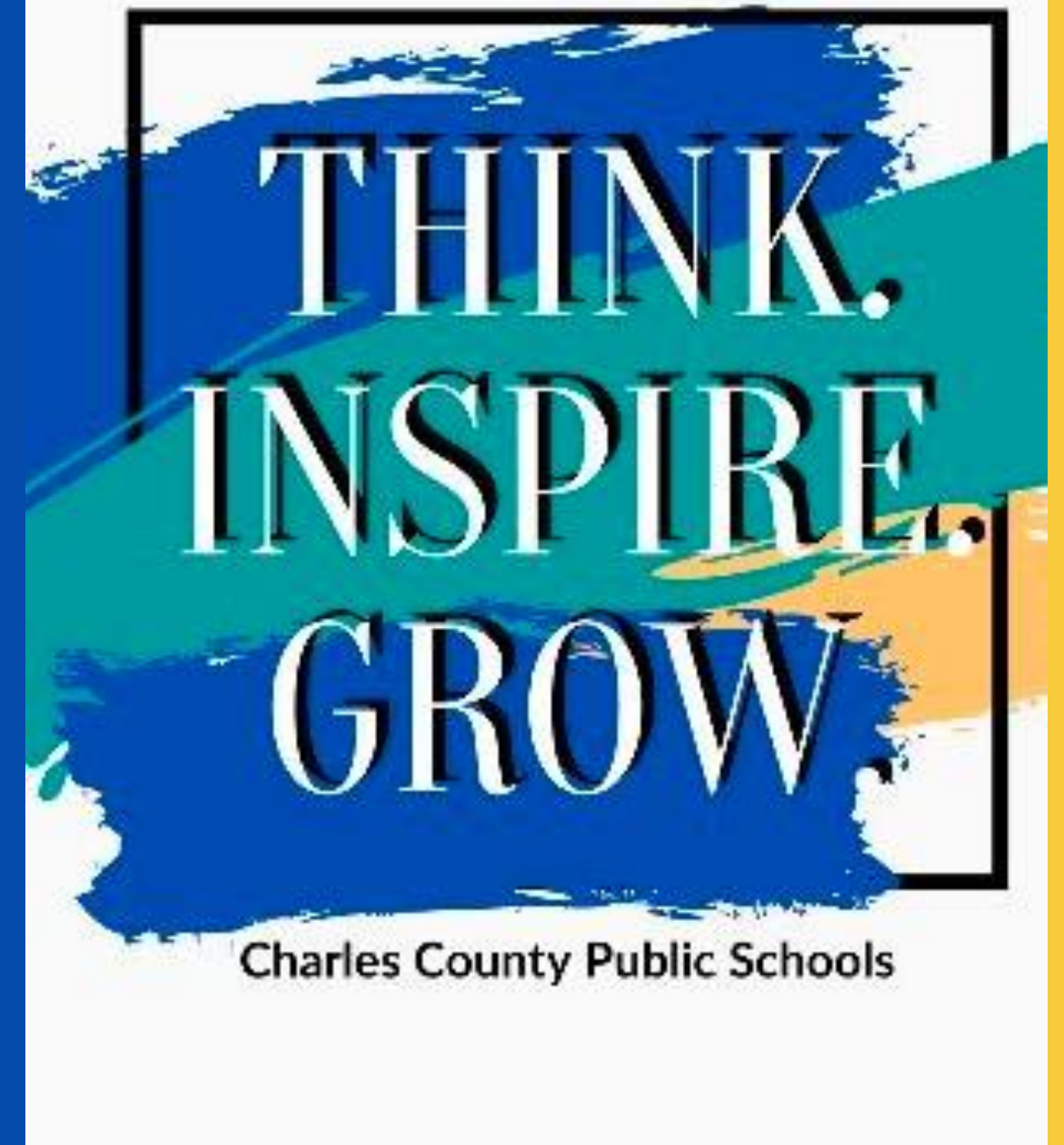
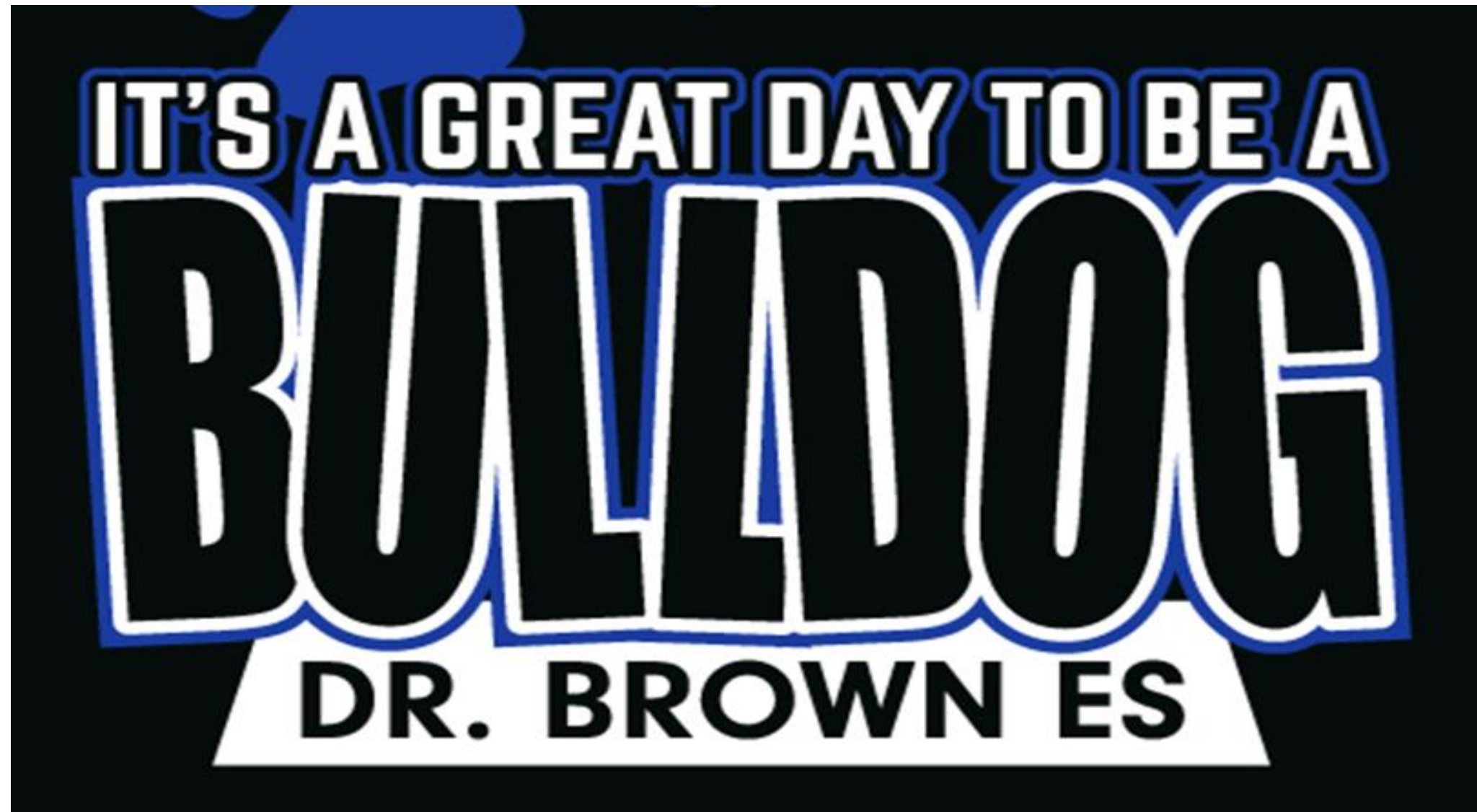


Charles County  
Public Schools  
School Improvement Plan  
Cycle 1

Dr. Gustavus Brown  
Elementary School





## We Have Started the 2024 School Year With Bulldog Pride!

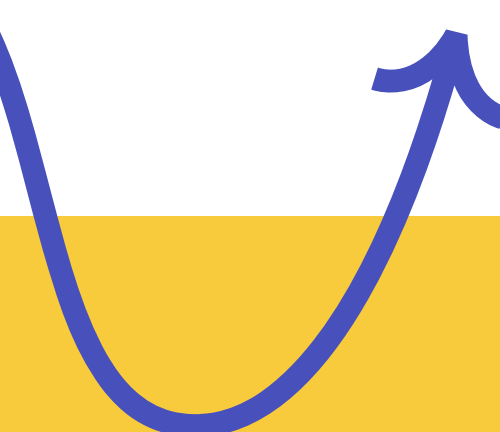
- All of our Bulldogs were provided with their school supplies needed to start the school year, at no cost to our families.
- We have started the year strong with emphasis on building a strong school community that everyone has a stake in. We have set high educational standards and expectations that are supported for our students.
- We are continuing vital programs and opportunities for our students that are both academic and fun in nature, such as tutoring, our cheer squad and the formation of our student council.
- We have established a culture where students and staff all believe,

*"It's a Great Day to Be a Bulldog!"*



# Why Continuous School Improvement

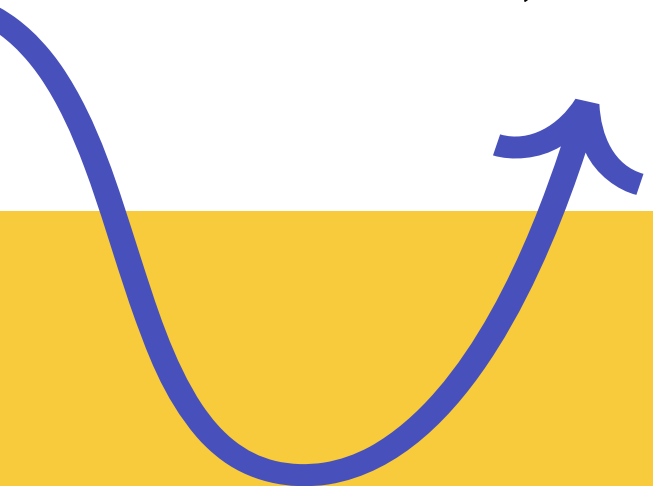
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

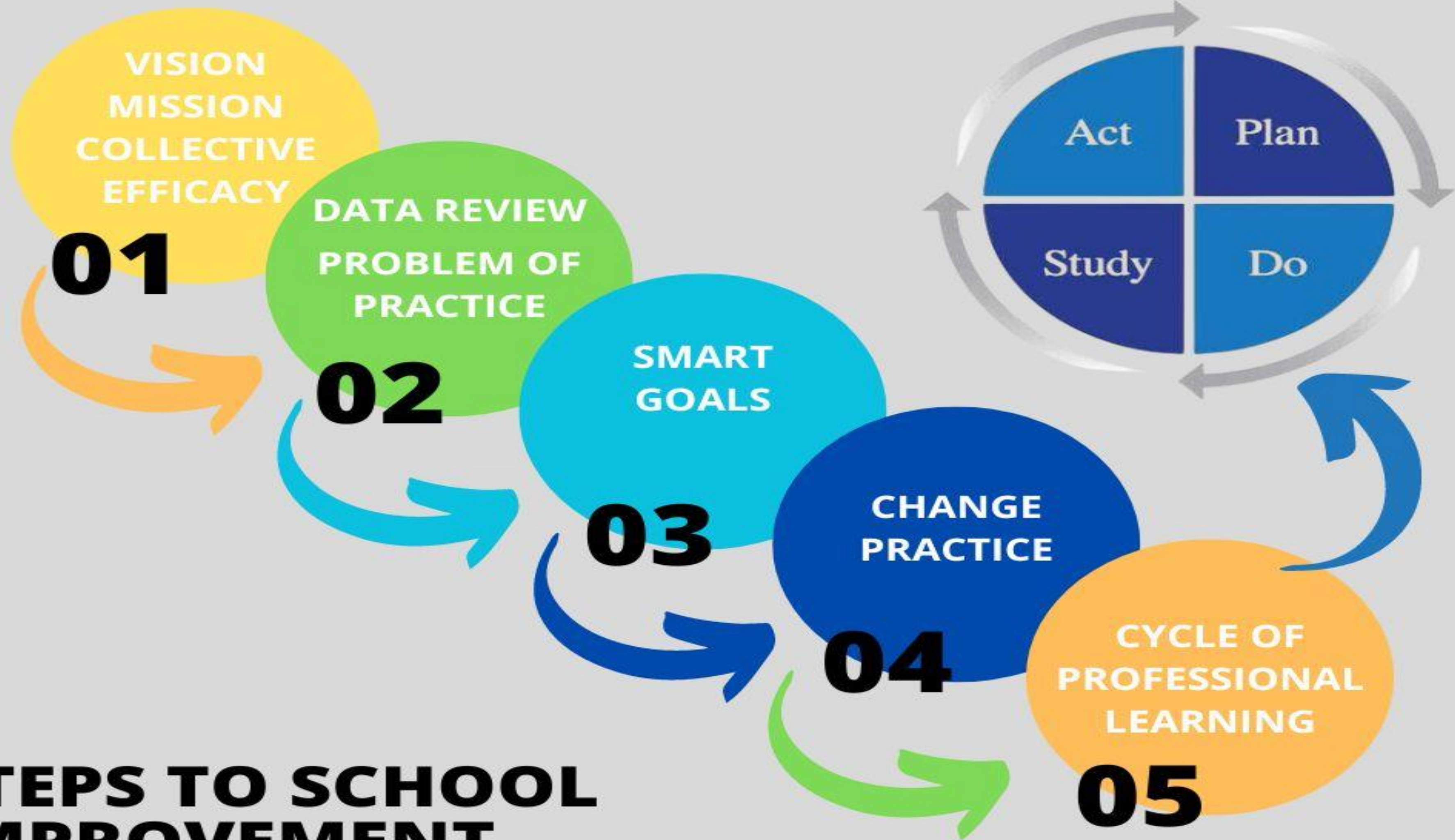
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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





# Dr. Gustavus Brown Elementary

## Vision, Mission, Collective Efficacy Statements

**Vision:** Dr. Brown Elementary School's vision is to create, foster, and maintain an environment where teachers, staff, parents, and the community are empowered and work together to help children achieve academic, social, and emotional success and to focus on closing the gaps in academic, social, and emotional achievement. Our charge is to do this in a welcoming, respectful and inclusive manner where high expectations are the norm for all.

**Mission:** Our charge at Dr. Brown is to partner with the community to create a safe, respectful, environment that meets the needs of diverse learners by utilizing best practices to deliver a quality, challenging education, that inspires children to be productive members of society, and lifelong learners.

**Collective Efficacy Statement:** Through the continuous school improvement process, Dr. Brown Elementary 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 success, and leave no one (students and adults) behind. Excellence is not an option IT IS The Expectation!



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# Area of Focus

Dear Parents and Guardians,

We are excited to share our commitment to enhancing our students' proficiency in English Language Arts (ELA) and Mathematics. Our goal is to support all students in achieving and exceeding state proficiency levels on the MCAP assessments. We are dedicated to ensuring that every student excels in reading and math. By strengthening our teaching strategies and maintaining consistent instruction, we aim to provide a robust educational foundation. Our focus is on empowering teachers with the knowledge and tools they need to effectively teach and inspire our students, helping each child reach their full potential.

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

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

Sincerely,

Dr. Gustavus Brown Elementary

# Data Summary

English Language Arts Data Overview	Mathematics Data Overview
27.3% of Students at Dr. Brown were proficient on the MCAP ELA exam.	22% of Students at Dr. Brown were proficient on the MCAP math exam.
More than 50% of students performed below grade level on their Spring Reading iReady exam.	More than 50% of students performed below grade level on their Spring Math iReady exam.



# School Problem of Practice & Smart Goals

## ELA Smart Goal

- Dr. Brown Elementary School will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 27.3% to 40% by June 2025.

## Mathematics Smart Goal

- Dr. Brown Elementary School will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics assessment from 22% to 35% by June 2025.



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

- The consistent use of the LASW strategy to include frequent discussions, observations and adjustments to instruction based on student application of the learning. Teachers will look for growth and areas of need for their students as they continue to work on standards of learning. Teacher planning at the forefront of professional development to include deeper dives into standards and lesson preparation, as well as opportunities to work with and plan with ILT.

## Cycle of Professional Learning # 1 Overview

- Lesson Study: Teachers will require professional development in standards-based instruction. Time with ILT, Staff meetings, Fair day (Available Times). Continued PD in the LASW protocol for looking at student work. Grade level team leads will need training to effectively guide their teams.

Professional Development – Standard – aligned instruction is Tier I Instruction.

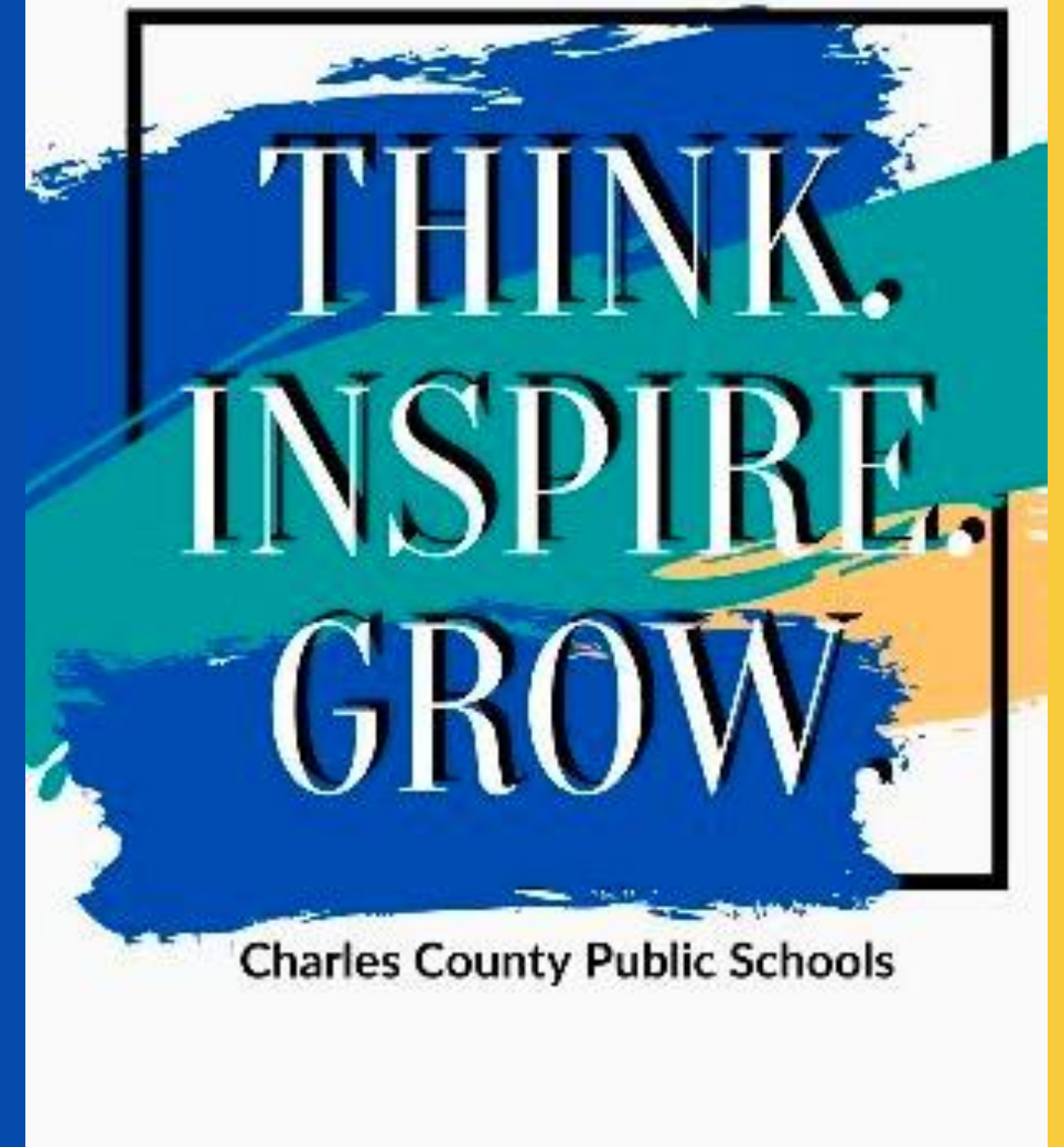
# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Evidence of alignment during classroom visits.	Students will engage with the standards.
Teacher questioning that is aligned with the standards.	Student work samples will align with the standards.
Teachers will create and implement more effective lessons based in the standards that are observable and delivered with fidelity. This will produce more confident teachers applying and using best practices in the classroom.	Students will demonstrate with writing, drawing or dictating how facts, concepts and details support comprehension in reading and reasoning in math. This demonstration will also support evidence of knowledge of the learning standard.



Charles County  
Public Schools  
Culture & Climate Cycle 1

Dr. Gustavus Brown  
Elementary School



# Culture & Climate Overview

Data Overview

When examining the attendance rates for Dr. Brown Elementary it was found that majority of our chronically absent students are in grades PreK-1<sup>st</sup> grade.

Culture & Climate Area of Focus

We are committed to ensuring that our youngest learners in PreK-1st grade have the best start possible. Regular attendance is crucial for their academic and social development. By fostering a habit of consistent attendance, we can help our children build a strong foundation for future success. Let's work together to create a supportive and engaging environment that encourages our students to be present and ready to learn every day.

Smart Goal

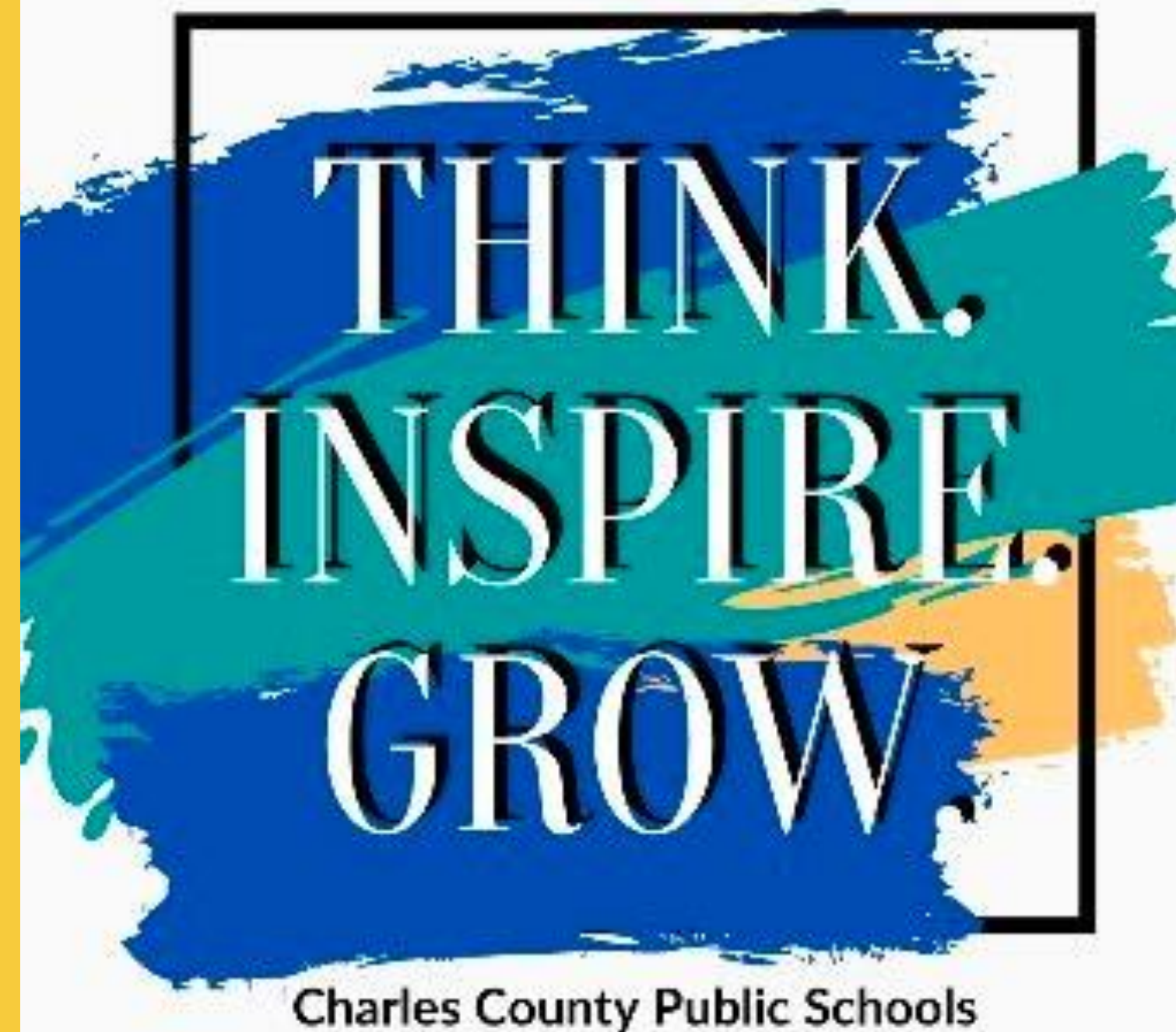
We will improve our chronically absent students from 7% to 3% by Spring of 2025.

# Action Steps

- 1 Create an attendance committee that meets once a month to review and examine student data and trends in attendance. These data dives will include reviewing data for chronically absent students.
- 2 Regular parent contact with students that are chronically absent.
- 3 Supports provided to families (Community School Services, PPW Services, Family Liaison Services) offered to families of chronically absent students.
- 4 Scheduling of more parent workshops to learn and practice student academics in a variety of formats to include online, in person and multi-lingual opportunities.



THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!