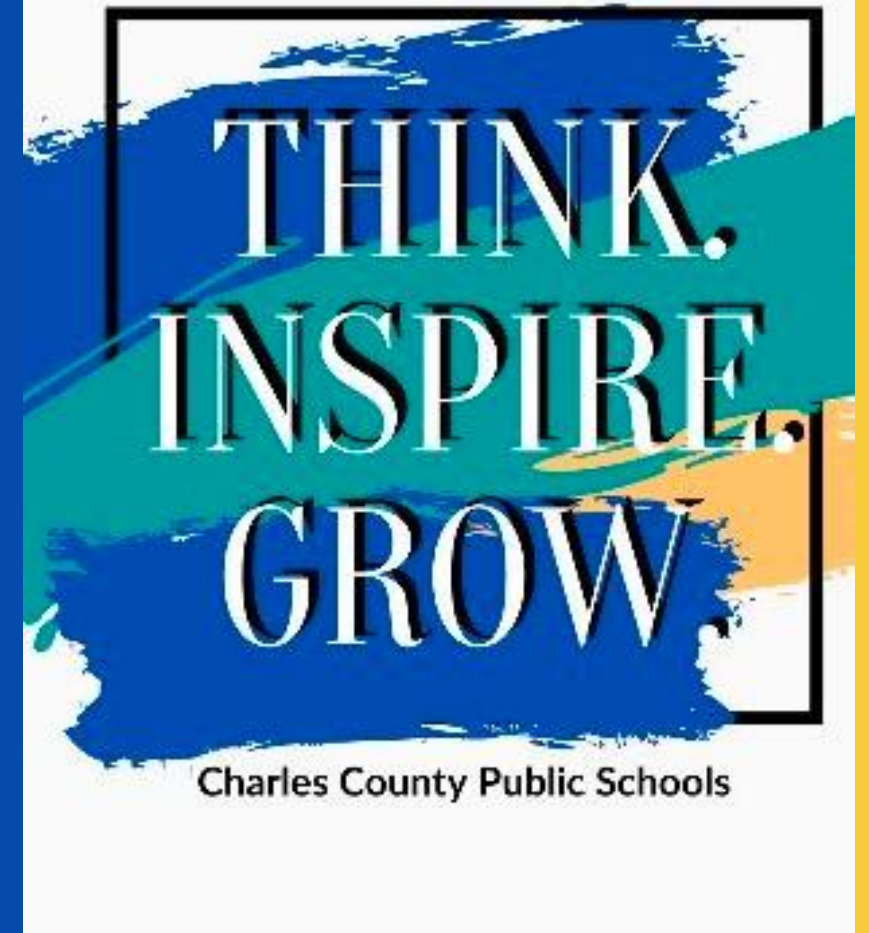


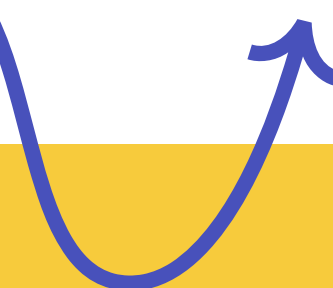
Charles County Public Schools School Improvement Plan Cycle 1

F.B. GWYNN
EDUCATIONAL CENTER



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.



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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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VISION
MISSION
COLLECTIVE
EFFICACY

01

DATA REVIEW
PROBLEM OF
PRACTICE

02

SMART
GOALS

03

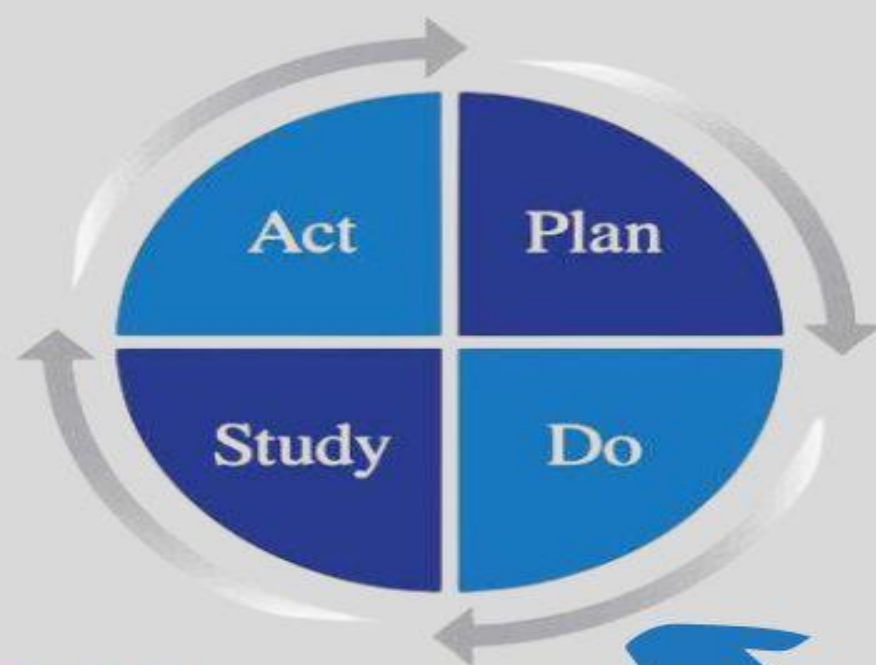
CHANGE
PRACTICE

04

CYCLE OF
PROFESSIONAL
LEARNING

05

**STEPS TO SCHOOL
IMPROVEMENT**



F.B. GWYNN EDUCATIONAL CENTER

Vision, Mission, Collective Efficacy Statements

Vision: That the Gwynn Center is a model for CCPS Specially Designed Instruction (SDI). Where students receive the right balance of academic rigor and supports. We believe this happens when teachers receive quality professional learning, parents are our partners, collaboration is prioritized, and high expectations for students' learning and achievement are the standard.

Motto: All students, all staff, and all stakeholders valued everyday

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

Area of Focus Statement

Dear Parents and Guardians,

At F.B. Gwynn Center, we are focused on helping every student grow as a successful reader and mathematician. To support this goal, we are strengthening standards-based instruction, ensuring learning materials and lessons meet individual student needs, and using student progress data to inform teaching and learning. By focusing on these key areas, we will provide students with the support and opportunities they need to achieve 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
85% of 3 rd thru 5 th graders scored below proficient on the Spring 2026 MCAP ELA	100% of 3 rd -5 th graders scored below proficient on the Spring 2026 MCAP MATH
73% of 1 st -5 th graders scored 2 or more grade levels below on Spring 2026 iready reading	78% of 1 st -5 th graders scored 2 or more grade levels below on Spring 2026 iready math



School Problem of Practice & Smart Goals

ELA Smart Goal

- 5% of students in grades 3-5 will score proficient in the 2027 Reading MStar

Mathematics Smart Goal

- 5% of students in grades 3-5 will score proficient in the 2027 Math MStar



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

If we unpack and scaffold grade level standards in order to create and implement lesson plans that address student entry points based on student ability level and analyze student data to determine next steps, then we anticipate students having greater access to standards-based instruction.

Cycle of Professional Learning # 1 Overview

- Weekly collaborative planning
- Focus on small group instruction
- Unpacking standards
- Identifying entry points for our students



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<i>Teachers will unpack and scaffold grade level standards (evidence: collaborative planning notes)</i>	<i>Students will receive standards-based instruction (evidence: lesson plans, walk thru feedback)</i>
<i>Teachers will create standards aligned lesson plans (evidence: lesson plans showing standards aligned instruction)</i>	<i>Students will be more engaged since teachers will identify entry points based on student ability level (lesson plans, student work)</i>
<i>Teachers will analyze student data (evidence: collaborative planning notes, exit tickets, student work, common assessment scores)</i>	<i>Students will gain increased skills in reading and math (evidence: iready reading/math results, common assessment results)</i>

Cycle 1: Outcomes

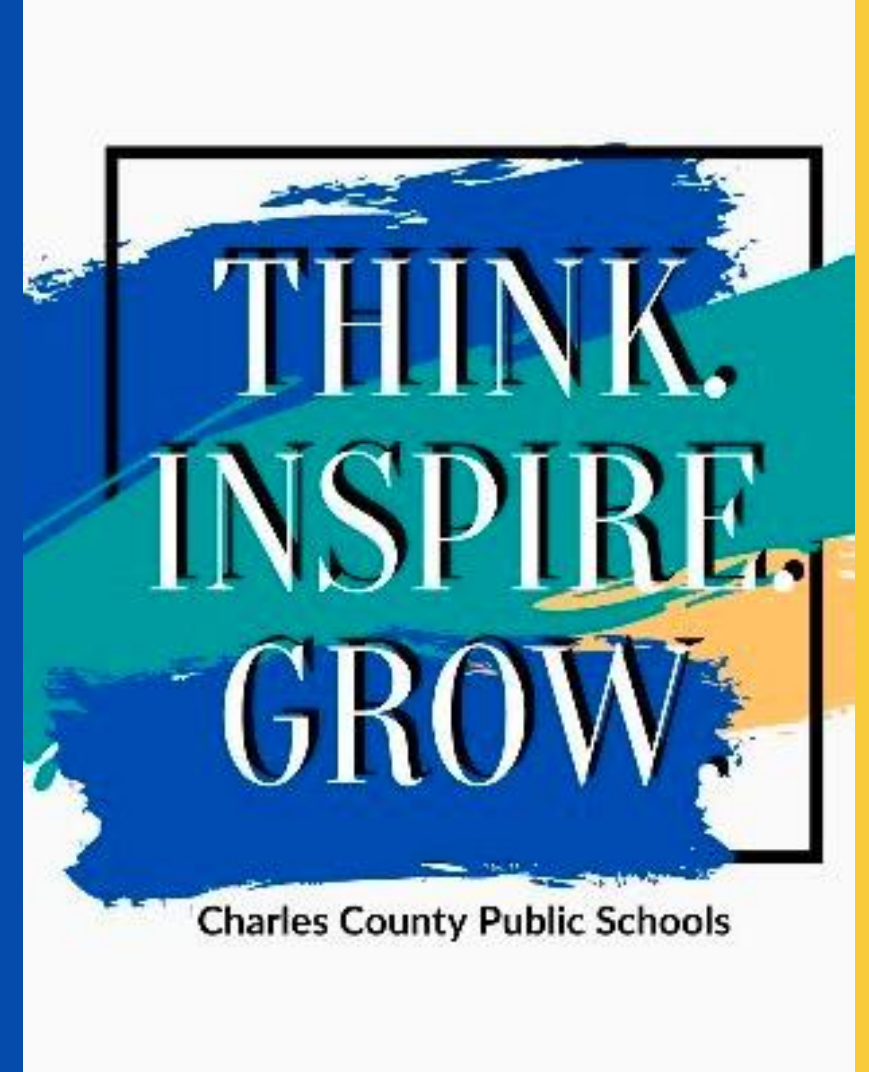
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County Public Schools Culture & Climate Cycle 1

**F.B. GWYNN EDUCATIONAL
CENTER**



Culture & Climate Overview

Data Overview

During SY 25-26 there were 1,018 documented incidents requiring removal of students from class to the Student Transition Area (STA)

During SY 25-26, students spent a total of 1,032 hours in the Student Transition Area (STA)

During SY 25-26, the average time a student spent in the STA for a single visit was 35 minutes

During SY 25-26, 58.5% of STA visits lasted over 30 minutes

During SY 25-26, students spent a total of 1,032 hours in the STA

Culture & Climate Area of Focus

Students are missing valuable instructional time as a result of leaving the classroom to de-escalate their behavior and/or regulate their emotions. This accounted for 1,032 hours of student time spent in the Student Transition Area during SY 25-26.

Smart Goal

Students are missing valuable instructional time as a result of leaving the classroom to de-escalate their behavior and/or regulate their emotions. This accounted for 1,032 hours of student time spent in the Student Transition Area during SY 25-26.

Action Steps

1 Professional learning regarding zones of regulation and check in, check up, check out

2 Establish Student Support Room as preventative strategy prior to Student Transition Area

3 Record STA visits regularly and accurately

4

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!



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