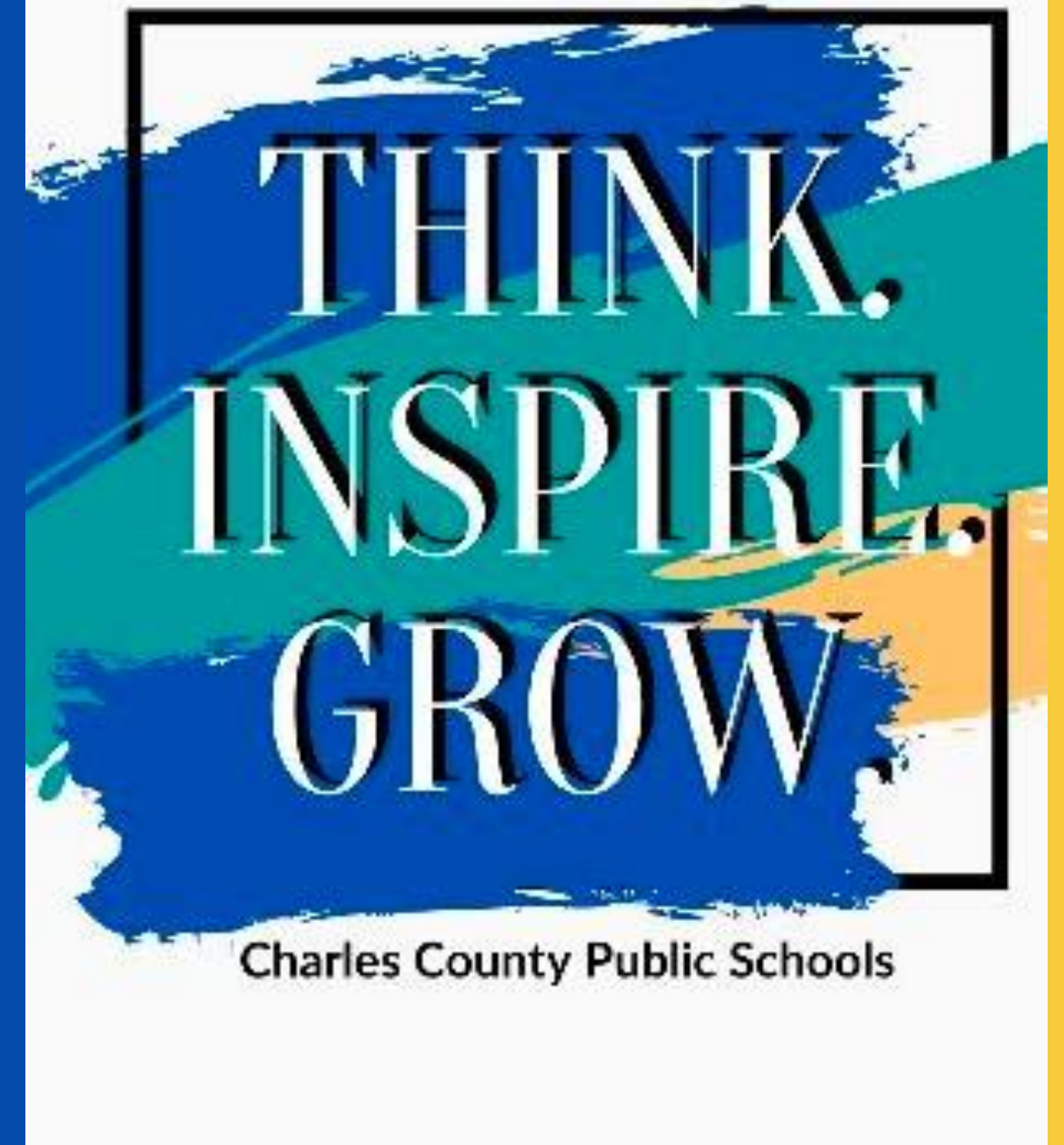


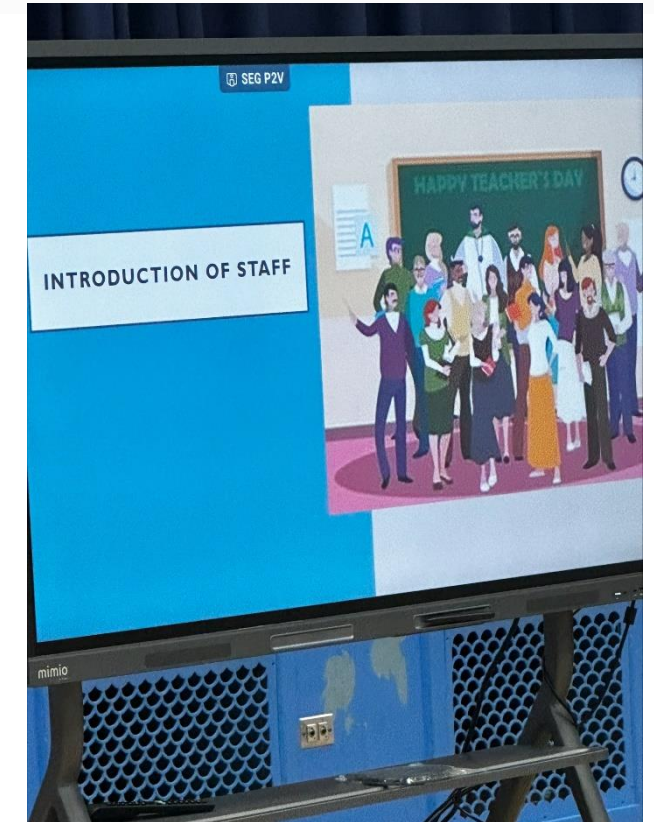
Charles County
Public Schools
School Improvement Plan
Cycle 1

Malcolm Elementary



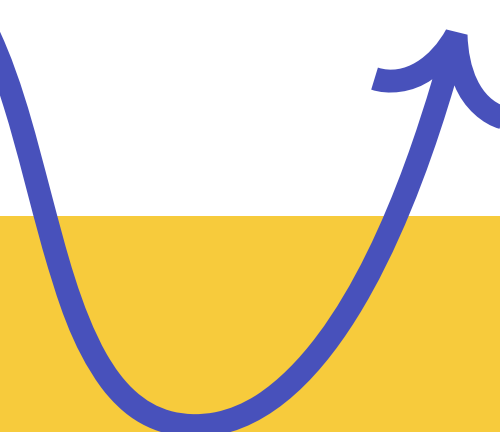
Nurturing GREATness in Our School Community

- Congratulations to our staff, students, and parents for a wonderful start to the school year!



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.



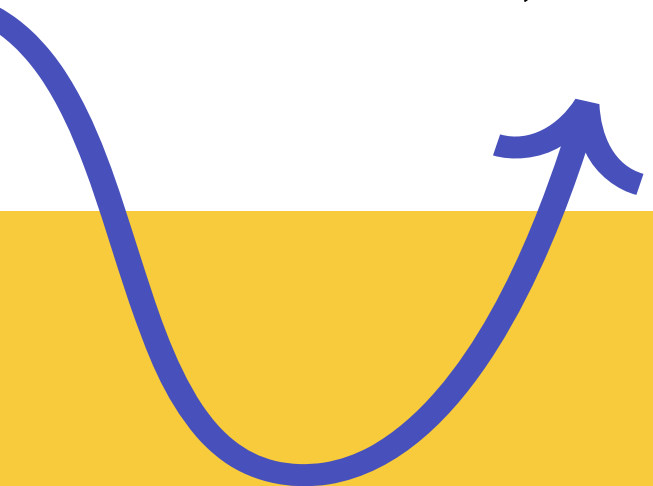
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

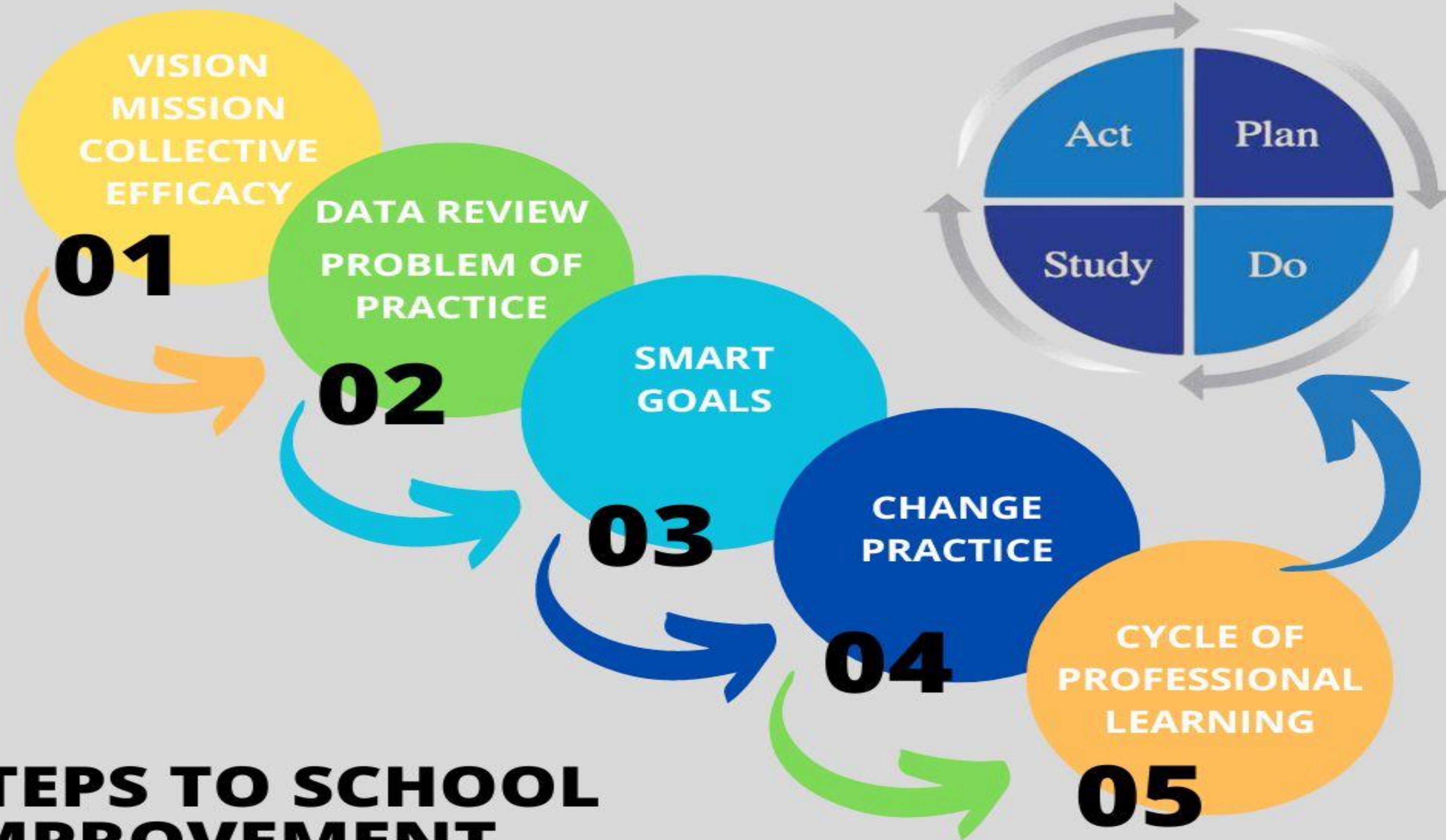
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Insert School Name

Vision, Mission, Collective Efficacy Statements

Vision: “At Malcolm Elementary School, we envision a collaborative community where students, staff, and families unite to support holistic education. We strive to enhance opportunities for student engagement, ensuring they actively participate in shaping their learning journey. By fostering connections to information resources and maintaining a steadfast commitment to social-emotional learning, we empower learners at all levels. Our dedication to cross-curricular learning meets students where they are, nurturing their academic growth while upholding high standards and expectations for excellence.”

Mission: "We strive daily to maximize our community greatness to continually expand our educational and social opportunities and achievement. "

Collective Efficacy Statement: Through the continuous school improvement process, Malcolm Elementary will adopt a growth mindset that exemplifies high expectations for students and staff. Together we will communicate and collaborate in a professional and respectful manner across teams, departments, and students. We have a shared responsibility for academic achievement and student behaviors.



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Area of Focus

Dear Parents and Guardians,

We are dedicated to enhancing our students' learning experiences in both English Language Arts (ELA) and Mathematics. To achieve this, we are focusing on:

- 1.Unpacking Standards:** Ensuring that our teaching aligns with educational standards to provide clear and comprehensive instruction.
- 2.Back-Mapping Lessons and Assessments:** Planning with the end goal in mind to create a cohesive and effective learning journey for our students.
- 3.Coherent Lesson and Unit Planning:** Developing well-structured lessons and units that build on each other to support continuous student growth.

By concentrating on these areas, we aim to foster a supportive and enriching educational environment that helps every student reach their full potential.

Sincerely,
Malcolm Elementary

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
Malcolm Elementary will increase the percentage of students on or above grade level to at least 46% on the Spring I-Ready test	Malcolm Elementary will increase the percentage of students on or above grade level to at least 32% on the Spring I-Ready test
After the Fall administration of I-Ready testing 21% of the student population was on or above grade level	After the Fall administration of I-Ready testing 12% of the student population was on or above grade level
After the Fall administration of I-Ready testing 35% of students are below grade level in phonics	After the Fall administration of I-Ready testing 85% of students are below grade level in number and operations
After the Fall administration of I-Ready testing 25 % of students are below grade level in reading informational text	After the Fall administration of I-Ready testing 79% of students are below grade level in algebra and algebraic thinking
After the Fall administration of I-Ready testing 22% of students are below grade level in Comprehension of literature	After the Fall administration of I-Ready testing 79% of students are below grade level in measurement and data



School Problem of Practice & Smart Goals

ELA Smart Goal

Malcolm Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 36% in June 2024 to 42% by June 2025.

Mathematics Smart Goal

Malcolm Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics assessment from 23% June 2023 to 28% by June 2025.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will implement daily Learning Intentions and Success Criteria.

Cycle of Professional Learning # 1 Overview

- Teachers will be given staff development on developing their Learning Intentions and Success Criteria.
- Teachers will be given safe practice time to receive feedback and revision opportunities.



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Staff will be able to identify Learning Indicators for each lesson	Students will be able to articulate the importance of each lesson
Staff will be able to identify Learning Indicators for each lesson	Students will be able to identify how they know that they are being successful in each lesson
Staff will be able to identify Success Criteria for each lesson	Student assessment data will show an increase in performance as measured by teacher created assessments as compared to last school year
Staff will be able to write Success Criteria for each lesson	Student assessment data will show an increase in performance as measured by county created common assessments as compared to last school year
Staff will assess students based upon Learning indicators and Success Criteria	Student assessment data will show an increase in performance as measured by publisher created assessments as compared to last school year

Cycle 1: Outcomes

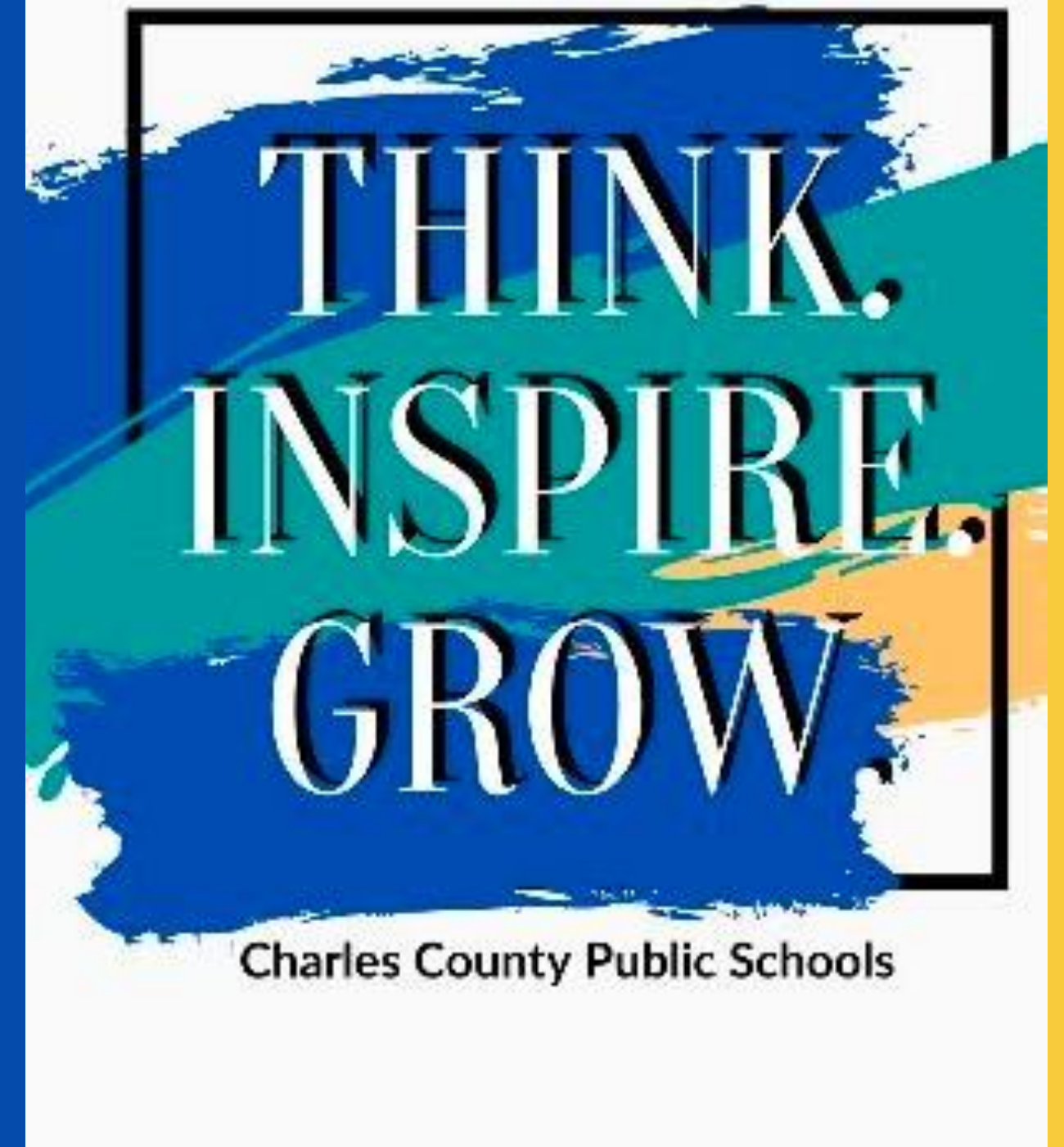
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 1

Malcolm Elementary
School



Culture & Climate Overview

Data Overview

- **Disciplinary Referrals** -Of the 253 student referrals, Black/African American students made up 72% of the referrals.
 - Twenty-five percent of these referrals were categorized as Major Disruptive incidents.
 - Eighteen percent of the referrals were for Minor Physical Attack on Students incidents.
- **Attendance –**
 - White students had the lowest attendance rate of 92.3%
 - Hispanic students had an attendance rate of 93.7%
 - The highest attendance rate was for students identified as Two or more ethnicities and American Indian/Alaska Native with 95.2%.

Culture & Climate Area of Focus

Our school focus will be on establishing and implementing procedural changes in criteria for teacher generated referrals.
Another focus will be on increasing the monitoring and attendance rates of the students at Malcolm.

Smart Goal

By June 2025 the total number of referrals will decrease by 20% from the referrals recorded in the 2023-2024 school year.
By June 2025 the yearly attendance rate will increase to 94% or more.

Action Steps

1

**The administration and teachers will monitor and following through on attendance procedures.
The administration will share monthly disciplinary data with educational staff.**

2

**Classroom teachers will utilize Move This World resource on a 3x a week basis.
There will be weekly PPW attendance meetings with administration.**

3

**Administration will conduct recess monitoring walk-throughs on a weekly basis
PPW will provide attendance data to the administration on a monthly basis.**

4

**Teachers will document student/parent communication in Synergy call logs (when communicating behavior and/or attendance).
Malcolm staff and the PPW will create a program to encourage daily attendance and rewards.**

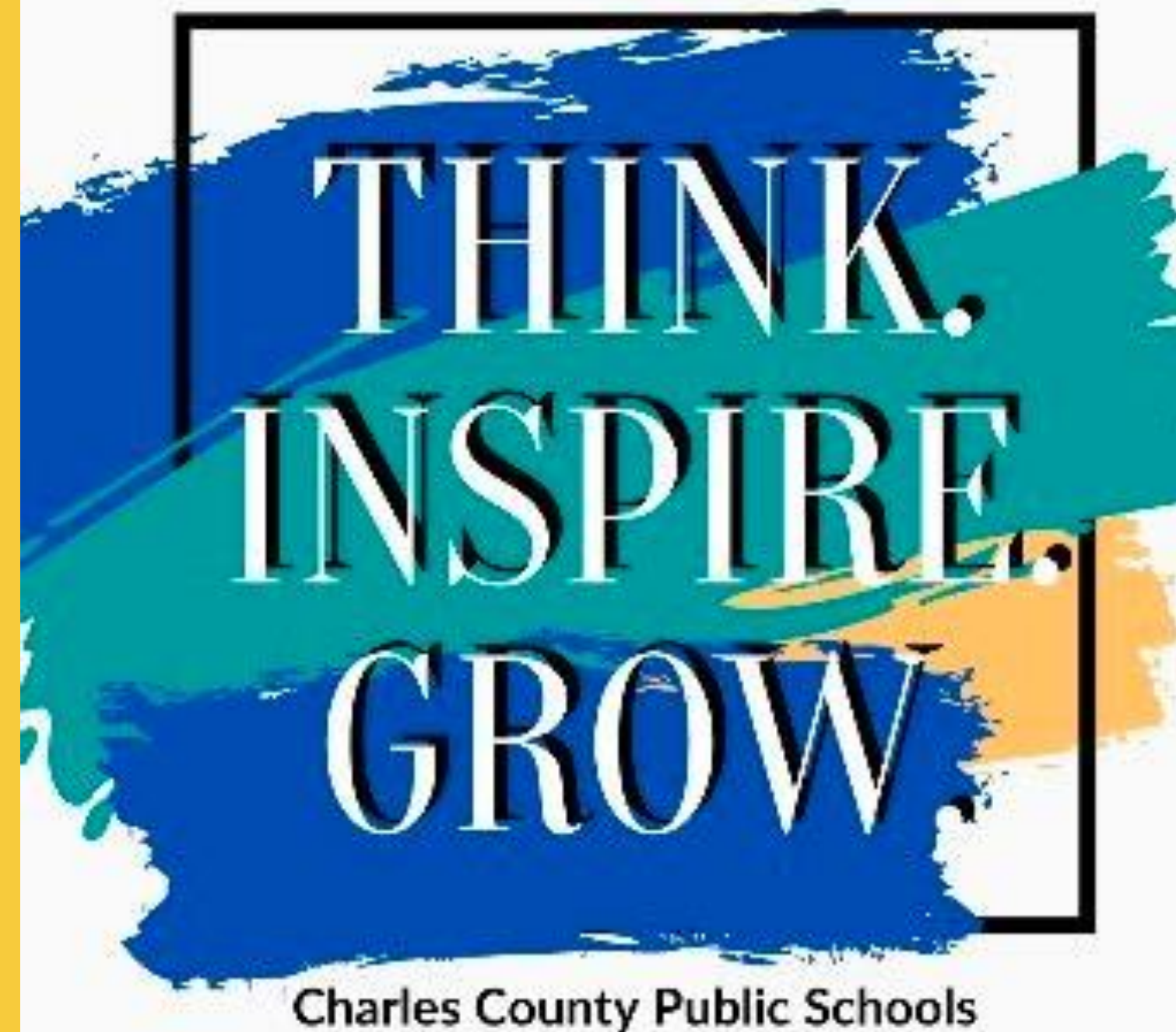
Culture & Climate Cycle 1: Outcomes

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!