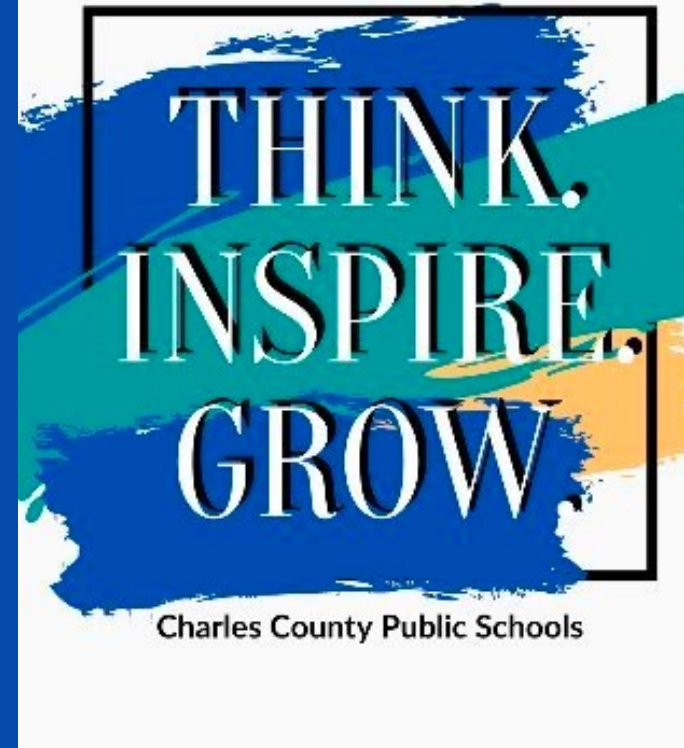


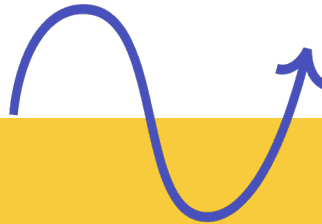
Charles County
Public Schools
School Improvement Plan
Cycle 3

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.



Charles County
Public Schools

Working together to achieve excellence for every student.

Great things happening at Mary B. Neal...



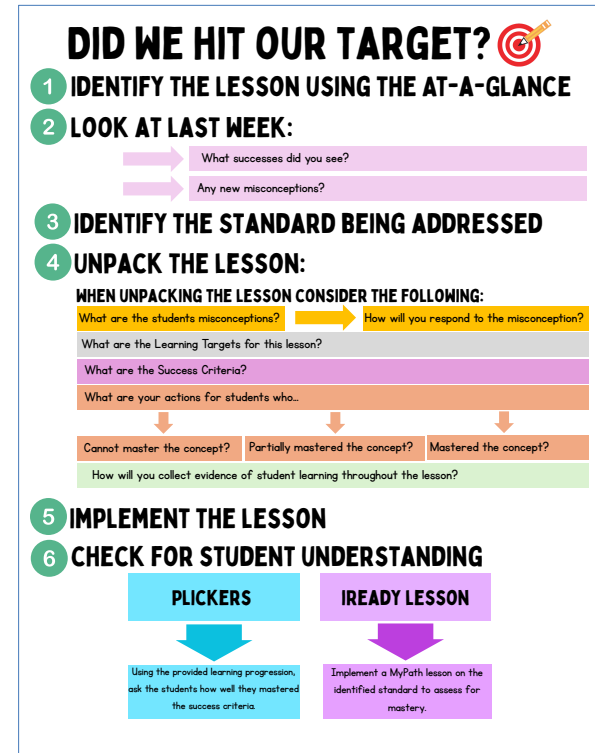
Cycle 3: Change Practice & Cycle of Professional Learning

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 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 3: 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.

Cycle 3: Outcomes

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

Next Steps

- TBD/A

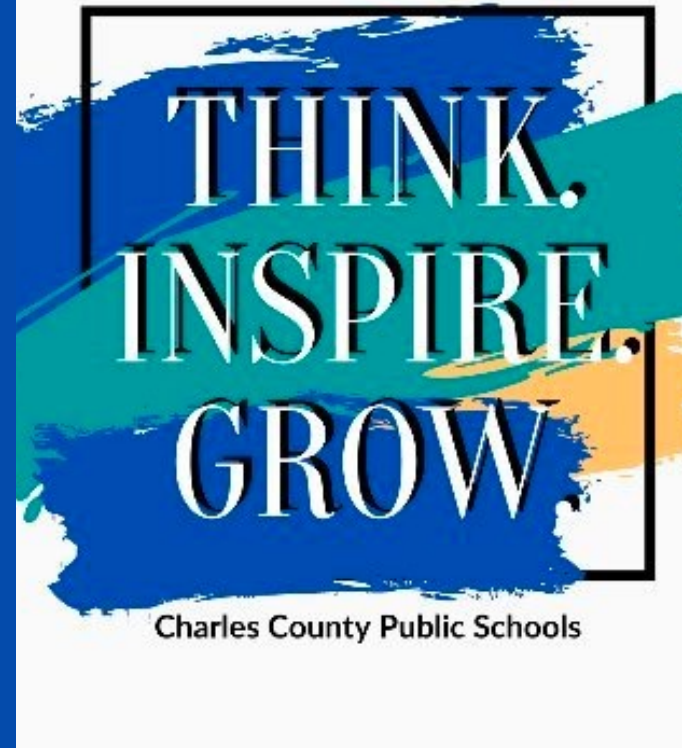


Charles County
Public Schools

Working together to achieve excellence for every student.

Charles County
Public Schools
Culture & Climate Cycle 3

Mary B Neal
Elementary



Culture & Climate Overview

Data Overview

- **Referral Trends:** During the second cycle there were seven students who had two or more major referrals. Of these 7 students, one is in a Self-Contained Special Education classroom, two are in the EA program, one student has transitioned into the EA program, one has transition from the EA program at Neal to the EA program at the Gwynn Center and the other two students have a BIP, one of whom is new to Neal.
- **Behavioral Implications:** The first 60-day cycle identified nine students with two or more major referrals. During this second cycle, 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 cycle, indicating that the supports in place were having a positive impact. There was a 22% decrease with now there being 7 students who fall into this category.
- **Action Plan:** The school aims to reduce the number of students receiving two or more major referrals from seven to five (a 28% decrease). This will be carried out 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
 (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.

Our school is focused on reducing the number of students who receive multiple major behavior referrals during the third cycle. We met our goal set at the end of cycle one and now have seven students who have one or more major referrals. Consistent patterns of repeated referrals suggest that some students may need additional support to manage behavior and stay engaged in learning. We will continue to provide that additional support for students identified in cycle one, as well as the one additional student identified in cycle two. By refining our behavior expectations, supporting teachers with effective strategies, and monitoring data closely, we aim to maintain a positive, consistent, and supportive school environment for all students.

Smart Goal

By the end of the third cycle of the 25-26 school year, reduce the percentage of students who received 2 or more major referrals by 28% compared to the second sixty days of school. This will be achieved by implementing a specific behavior matrix.

Action Steps

- 1 During Cycle 3, the school will continue to consistently implement 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 3, teachers and staff will receive 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 3, school leadership regularly will review 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 3, the school will sustain 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 3: Outcomes

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

Next Steps

- TBD/A



Charles County
Public Schools

Working together to achieve excellence for every student.

THANK
YOU FOR
REVIEWING
OUR PLAN!



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