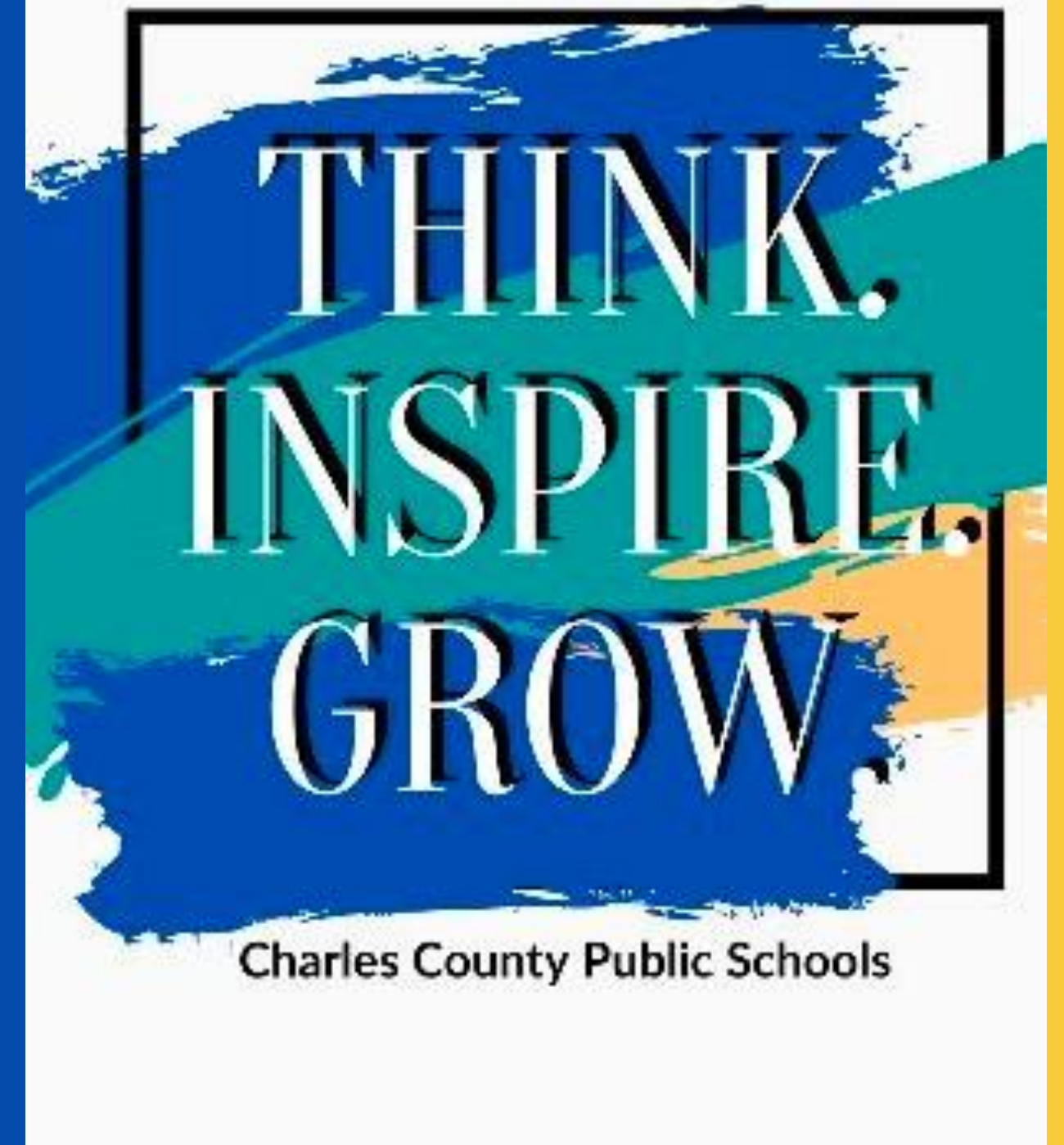


Charles County
Public Schools
School Improvement Plan
Cycle 1

Arthur Middleton
Elementary School



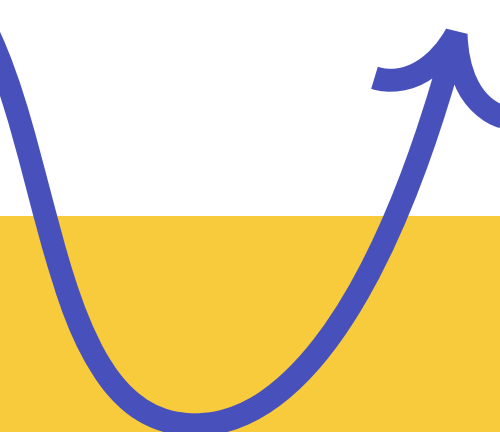
We are Going for Gold!

- Our Two-Way Dual Language Program is off to a great start! Check out our kindergartners!
- Grandparent's/Special Person's Day was the perfect way to embrace our community!



Why Continuous School Improvement

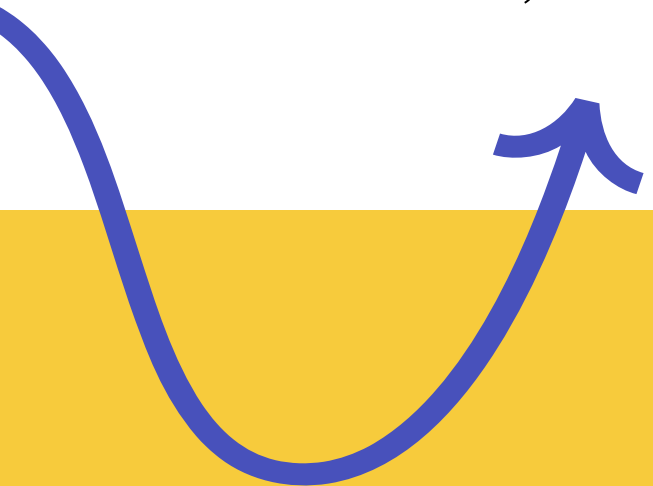
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

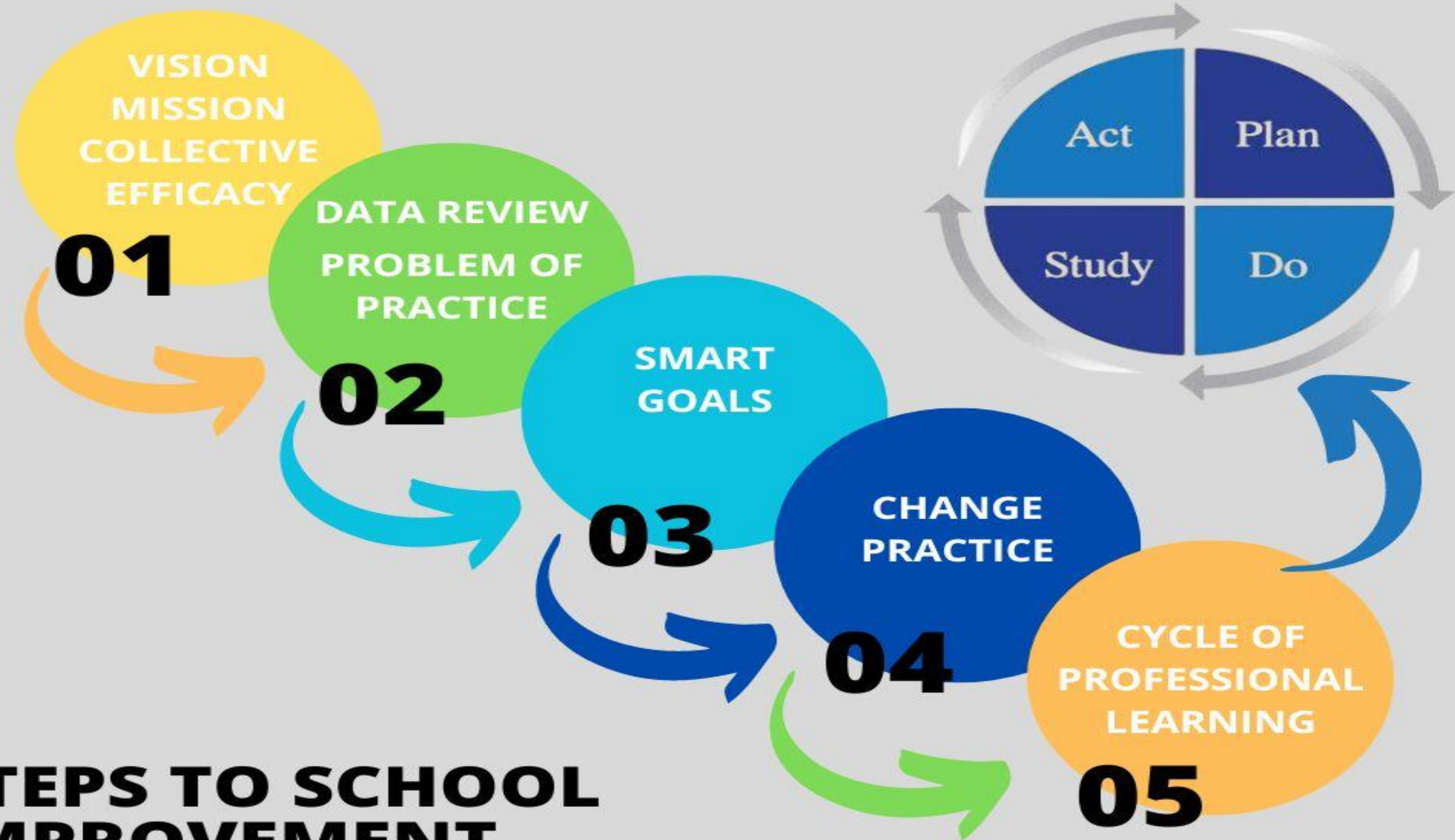
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



School Vision, Mission, Collective Efficacy Statements

Vision: The students at Arthur Middleton Elementary School (AMES) will develop confidence and pride by demonstrating academic achievement, biliteracy, and sociocultural competency. Students will become lifelong learners and global citizens who embrace equity, diversity, and community.

Mission: Arthur Middleton Elementary School provides opportunities for all students to achieve higher levels of academic achievement, biliteracy, and sociocultural competency through rigorous curriculum in both English and Spanish; a nurturing school environment; collaborative learning with peers, parents, and family members; and intentional inclusivity of its diverse students, community, and staff. AMES will seek opportunities for emerging bilingual students to engage in equity-centered learning experiences, develop a love of learning, and feel empowered to interact within a variety of cultures for diverse purposes.

Collective Efficacy Statement: Through the continuous school improvement process, Arthur Middleton ES will create a self-motivated, open-minded atmosphere where all parties are held accountable through reflective practices to reach a common goal. Together we will identify our strengths and areas of refinement to ensure high expectations for all.



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Area of Focus

Dear Parents and Guardians,

We are committed to ensuring that all students achieve their full potential in English Language Arts (ELA) and Mathematics. By focusing on a consistent understanding and implementation of a standards-aligned curriculum, we aim to provide every student with the skills and knowledge they need to succeed. Our goal is to create a supportive and engaging learning environment that fosters academic growth and excellence.

How Parents Can Support:

- **Encourage Reading and Practice:** Encourage your child to read daily and practice math skills at home. This can include reading books together, discussing stories, and solving math problems in everyday situations.
- **Stay Informed:** Keep up-to-date with your child's progress and the curriculum being taught. Attend parent-teacher conferences and school meetings to stay informed about what your child is learning.
- **Create a Positive Learning Environment:** Provide a quiet and comfortable space for your child to study and complete homework. Show interest in their schoolwork and celebrate their achievements.
- **Communicate with Teachers:** Maintain open communication with your child's teachers. Don't hesitate to ask questions or seek advice on how to support your child's learning at home.
- **Encourage a Growth Mindset:** Help your child develop a positive attitude towards learning. Encourage them to persevere through challenges and praise their efforts and improvements.

Together, we can help our students thrive and reach their academic goals!

Arthur Middleton Elementary School

MCAP Data Summary

English Language Arts Data	Mathematics Data Overview
Written Expression and Conventions Topics: Opinion, Informative, Narrative	Mathematical Practice Modeling and Reasoning Type II and III Questions
3rd Gr. Determine the main idea of text (RI.3.2)	3rd Gr. Solve problems involving measurement and estimation. Tell and write time to the nearest minute and measure intervals in minutes. (3MD. A1)
3rd Gr. Phonics and decoding words (RF.3.3)	3rd Gr. Recognize area as additive. Find areas of rectilinear figures by decomposing using real world problems. (3MD. C7d)
4th Gr. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4)	4th Gr. Use the four operation to solve word problems involving measurement and conversion of measurements. Represent quantities using diagrams that feature a measurement scale. (4MD. A2)
4th Gr Describe the overall structure of events ideas, concepts or information in text or part of a text. (RI.4.5)	4th Gr. Use the four operations with whole numbers to solve multi-step problems with and without remainders. Assess reasonableness estimation and mental computation. (4OAA.3.1)



School Problem of Practice & Smart Goals

ELA Smart Goal

- **Middleton Elementary will increase the number of students meeting or exceeding proficiency on MCAP ELA assessment from 31% to 41% by June 2025.**

Mathematics Smart Goal

- **Middleton Elementary will increase the number of students meeting or exceeding proficiency on MCAP Math assessment from 17% to 27% by June 2025.**



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Planning and preparing standard aligned lesson plans with learning targets and success criteria (utilizing standards/clarity playbook)

Cycle of Professional Learning # 1 Overview

- Focus on understanding standards using curricular documents and backwards mapping so teachers will gain a better understanding of the standards and the capacity to implement standards-aligned instruction, which will contribute to improved student achievement

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will be able to explain the standard being taught	Students will be able to verbalize the learning target
Teachers will be able to evaluate student success using formative assessments	Students will be able to evaluate their understanding of learning
Teachers' overall success rate for carrying out a lesson will increase	Students' overall success of understanding the learning target and goal of the lesson will increase

Cycle 1: Outcomes

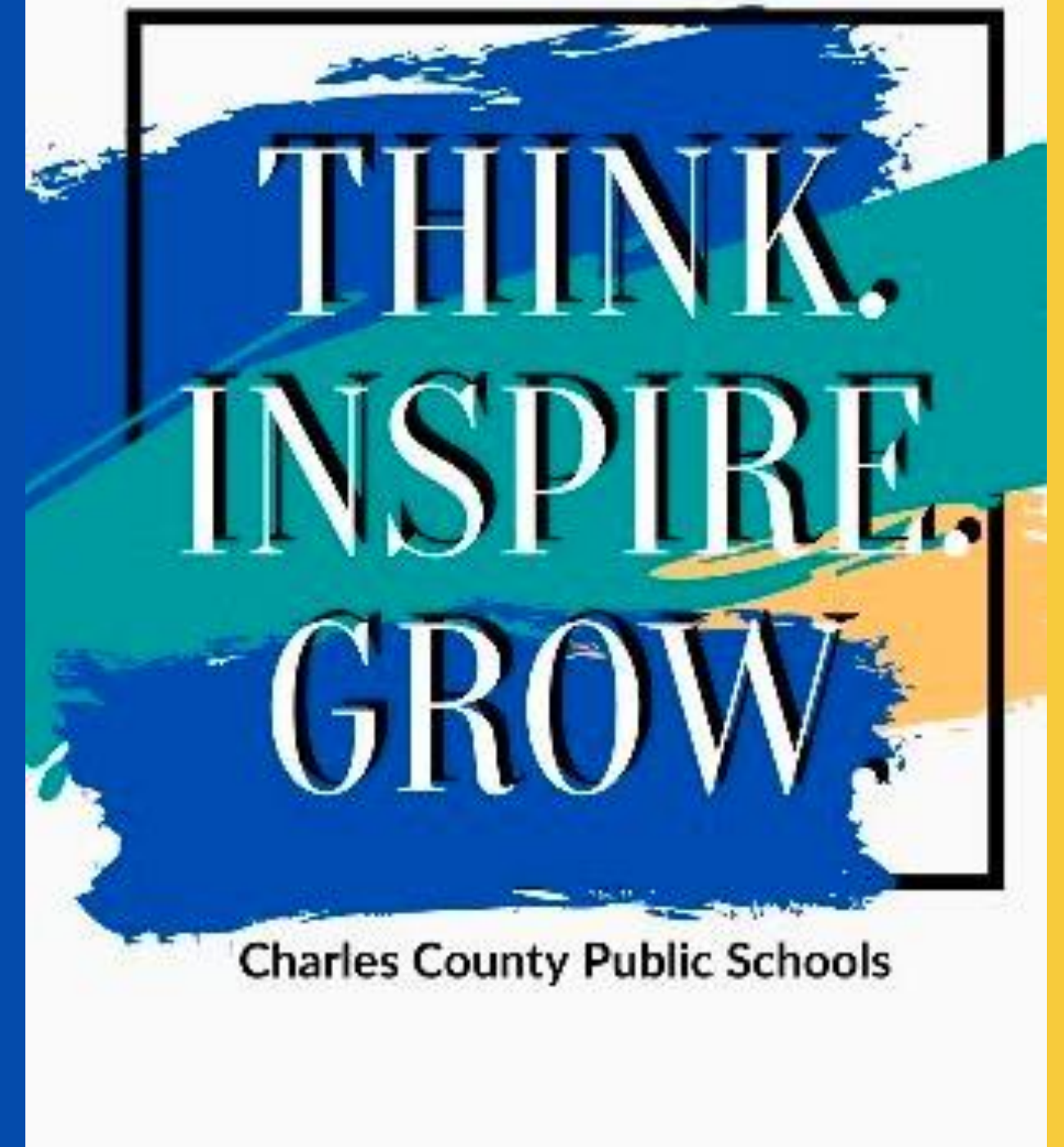
Cycle Areas of Growth	Cycle Celebrations
<p>Teachers are meeting with the ILT team to review lessons and formative assessments in order to identify next steps. We continue to increase the number of teachers following this process.</p> <p>Pace of lessons and the overall understanding of how to deliver a lesson with fidelity continue to be an area of growth for some of our teachers.</p>	<p>Teachers have begun to embrace learning intentions and have them posted in their classrooms. We continue to increase the number of teachers embracing the standards instead of relying on At-A-Glance.</p> <p>Students are beginning to verbalize (with support from the teacher if needed) strategies that would be needed in order to meet the standard/learning target. We continue to redevelop what this looks like for different learning environments.</p> <p>Through learning intentions, students are part of the rich conversation. We will continue to strive for all students in all grade levels to be part of this.</p>

Next Steps

- We will utilize our walk-through tool to continue to monitor teacher and student growth for Cycle 1.
- Teachers will participate in PLT Classroom Visits by October 31st.

Charles County
Public Schools
Culture & Climate Cycle 1

Arthur Middleton
Elementary School



Culture & Climate Overview

Data Overview	Physical attacks on adults continues to be an area of concern. While we decreased our student-to student negative interactions by 20%, our number of infractions increased overall.
Problem of Practice	35% of dispositions in Pre-Kindergarten through 5 th grade consist of negative physical interactions due to the inconsistent implementations of tier one and tier two interventions.
Smart Goal	Students in Pre-Kindergarten through 5 th Grade at AMES will reduce their negative physical peer to peer interactions by 20% by the end of the school year 24-25 as measured by physical infractions/referrals in the Synergy database.
Culture & Climate Area of Focus	Reduce negative peer to peer interactions

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Increase teacher's knowledge and use of best practices in behavior management.</p> <p>Increase student ownership, reflections, and self-regulation strategies to help guide positive peer to peer interactions.</p>	<p>Teachers have started using move this world and the zones of regulation check in's daily to support behavior management.</p> <p>The school counselor has begun classroom lessons focused on self-regulation strategies to help students understand the need for self-reflection and positive peer to peer interactions.</p>

Next Steps/Action Steps on following slide

Next Steps/Action Steps

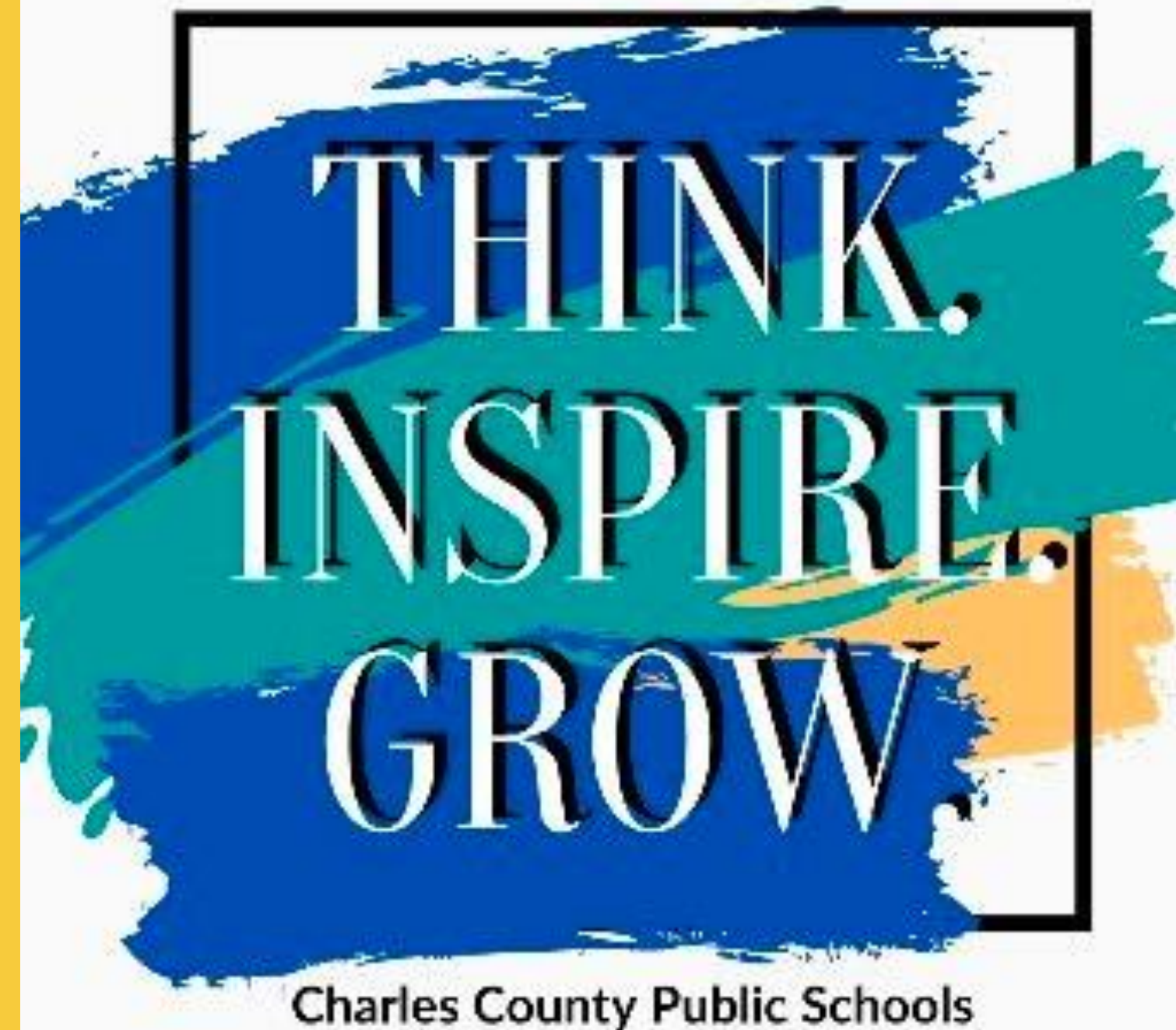
1 Review PBIS data monthly to identify students who are struggling with negative peer to peer relationships.

2 Classroom teacher and counselor partnership on strategies to reduce negative peer-to-peer relationships (i.e. peer mediation).
Counselor will provide SEL lessons throughout the year.

3 Weekly one to one planning with staff (counselor, ILT, teacher, Admin.) to review expectations and discuss concerns

4 Teachers will utilize Zones of Regulation Self-Check and Move This World with fidelity/daily.

Thank
You For
Reviewing our
plan!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!