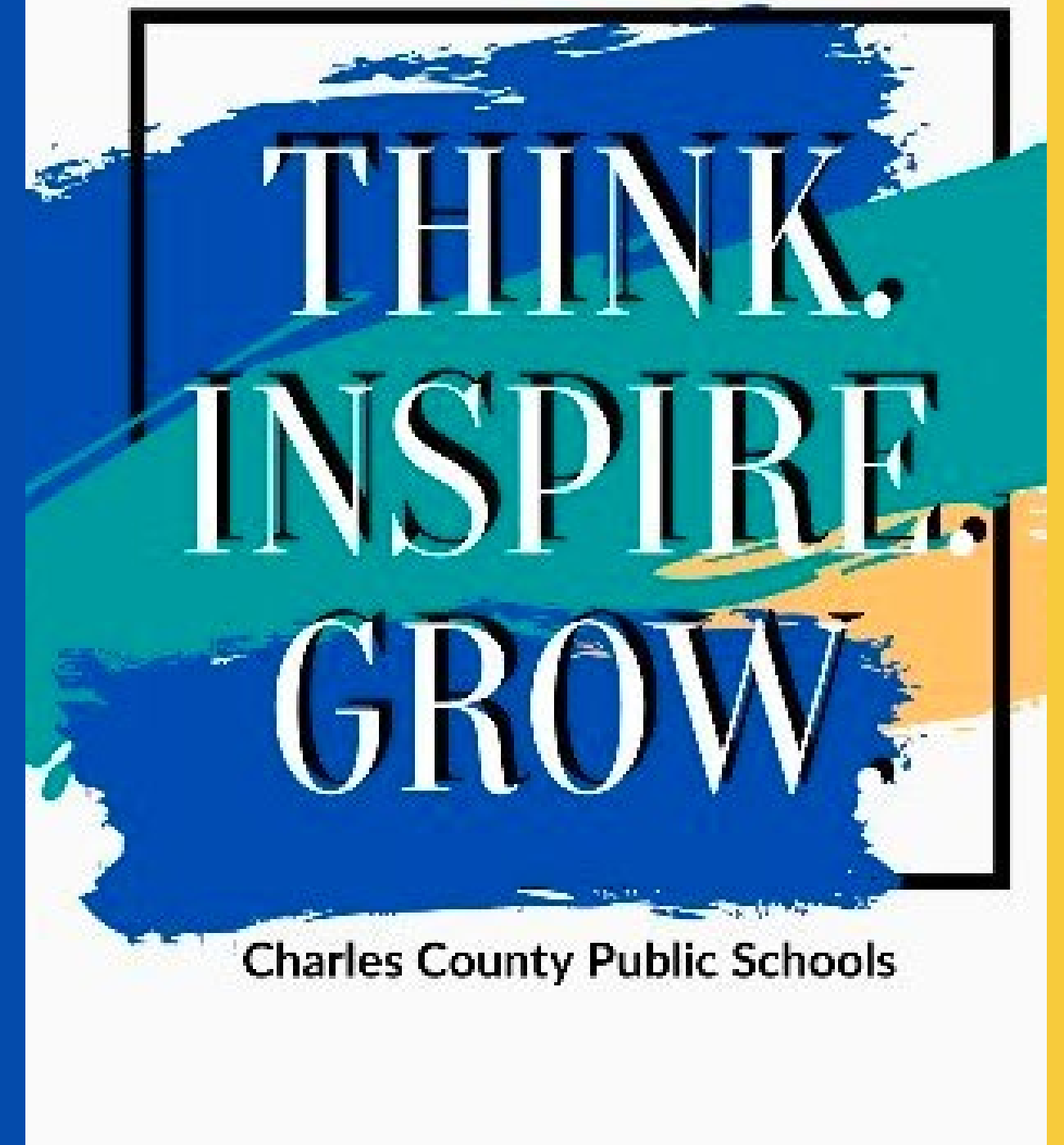
Cycle Areas of Growth	Cycle Celebrations

## Next Steps

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

Charles County  
Public Schools  
Culture & Climate Cycle 2

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# Culture & Climate Overview

Data Overview

**During the '24-'25 school year:**

***Major physical attack on student- 4 violations***

***Major physical attack on adult- 4 violations***

***Major verbal/physical gestures threatening an adult- 1***

***Minor physical attack on student-1***

***Most of our violations are related to verbal and physical aggression towards students or adults. Our assumption is that, due to the poor coping strategies of our students and the lack of an environment that supports their social emotional needs, there are increased incidents of verbal and physical aggression.***

***We would like to see an environment that is more supportive to students' social emotional needs with a focus on development of appropriate coping mechanisms in order to reduce the number of overall violations for verbal and physical aggression.***

Culture & Climate Area of Focus  
(Write as a brief statement explaining the why for your school's work. Refine the statement as you learn more about the data.)

***50% of all discipline referral dispositions are related to verbal/physical aggression toward students or adults due to inconsistent delivery of Tier I social emotional***

# Action Steps

1

- All teachers receive Move This World and/or Zones of Regulation training depending the developmental level of their students.

2

- Set the expectation for daily use of Move This World and/or Zones of Regulation. Monitor use via informal observation in classrooms and online data. Review data and give feedback during staff meetings.

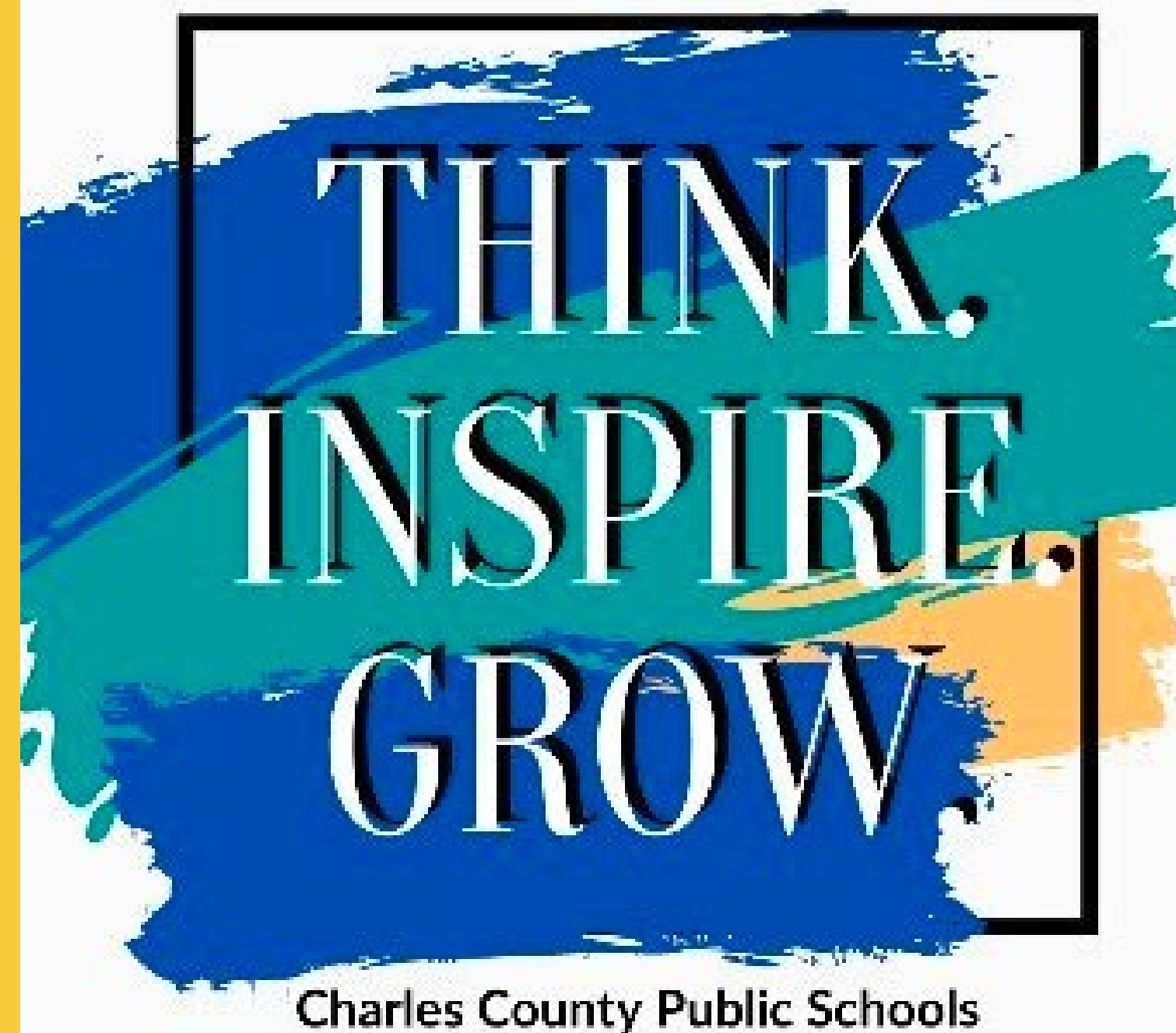
# Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

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

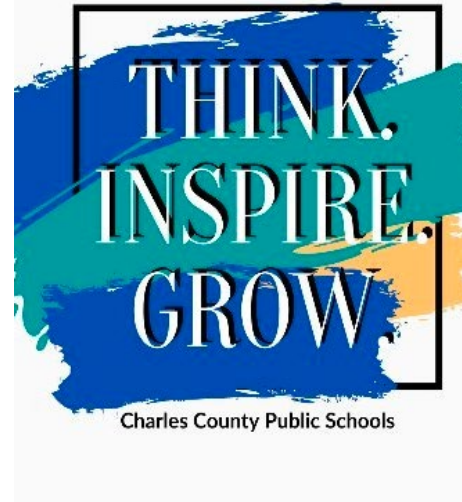
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# Directions

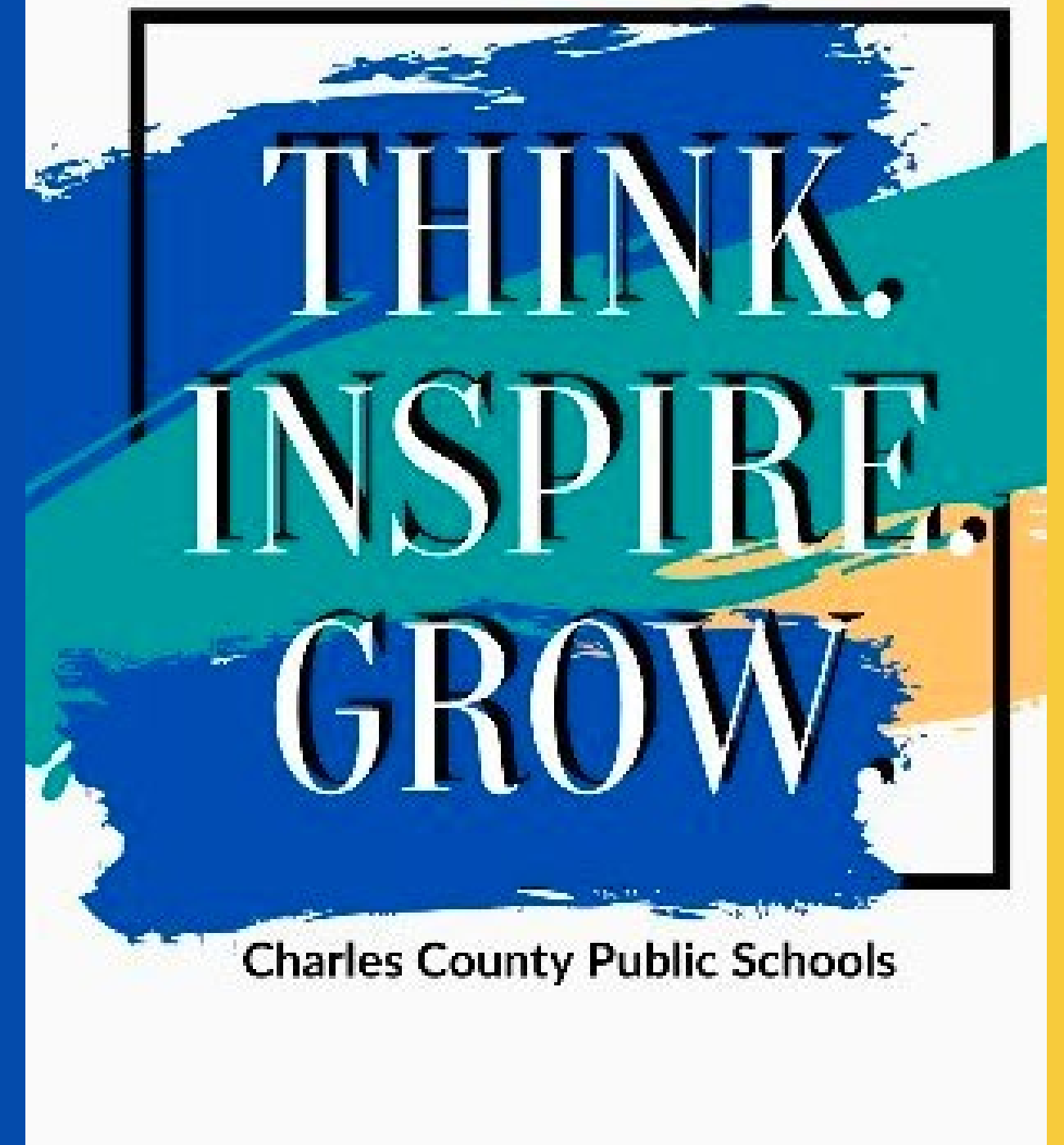
- ✓ Update Cycle 3
- ✓ Use your SIP to update the slides.
- ✓ Adjust formatting of slides as needed. Make an effort to put the required information on one slide without overloading the page. The goal is to deliver a concise parent friendly presentation.
- ✓ Share this presentation with your school community
- ✓ 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

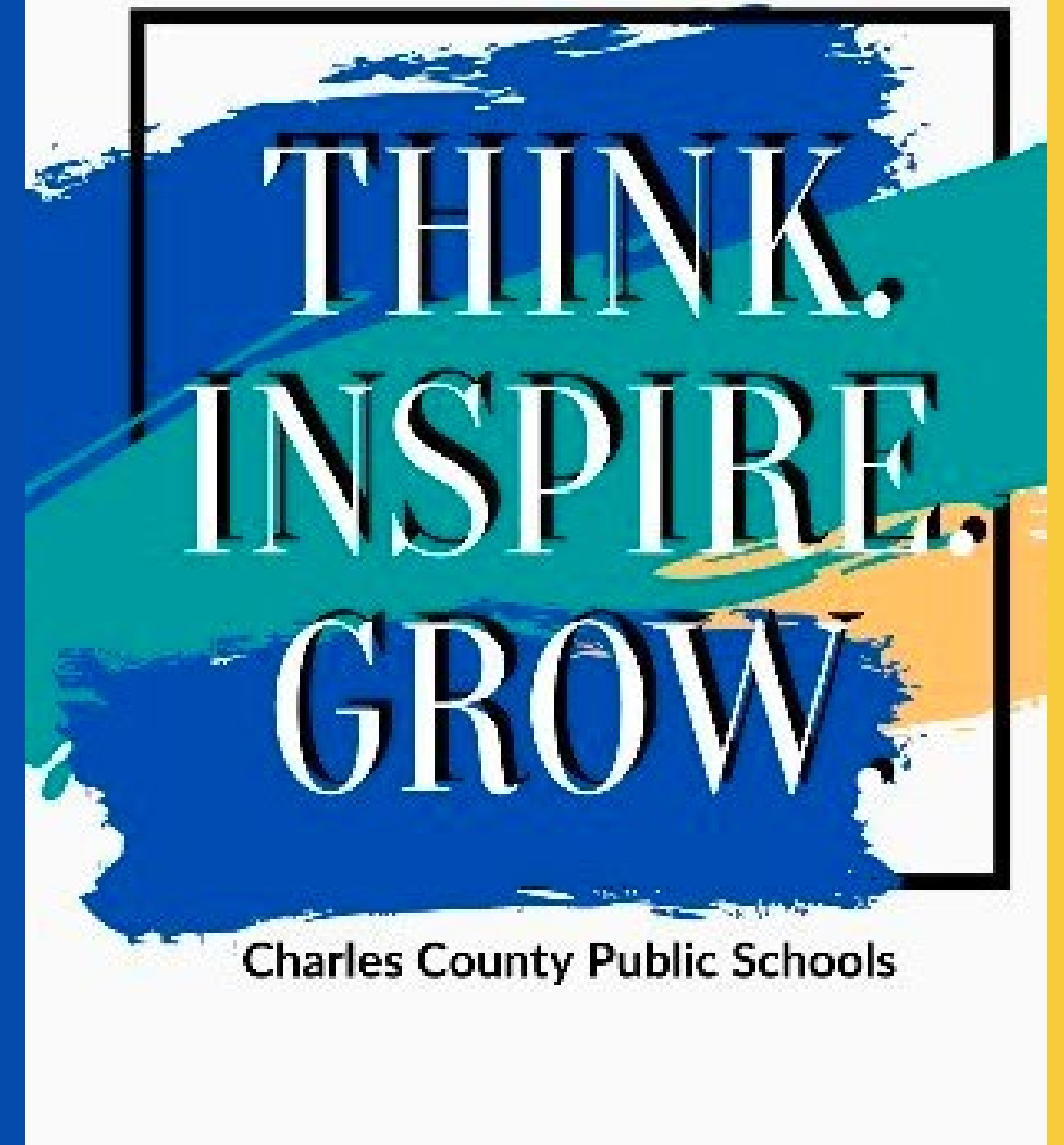
## Next Steps

- 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

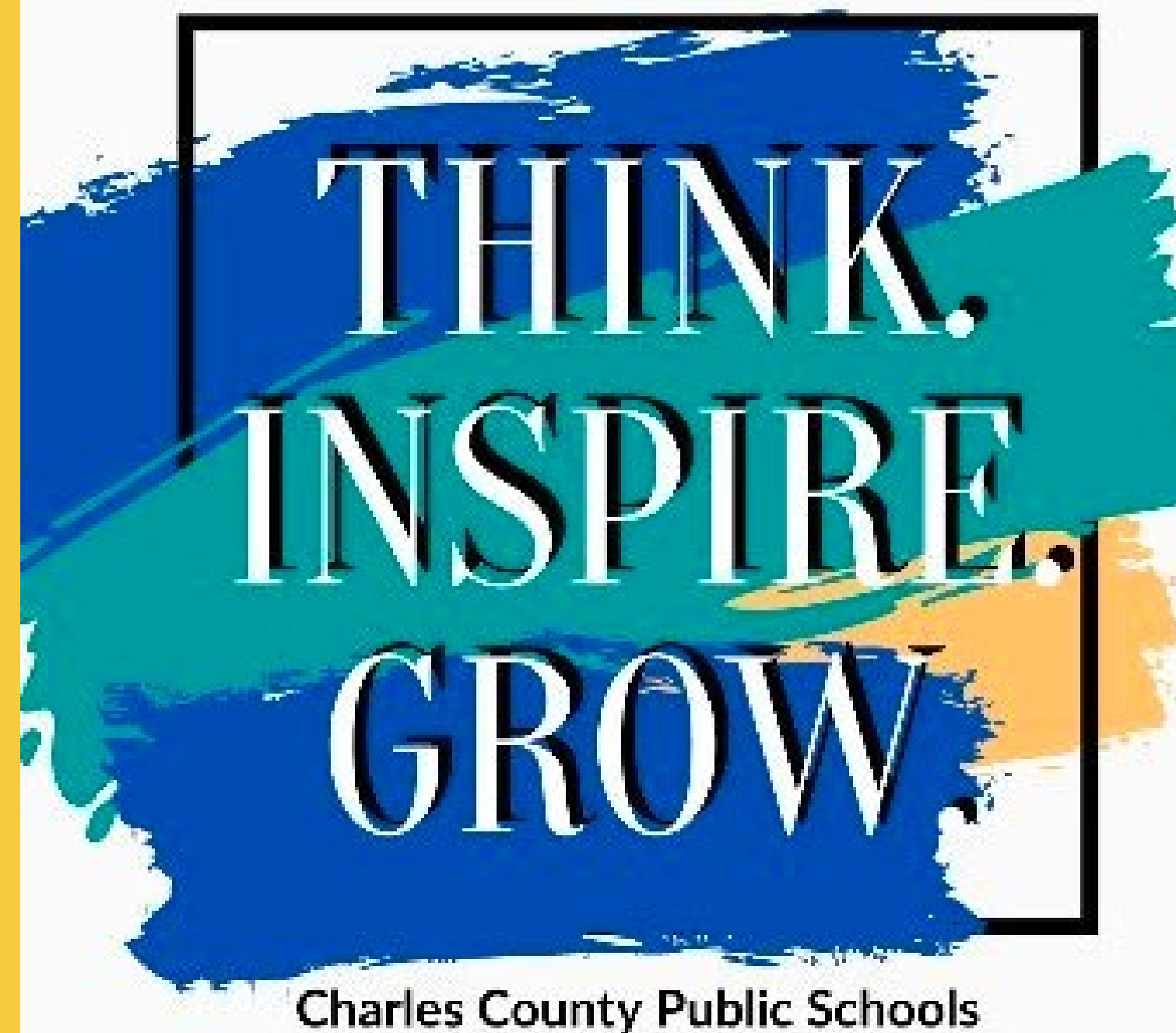
Cycle Areas of Growth	Cycle Celebrations

## Next Steps

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



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