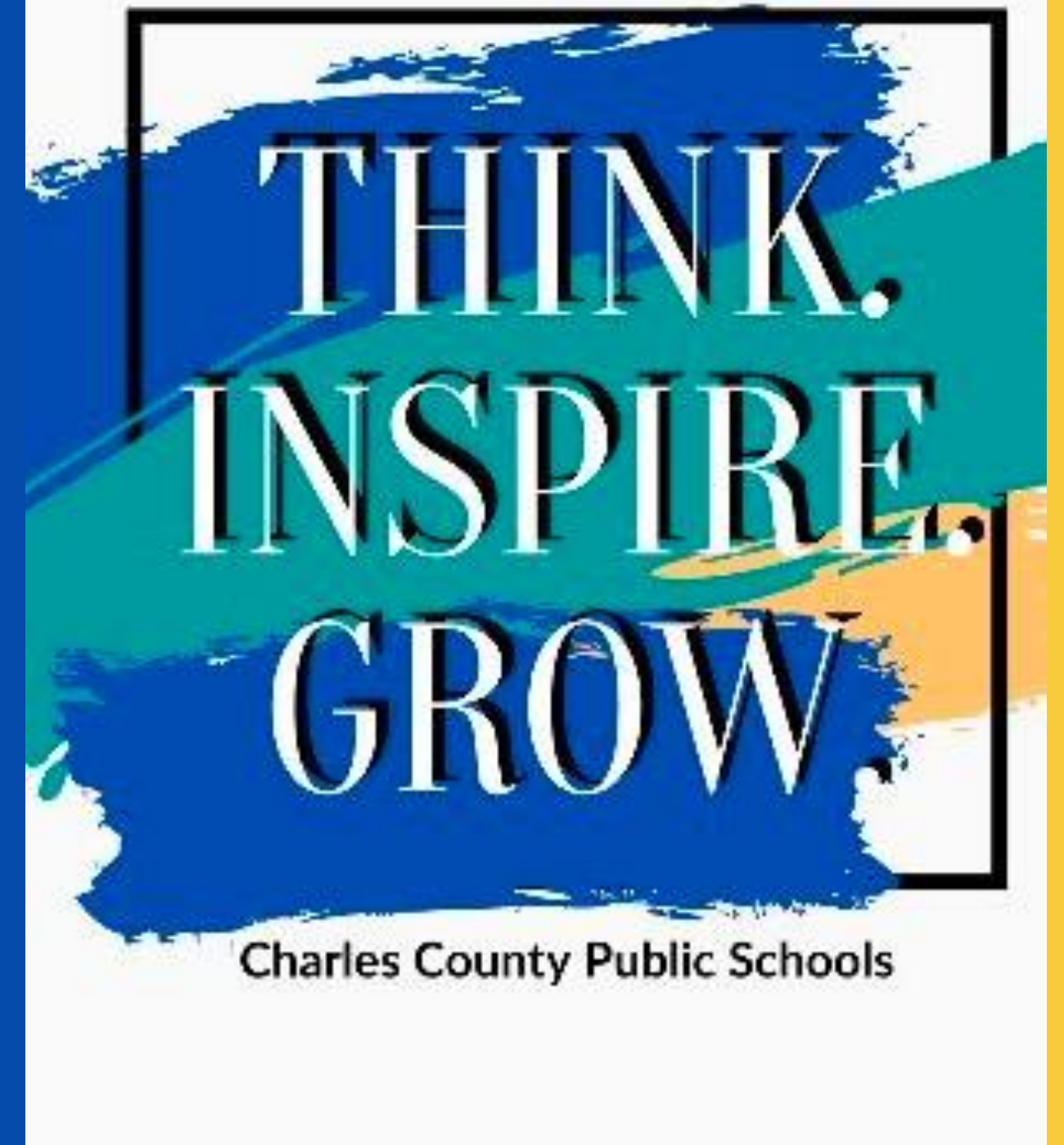


Charles County
Public Schools
School Improvement Plan
Cycle 2

T.C. Martin Elementary



School Wide Success

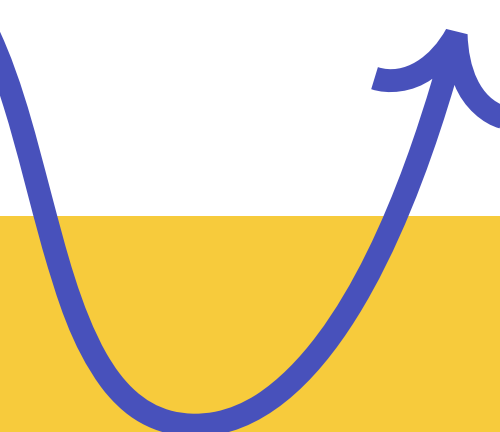


In this Together!



Why Continuous School Improvement

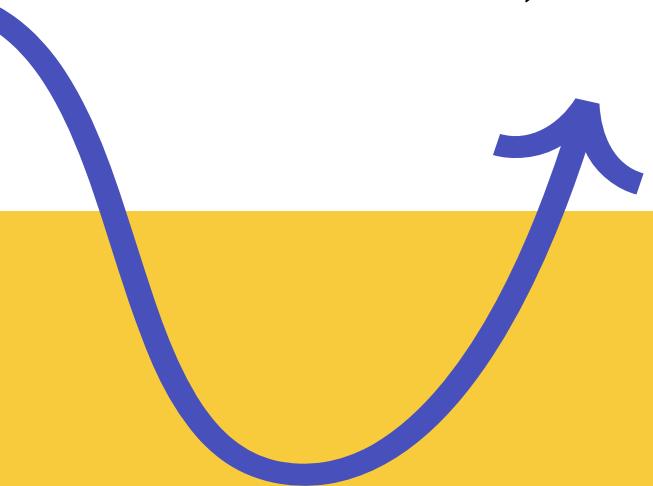
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

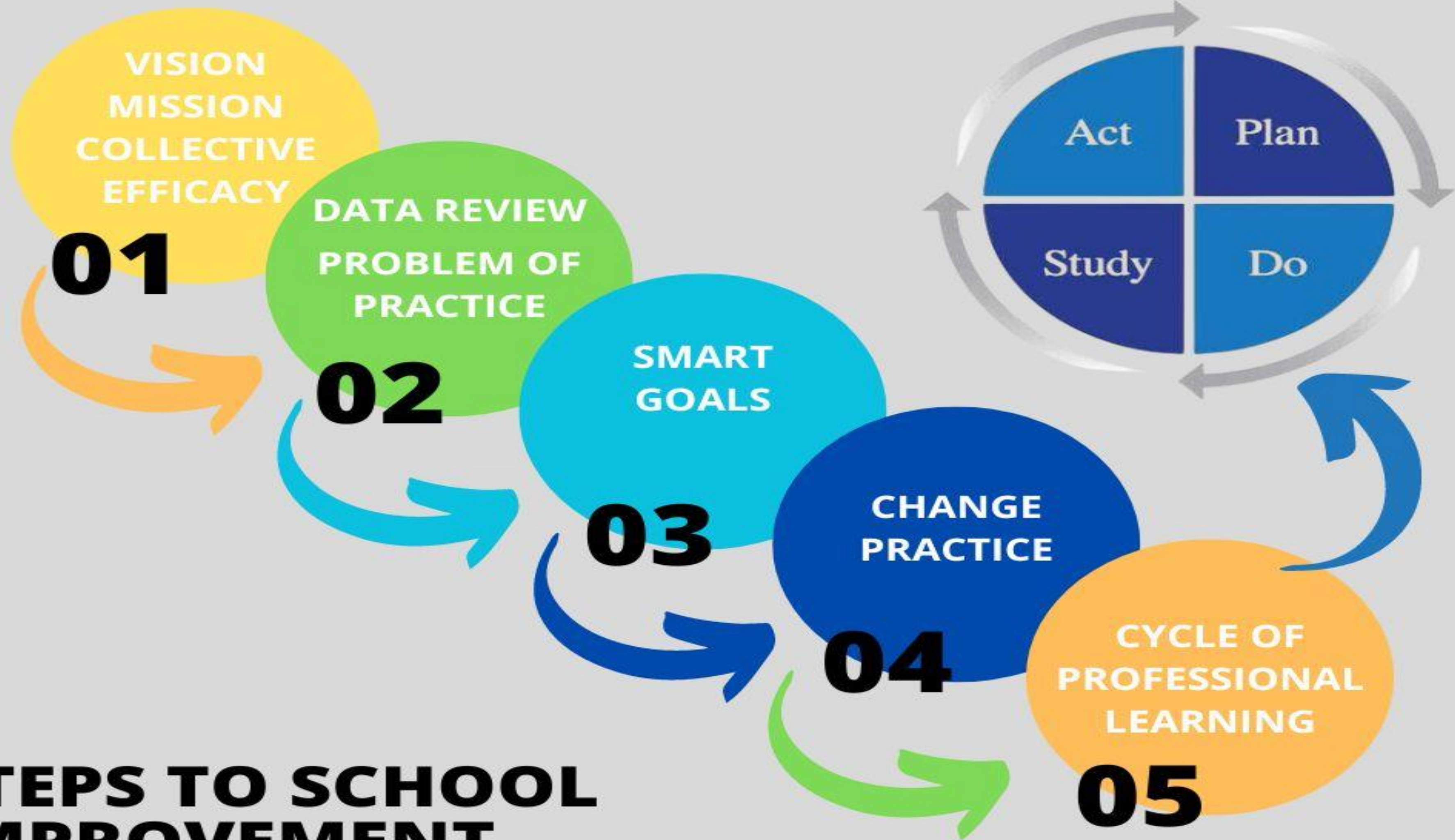
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Vision, Mission, Collective Efficacy Statements

Vision: The vision of T.C. Martin ES is to create a 5-star school community where all children feel empowered to develop their character, full potential and create their own success story.

Mission: The mission of T.C. Martin ES is to provide students a high-quality education in a welcoming, safe, loving, and inclusive environment that positions students for life-long learning and success.

Collective Efficacy Statement: Through the continuous school improvement process, T.C. Martin ES will create a school culture focused on the shared belief that quality teaching and learning is a collaborative effort that values the voices of all stakeholders.

Together, we will identify our areas of strength and growth, work collaboratively to plan, implement, and monitor our efforts, celebrate our successes, and leave no one (students and adults) behind.



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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
3-5% of our students grades 3-5 are tagged as distinguished learners in ELA on the MCAP	3-5% of our students grades 3-5 are tagged as distinguished learners in Math on the MCAP
47% of our students in grades 3-5 are tagged as proficient learners in ELA on the MCAP	28% of our students grades 3-5 are tagged as proficient learners in Math on the MCAP
53% of students in grades 3-5 are not proficient	72% of students in grades 3-5 are not proficient
We see an increase in proficiency deficits as students grow older on i-Ready and the MCAP	We see an increase in proficiency deficits as students grow older on i-Ready and the MCAP
40% or more of students are declining in proficiency between grades 3-5 on i-Ready and the MCAP	40% or more of students are declining in proficiency between grades 3-5 on i-Ready and the MCAP



School Problem of Practice & Smart Goals

Problem of Practice

- 53% of our students in grades 3-5 are declining in proficiency in reading and math on MCAP. 41% of our students in grades 1-5 are declining in proficiency in reading and math on iReady. Declining proficiency can be attributed to inconsistent execution and implementation of standards-aligned instruction, to include a lack of differentiation.

ELA Smart Goal

- T.C. Martin Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 47% to 52% by June 2025 and increase students performing at proficient or above by 5% in reading i-Ready by June 2025.

Mathematics Smart Goal

- T.C. Martin Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics assessment from 28% to 33% by June 2025 and increase students performing at proficient or above by 5% in math numbers and operations on i-Ready by June 2025.



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Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Increasing opportunities for teacher safe practice</p> <p>Updating the accountability measures to ensure teacher buy-in and cohesion with collaborative planning process</p> <p>Ensuring we are collecting measurable data that can support our goals.</p>	<p>MD Report cards indicated school improvement in: academic achievement, progress in ELL proficiency and school quality and student success</p> <p>Updated collaborative planning templates to include insight from</p> <p>Completed all of cycle 1 scheduled activities</p>

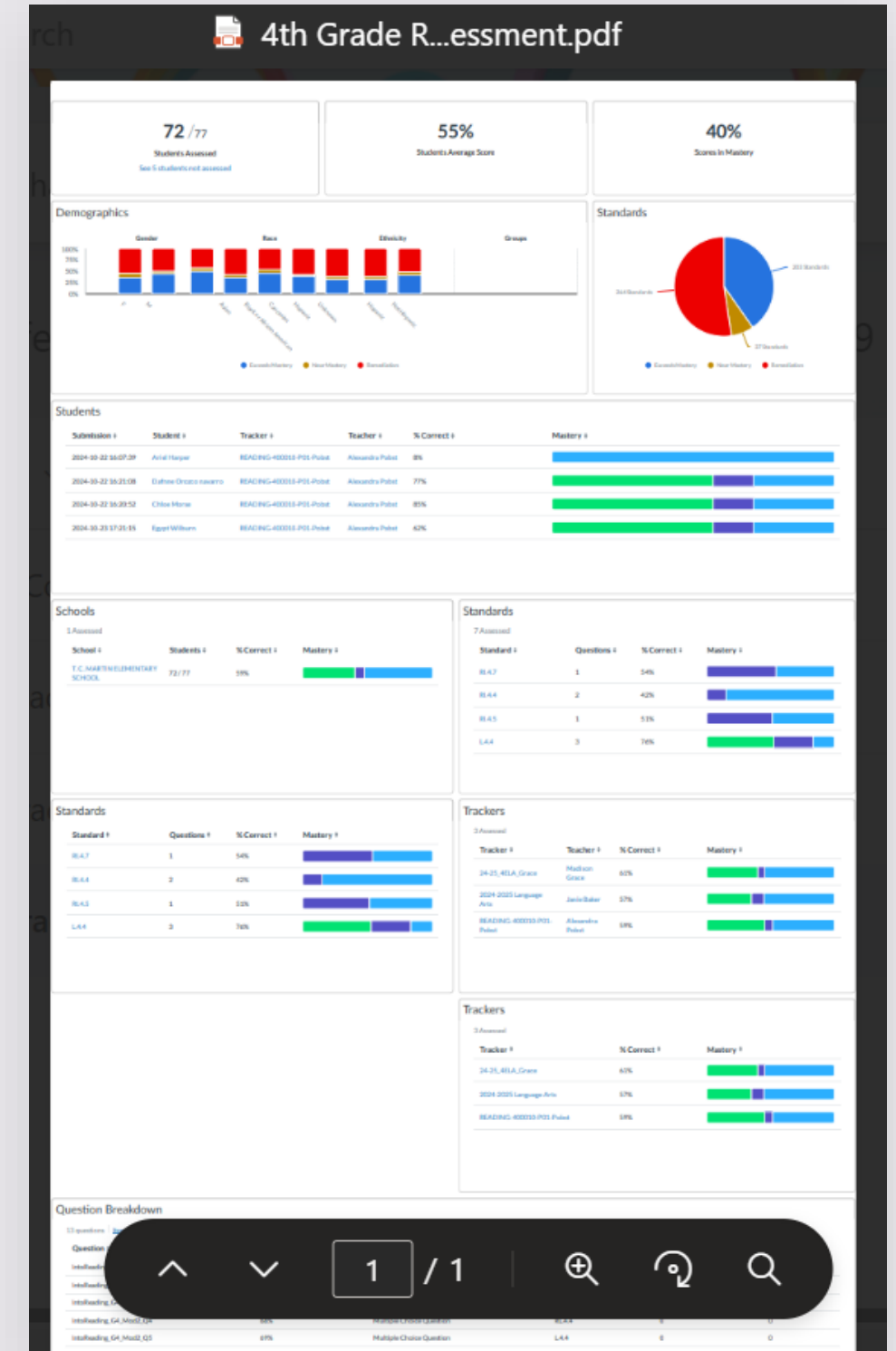
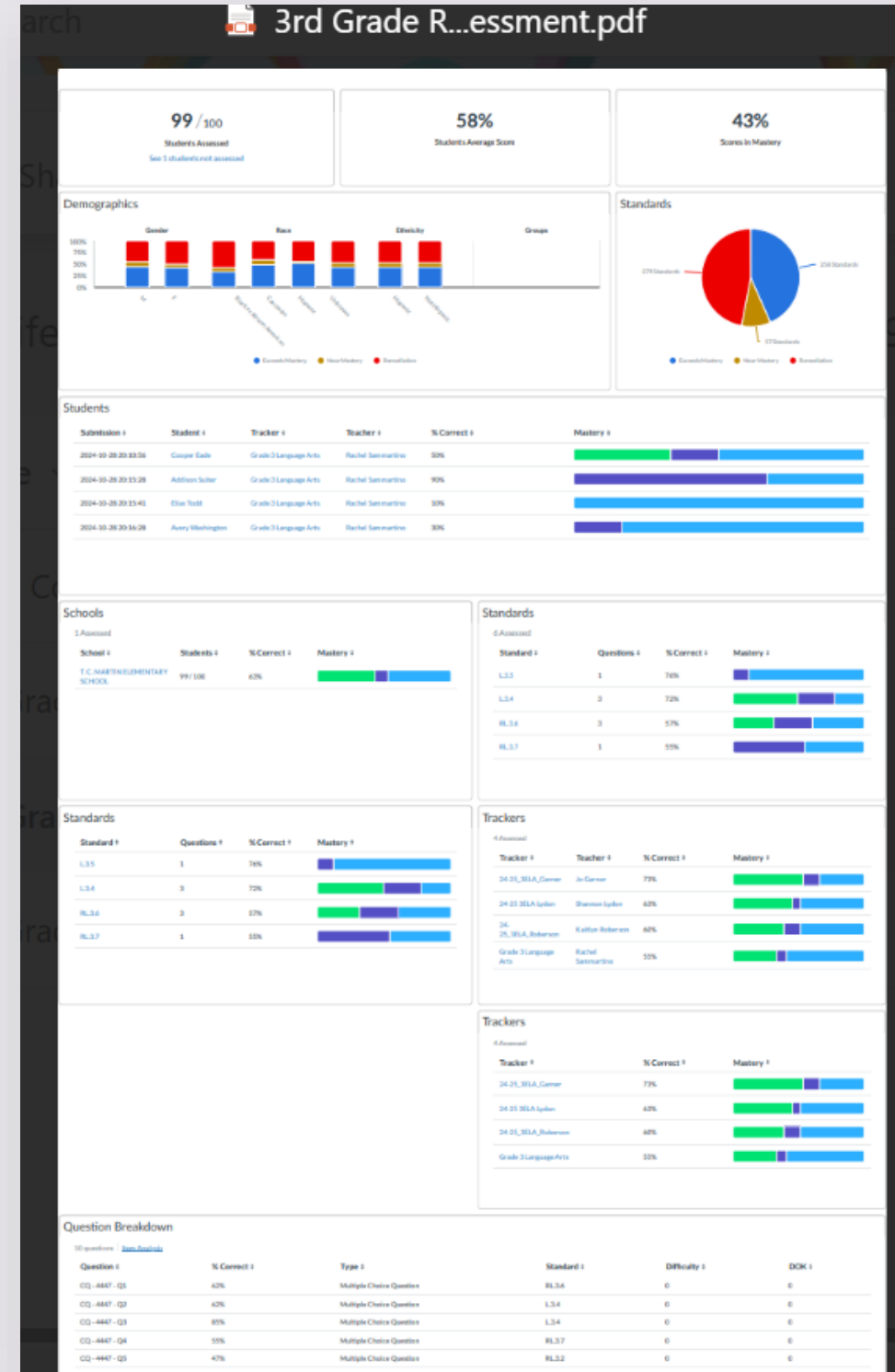
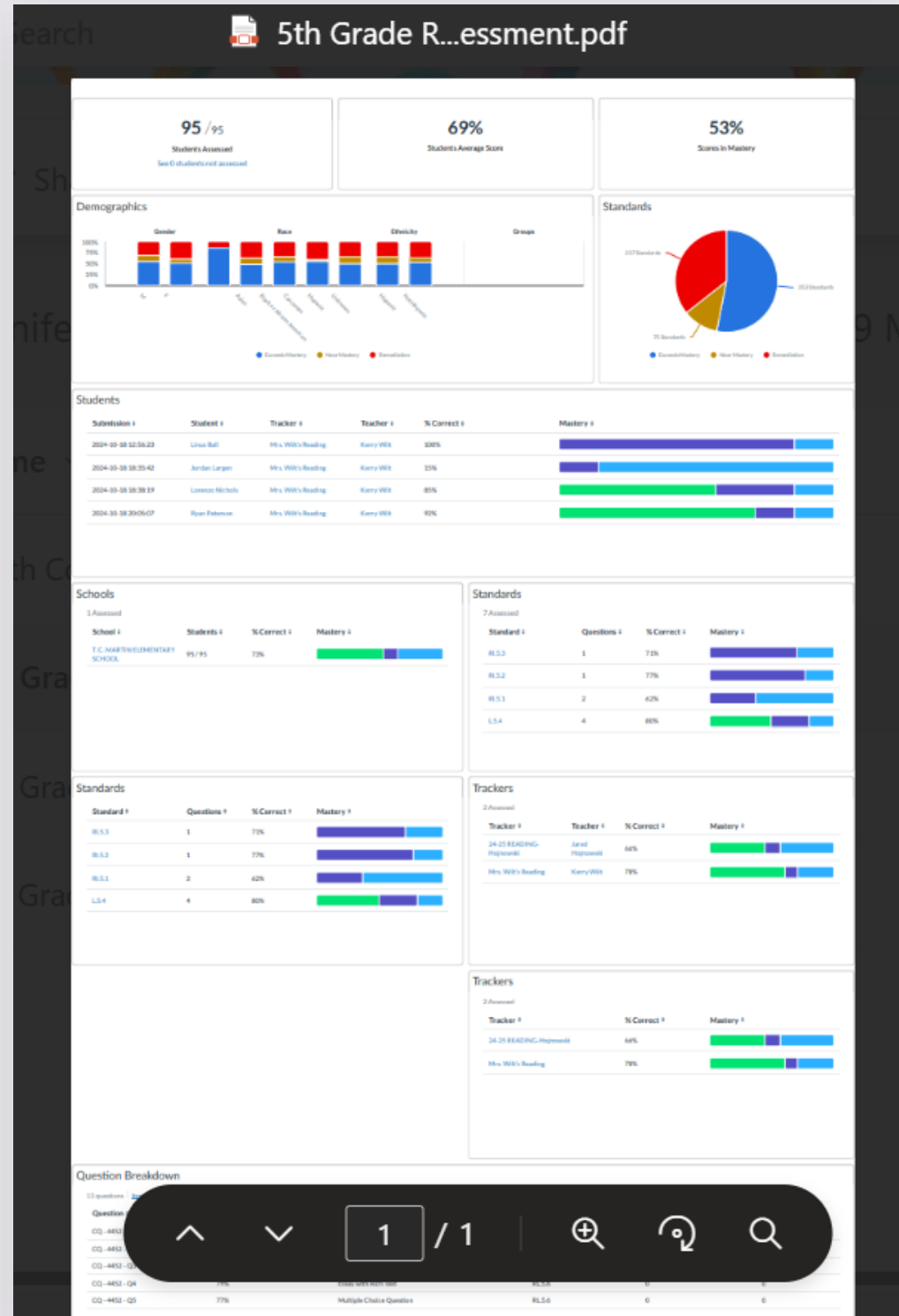
Next Steps

- Professional Learning Communities for teacher development starting in January.
- Continued interface with teachers to garner feedback on cycle 2 progress
- Guided Visit

Math Common Assessment Data

Grade Level	Unit	Average
1 st	Unit 2	76%
2 nd	Unit 2	66%
3 rd	Unit 1	73%
4 th	Unit 2	54%
5 th	Unit 1	73%

Reading Common Assessment Data



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Unpacking standard in reading and mathematics. This will be aligned to collaborative planning procedures and incorporate standards aligned professional learning communities to enhance protocols for student aligned work, discourse and engagement.

Cycle of Professional Learning # 2 Overview

Teachers will develop lessons using the standard from CCPS curricular documents

Teacher will engage in professional learning communities to support, backwards mapping, student discourse, enagement to support standard aligned instruction and student work

Teachers will share the standard with students using the guided questions below. These questions are aligned with backwards mapping.

- 1.What are we learning?
- 2.What strategies will we use?
- 3.Questions we will answer
- 4.How will we demonstrate understanding?

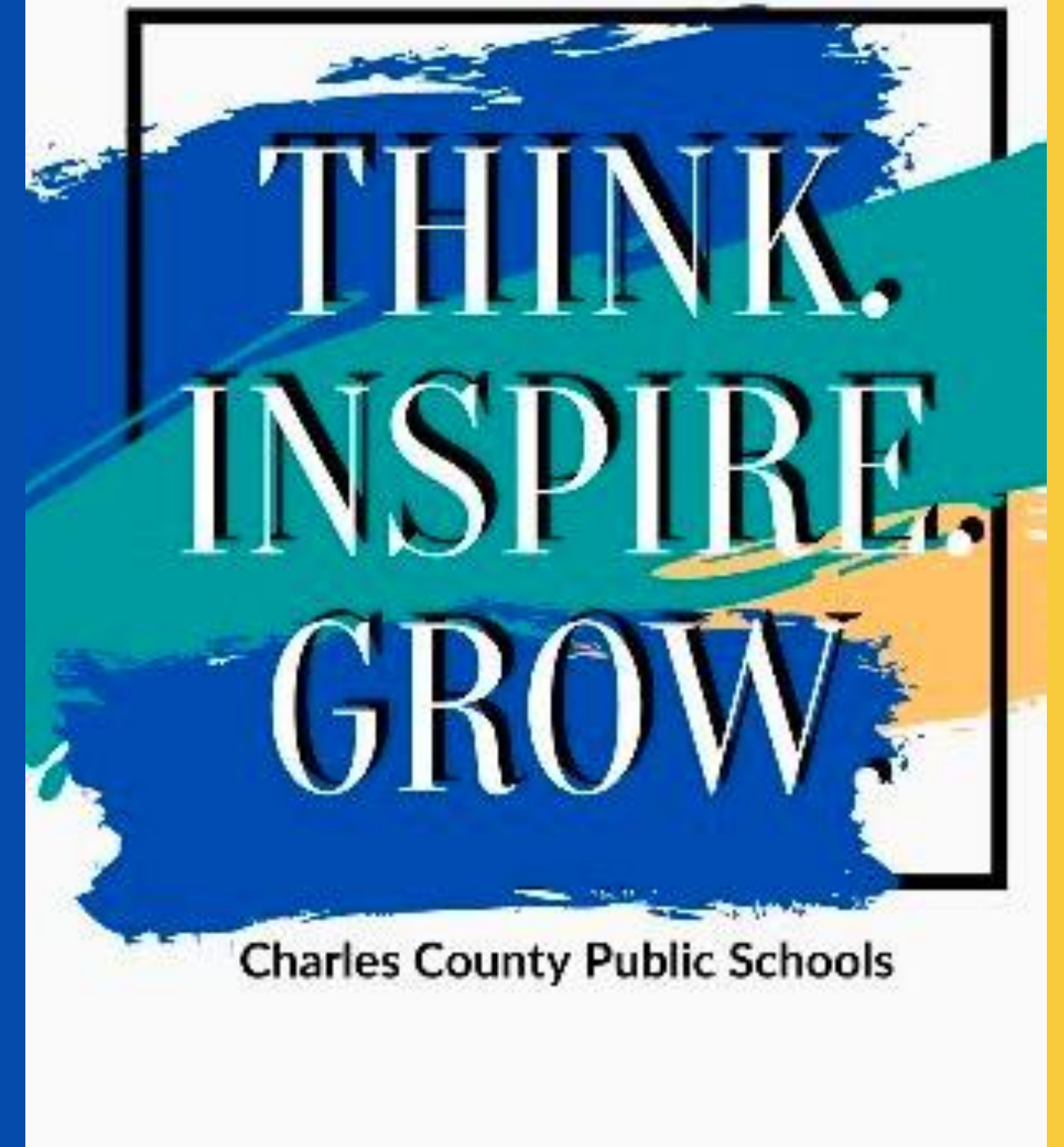
Teachers will use the curricular documents to ensure content is being taught in alignment with CCPS pacing expectations for each content area.

Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will ask students, prompting, probing, and assessing questions throughout the lesson	Students will initiate peer-to-peer discussions during collaborative work time.
Teachers will release students to engage in meaningful tasks that promote collaborative construction of understanding and discussion.	Students will ask questions to clarify, correct, or extend their thinking.
Teachers will create essential questions that lead to understanding and articulation of the learning objective.	Students will be able to articulate what they are learning.
Teachers will establish norms for discourse throughout the lesson with supports, such as sentence stems and conversation starters.	Students will respond to reasoning writing tasks with complete evidence and elaboration.
Teachers will analyze student writing with rubrics to determine the next steps for instruction and give meaningful feedback that aligns with the rubric.	Student improvement and achievement.

Charles County
Public Schools
Culture & Climate Cycle 2

T.C. Martin Elementary



Culture & Climate Overview

Data Overview

93% of students all demographics attend school regularly

Problem of Practice

50 % of student's grades K – 2 are identified as chronically absent due to inconsistent attendance record keeping and follow-up accountability with families.

Smart Goal

Reduce the number of chronic absences from 50% to 40 % by 2025

Culture & Climate Area of Focus

Communication – Increase parent understanding of lawful and unlawful absences using newsletters as well as establishing a weekly update to attendance records.

Care – start monthly attendance prizes to acknowledge and celebrate perfect attendance

Action Steps

1

Create monthly attendance review committee to review and monitor school wide attendance

2

Create weekly check-ins for chronically absent students and attendance goals / accountability

3

Create monthly celebrations/acknowledgements for students who are in school 100% of the time

4

Create monthly notices to parents to update them on our progress of students who arrive to school on-time

School Climate

Quarter 1 School Climate Data Analysis

To what extent does the data provide evidence that the strategies are leading to attainment of the smart goal? What conclusions can we make, based on the data?

Data Source:

Successes	Challenges	Next Steps
<p>3 meetings have taken place since August, where we review the attendance data and the data of students that are in danger of having attendance reviews/hearings.</p> <p>The results of our monthly attendance hero check-ins resulted in 20 students meeting their daily attendance goals by 70% or more for October and November</p> <p>Sept. 39% , October 31% of the student population have reported to school daily and on time.</p> <p>Parents receive a monthly newsletter with details on attendance policies from the county as well as additional reading sources to influence best practice and attendance accountability from home to school.</p> <p>20 students tagged as chronically absent have arrived to school 70% or more of the time this quarter.</p>	<p>We are losing our current attendance secretary, and will have to work on gathering data until we hire new staff.</p> <p>Maintaining communication with students especially as weather changes and illness becomes a factor.</p>	<p>Continue to progress monitor and adapt current practices to promote greater attendance outcomes</p>

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Clipboard Font Alignment Number Styles Cells Editing Analysis Add-ins Commands

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General Conditional Formatting Insert Delete Format

Sort & Filter Find & Select

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	Attendance Data SY 24-25																		
2																			
3		AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE							
4	KINDERGARTEN		21	21	57	57													
5	FIRST GRADE		34	22	55	59													
6	SECOND GRADE		34	31	62	65													
7	THIRD GRADE		40	28	80	85													
8	FOURTH GRADE		30	26	37	54													
9	FIFTH GRADE		37	31	64	69													
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Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Maintaining a consistent schedule to meet and discuss goals</p> <p>Ensuring immediate follow up is made with students who are starting to tow the line.</p> <p>Ensuring accurate accounting of students considered present (to include those with early dismissal)</p>	<p>As of December 16, 2024, 389 of 537 students were marked on time and present for the month. This is a 72% attendance rate. The best news of the year. We will hand out awards before the holiday break. Thank you so much for sending your children to school 😊</p>

Next Steps

- Continue with current plan.
- Include data collection tools into the next report.



School Climate

Quarter 2 School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

List your Quarter 2 action steps.

Communicate attendance best practice with families.

Monthly incentives for students

Monthly progress monitoring meetings.

Review chronically absent students and see if they can exit the list

Create an exit plan for students tagged as hero club (chronically absent).



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School Climate: Data Collection

Quarter 2 Data Collection:

Indicate below what data will be collected to monitor progress towards attainment of the school climate goal?

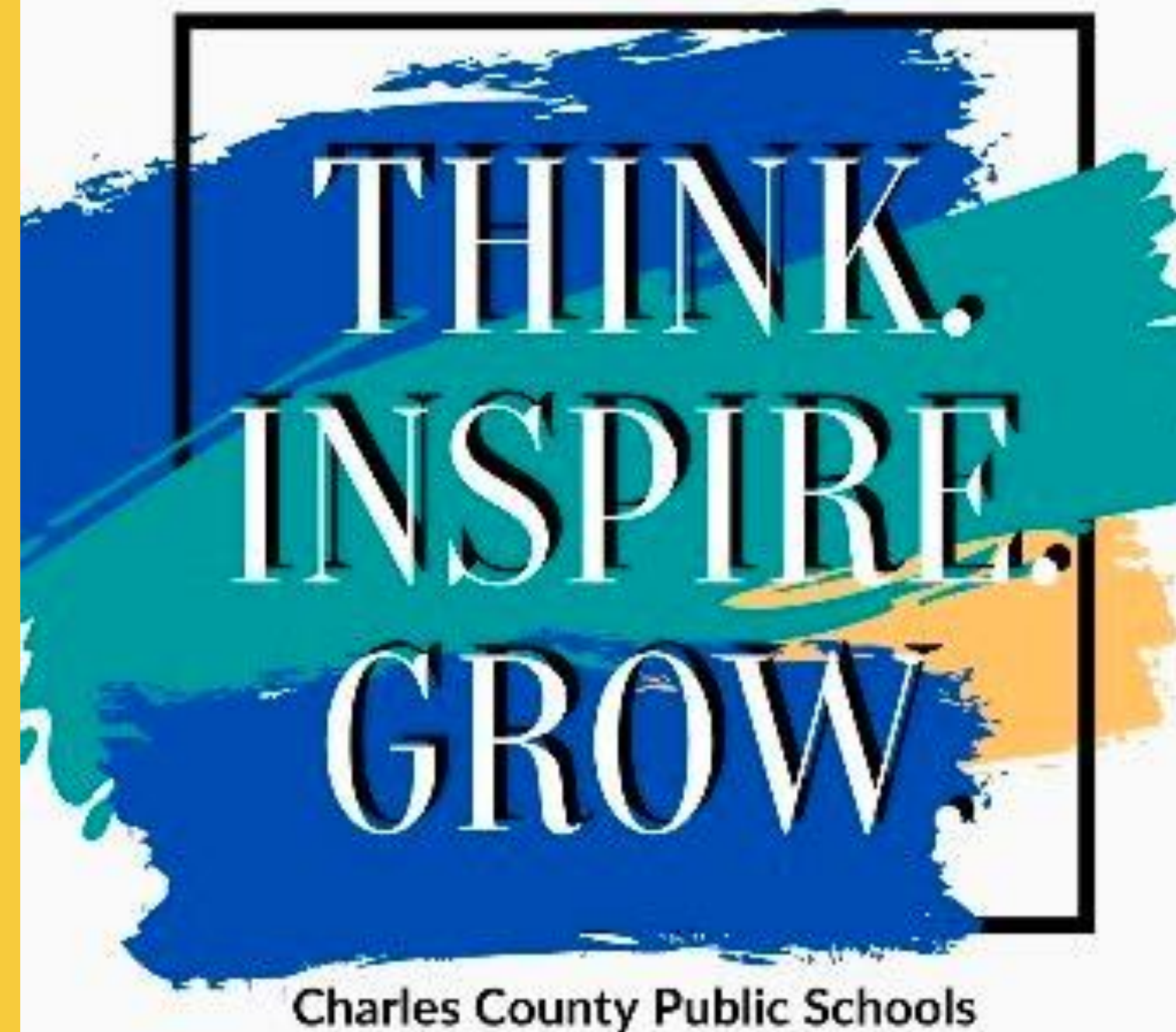
Create monthly attendance review committee to review and monitor school wide attendance data
Pull report of chronically absent students by the last Tuesday of every month.
Weekly check-ins for chronically absent students and attendance goals / accountability
Monthly celebrations/acknowledgements for students who are in school 100% of the time
Monthly notices to parents to update them on our progress of students who arrive to school on-time
Tracking student visits to nurse to see if problematic



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THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!