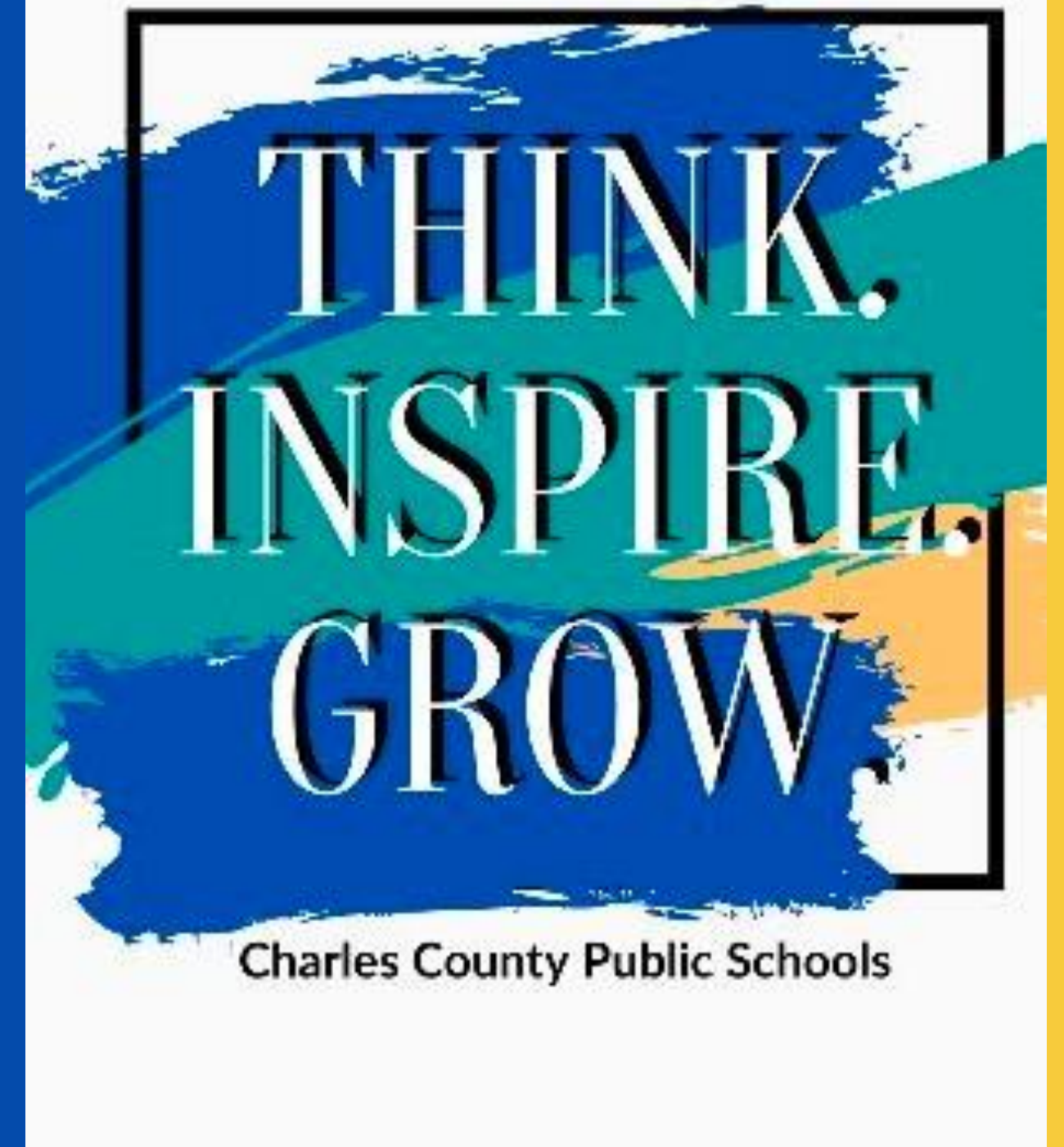


Charles County
Public Schools
School Improvement Plan
Cycle 1

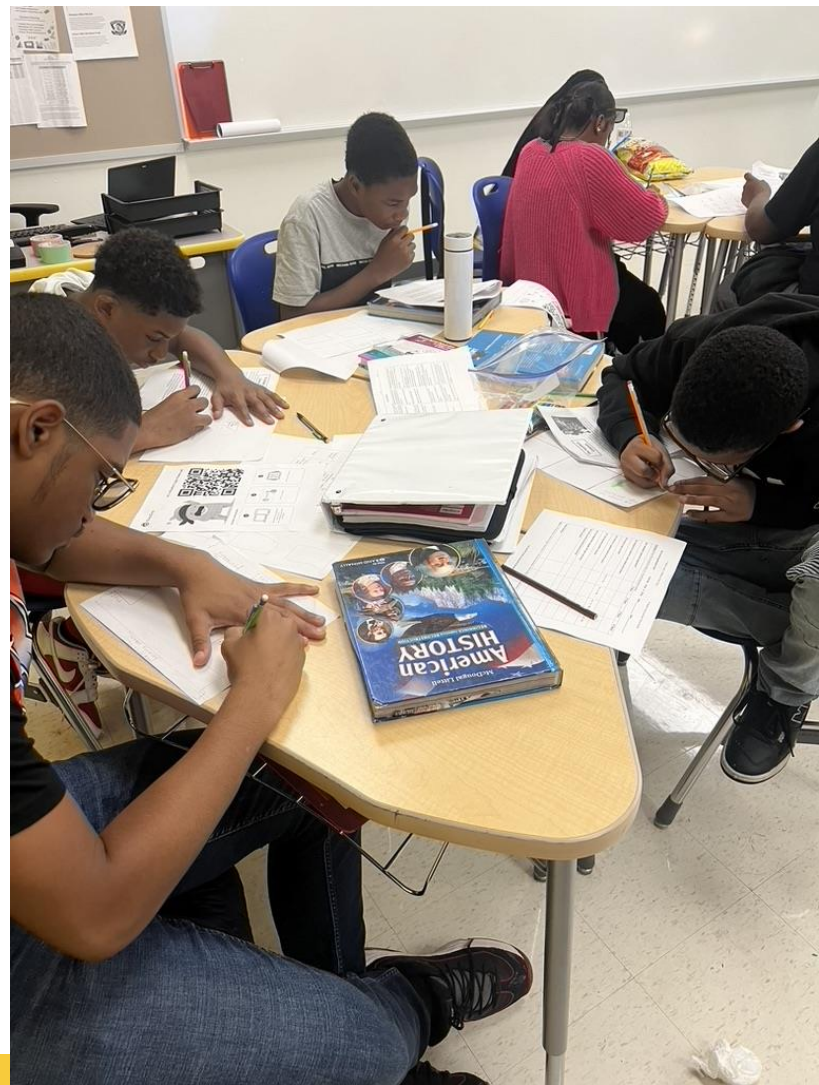
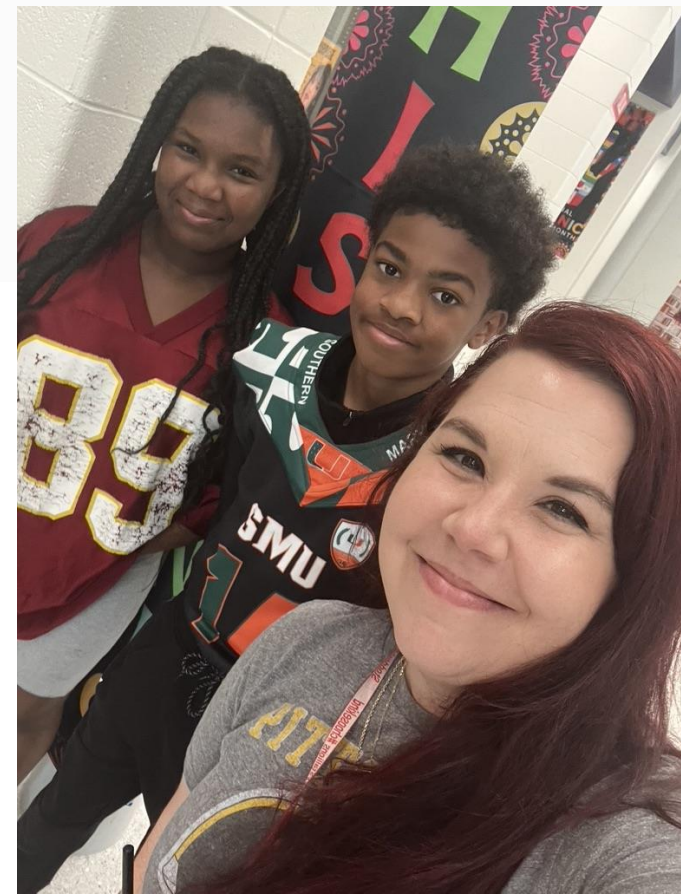
Benjamin Stoddert Middle
School



SY 24-25 is the year of GAMECHANGERS!

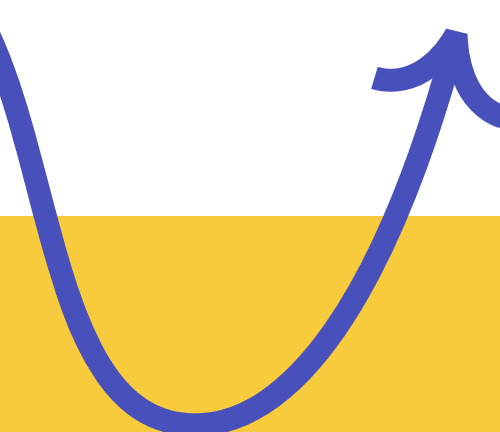
Stallion Nation has gotten off to a wonderful start! We just completed our fall iReady assessments and scholars are excited about their new House assignments. One thing is for sure—our staff and scholars have a ton of school spirit!





Why Continuous School Improvement

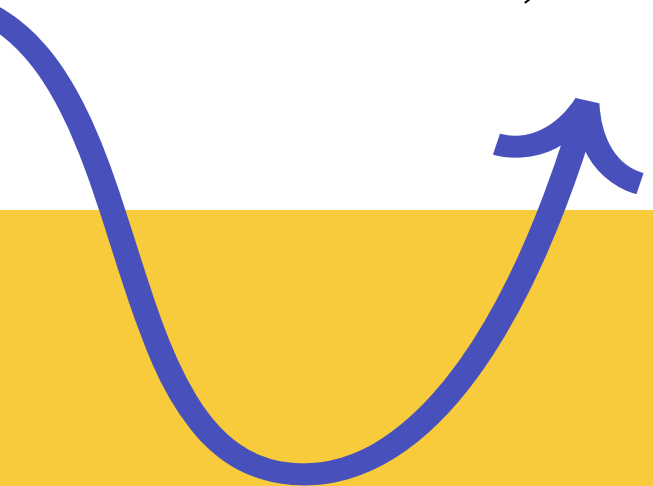
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

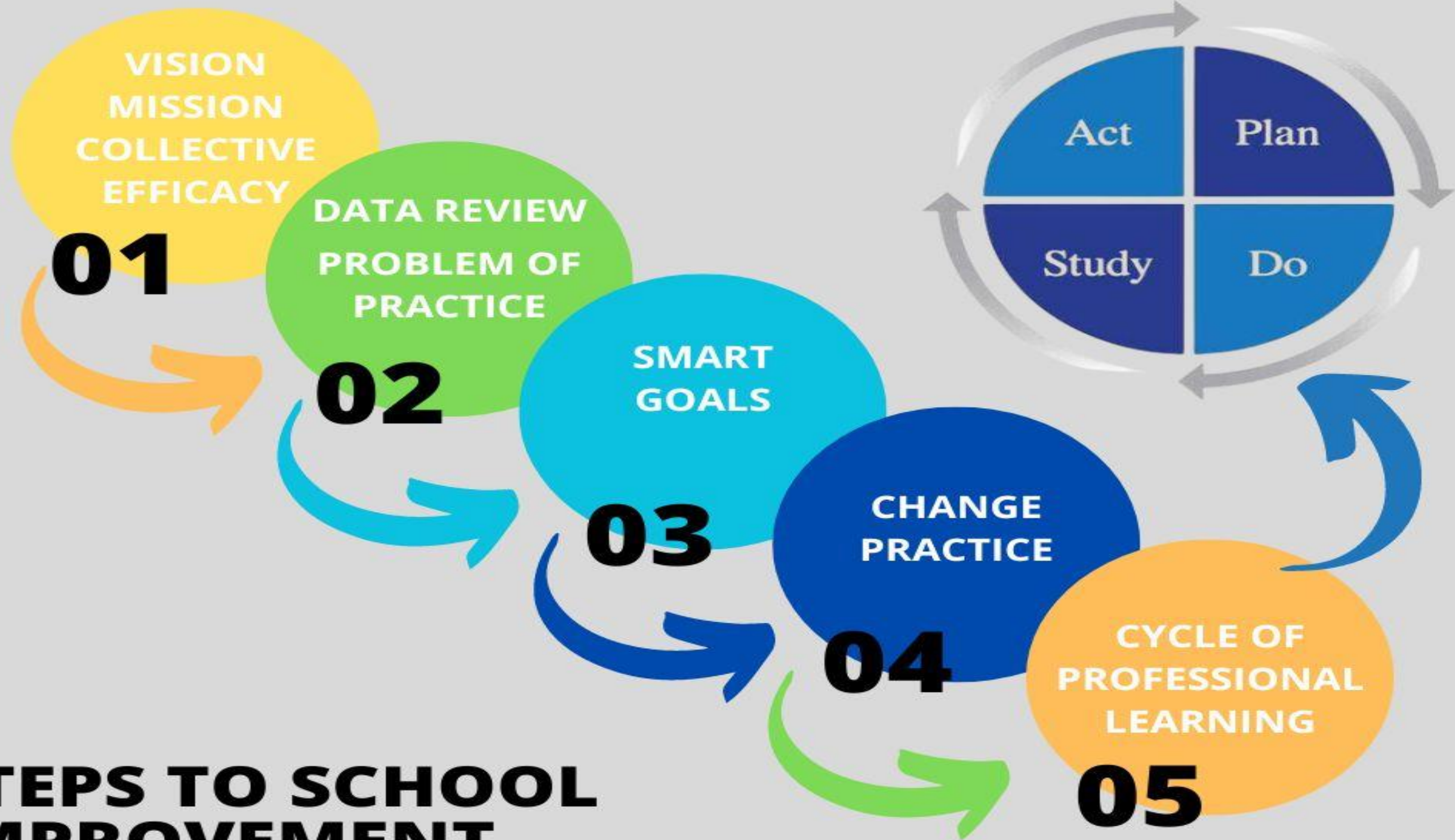
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Charles County
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Working together to achieve excellence for every student.

STEPS TO SCHOOL IMPROVEMENT



Benjamin Stoddert Middle School

Vision & Mission

Vision: Our vision is to become a leading middle school in CCPS—one that embraces diversity, promotes academic rigor, and fosters holistic development. We strive to create a safe and inclusive space where scholars are motivated to pursue excellence, embrace challenges, and are ultimately positioned to achieve their goals and positively impact our community.

Mission: Our mission is to cultivate a supportive, inclusive learning environment where scholars challenge themselves to achieve academic success and personal growth. We are committed to empowering our scholars to become confident and compassionate leaders. We are wonderfully diverse and strive to nurture the unique strengths of each individual through collaboration and a commitment to high expectations.



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Area of Focus

Dear Stallion Nation Parents and Guardians,

We are excited to share our commitment to improving our scholars' proficiency in English Language Arts (ELA) and Mathematics. Our goal is to support all scholars in making progress toward achieving and exceeding state proficiency levels on the MCAP assessments.

To reach our goals, we are focusing on:

- ✓ Data-driven instruction to include the necessary interventions and enrichment opportunities to meet all scholars' needs
- ✓ Building scholars' stamina and confidence in reading and writing
- ✓ Celebrating scholars' academic achievement and progress

By prioritizing these areas, we aim to create an inclusive, supportive, and motivational learning environment where every scholar can thrive. We believe that with your support, we can help our scholars reach their full potential.

Thank you for your continued partnership in your child's education.

Sincerely,

Benjamin Stoddert Middle School

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
24% of scholars demonstrated proficiency on English/Language Arts MCAP (SY 23-24)	5% of scholars demonstrated proficiency on Math MCAP (SY 23-24)
29% of scholars were on-grade level in reading (Winter iReady SY 23-24)	36% of scholars demonstrated proficiency on Algebra I MCAP (SY 23-24)
	29% of scholars were on-grade level in Math (Winter iReady SY 23-24)

School Problem of Practice & Smart Goals

ELA Smart Goal

- 50% of scholars will demonstrate proficiency in English/Language Arts on the SY 24-25 MCAP assessment.

Mathematics Smart Goal

- 25% of scholars will demonstrate proficiency in Math on the SY 24-25 MCAP assessment (6th, 7th, and 8th grade Math MCAP). 45% will demonstrate proficiency on Algebra I MCAP in SY 24-25.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Data-driven collaborative planning

Cycle of Professional Learning # 1 Overview

- Weekly common planning schedule for all content areas
- Introduce data meeting protocol
- Vertical baseline writing assessment & fall iReady analysis to devise instructional next steps
- Ongoing professional development sessions on Writing Standard 2

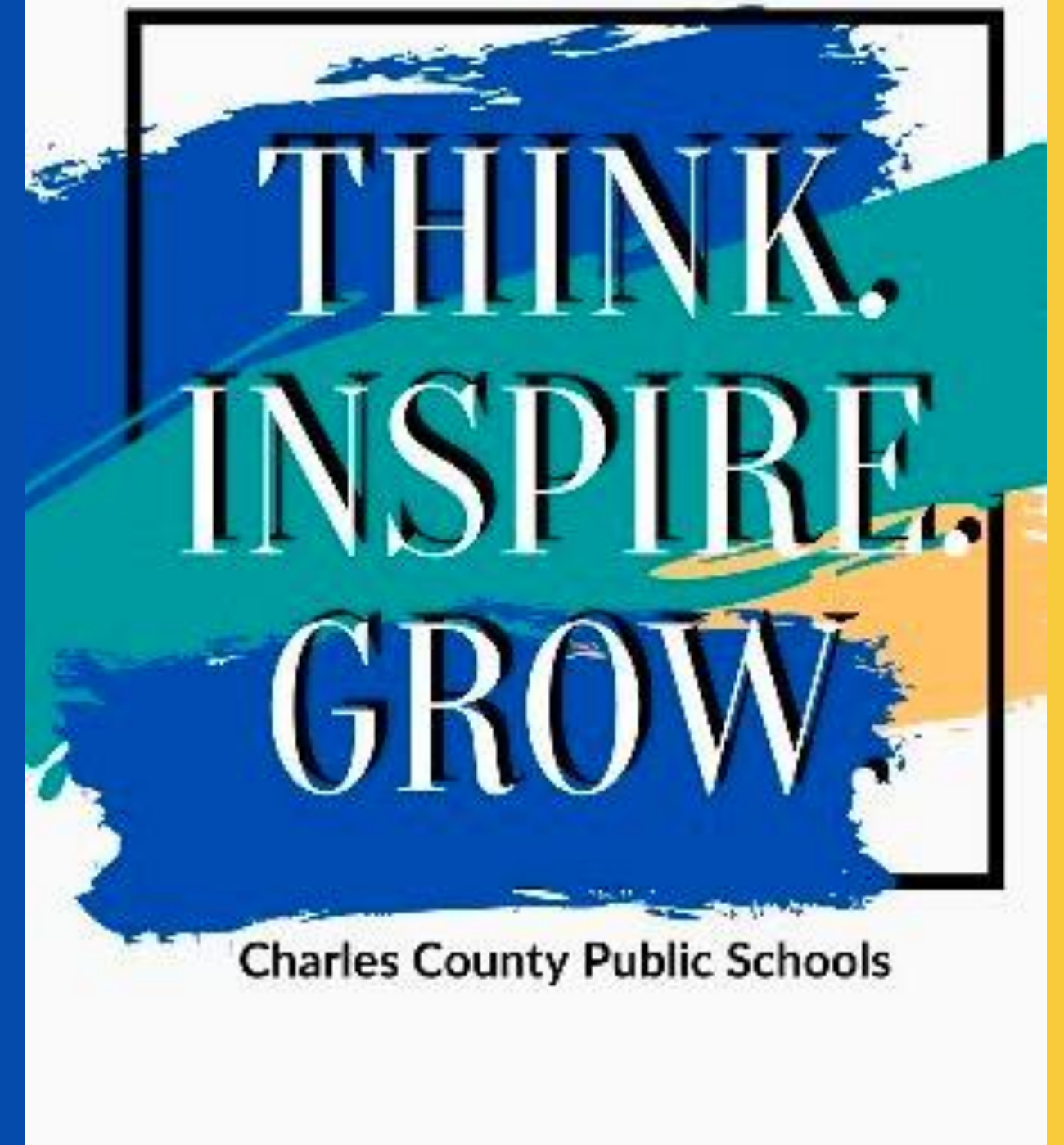


Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Improve lesson design and implementation through collaborative planning and professional development opportunities	Increase proficiency on English/Language Arts MCAP assessments
Improve teachers' ability to analyze data and use it to customize instruction to meet all scholars' needs	Increase proficiency on Math MCAP assessments
	Improve stamina and confidence in reading and writing

Charles County
Public Schools
Culture & Climate Cycle 1

Benjamin Stoddert Middle
School



Culture & Climate Overview

Data Overview

- High numbers of chronically absent scholars who were absent 18+ days
- High numbers of class cutting/tardy to class referrals

Culture & Climate Area of Focus

Our area of focus is attendance. We recognize that consistent attendance to school will ultimately lead to improvements in academic achievement.

Our goal is to increase scholars' attendance by:

- Improving school climate and culture
- Improve student engagement

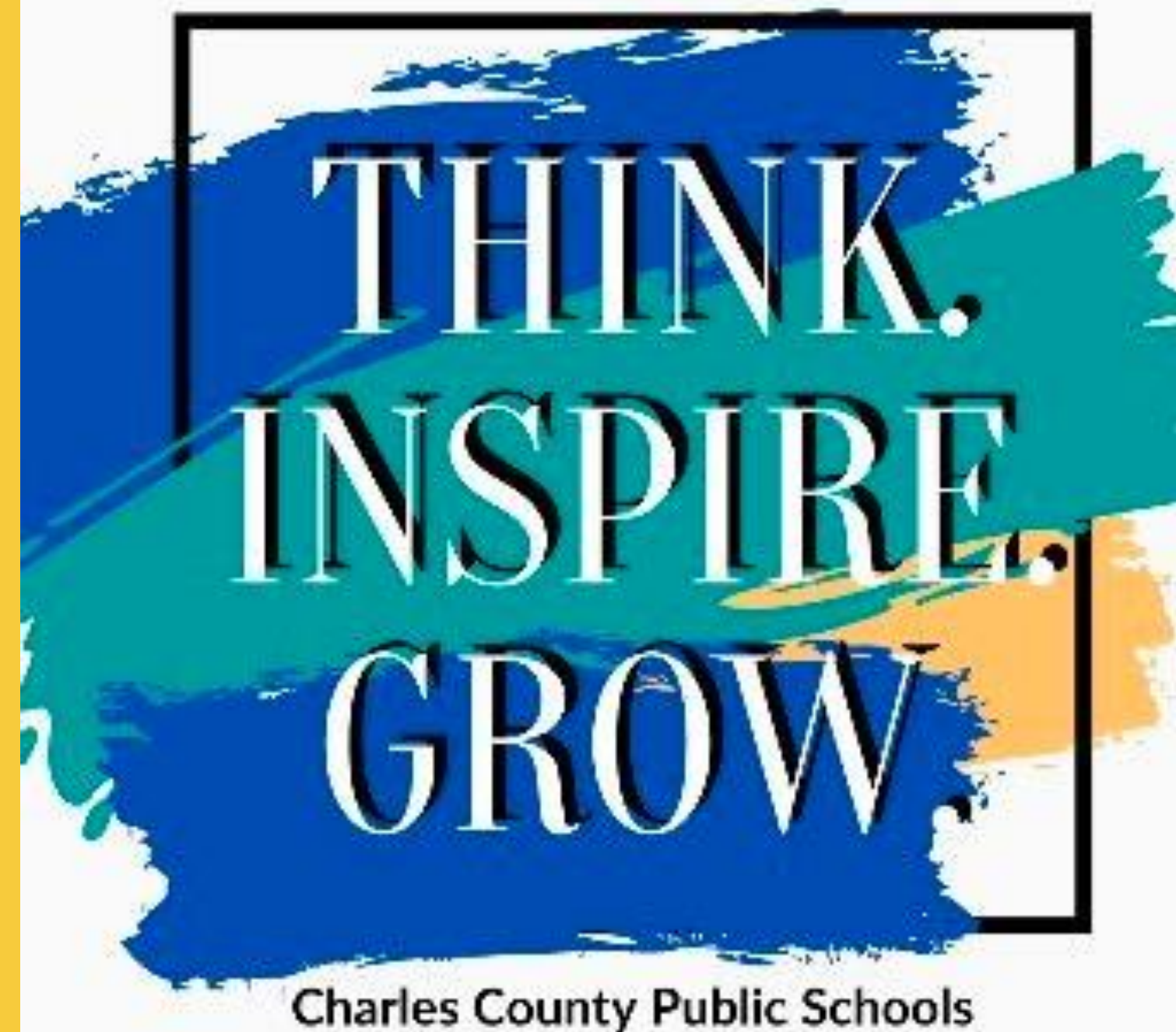
Smart Goal

Decrease the percentage of chronically absent scholars (18+ absences) by 10% (from 23% to 13%).

Action Steps

- | | |
|---|--|
| 1 | <p>August:</p> <ul style="list-style-type: none">• Assign staff members to RCA houses. Map out quarterly reward activities, especially Q1.• Introduce RCA house system to staff• Introduce RCA house system to scholars. |
| 2 | <p>September:</p> <ul style="list-style-type: none">• Introduce fun Friday activities• Assemblies to reveal House assignments• Attendance spirit week• Identify early attendance interventions needed for individual scholars |
| 3 | <p>October:</p> <ul style="list-style-type: none">• Track/share House leaderboard• Reward activity for leading House• Implement small group/individual attendance interventions |

Thank
You For
Reviewing our
plan!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!