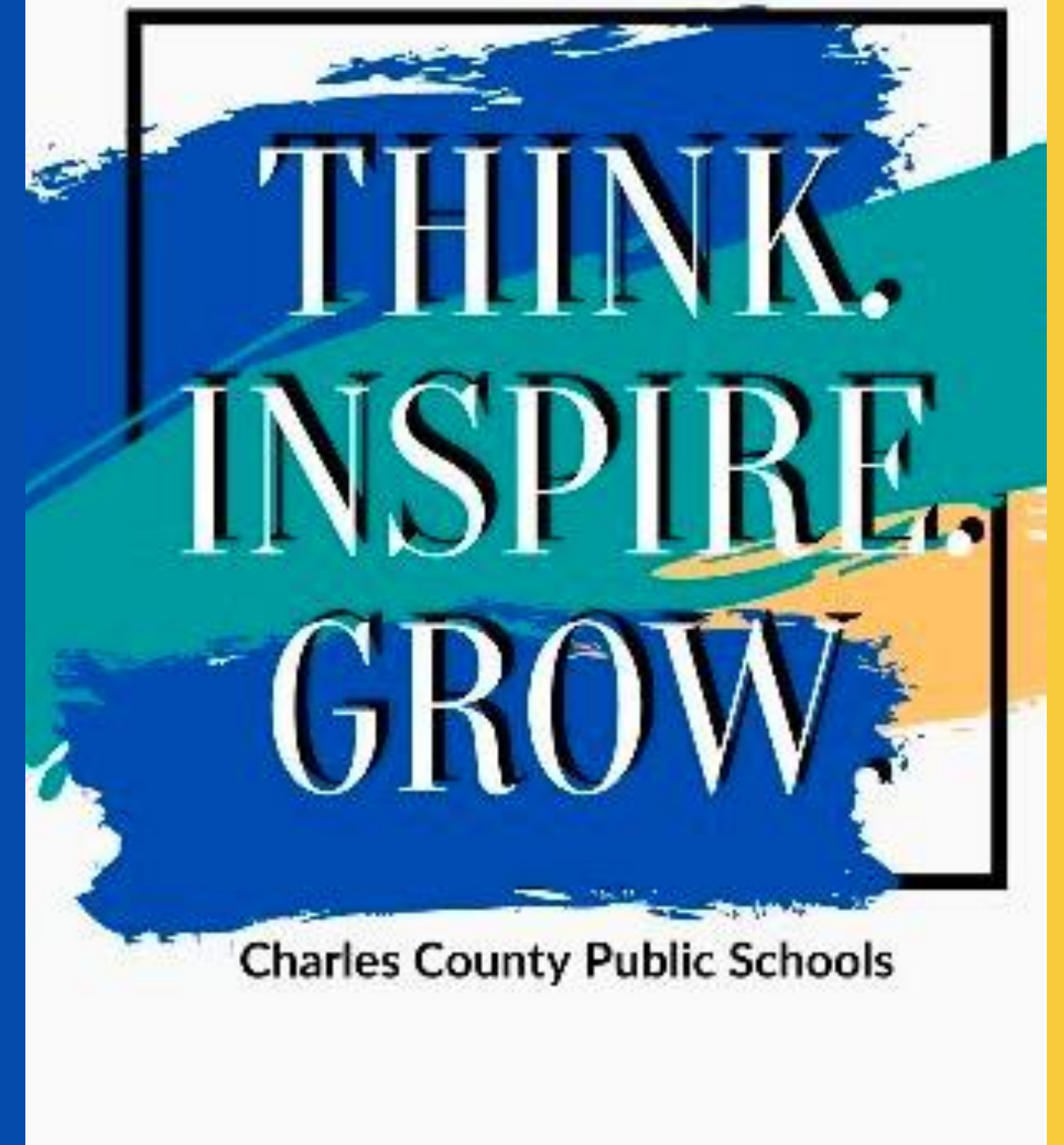










Charles County
Public Schools
School Improvement Plan
Cycle 1

Dr Samuel A Mudd
Elementary School



Are you ready to team up??

<p>ALTRUISMO House of Givers</p> <p>Power: The Power of Empowering Others</p> <p>Symbolic Animal: Griffin</p>  	<p>AMISTAD House of Friendship</p> <p>Power: Kindness of Heart, Strength of a True Warrior</p> <p>Symbolic Animal: Peacock</p>  
<p>ISIBINDI House of Courage</p> <p>Power: The Strength and Courage of a Lion</p> <p>Symbolic Animal: Lion</p>  	<p>REVEUR House of Dreamers</p> <p>Power: Confident, Passionate, Dreamers</p> <p>Symbolic Animal: Wolf</p>  



Open House Information session



Unveiling of our school's book vending machine!



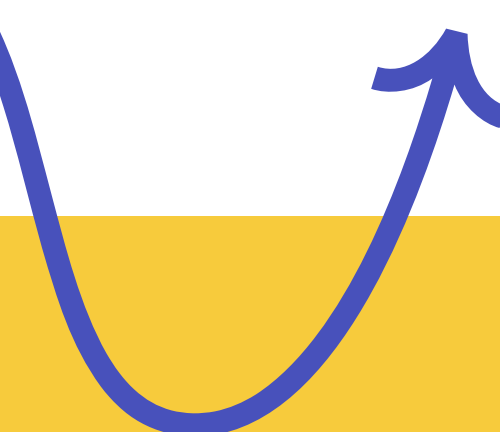
Community School Partnership: SNAPEd

The House System will allow our school to focus on three key benefits: Creating a culture of belonging, Creating a school-wide community and Building character for all involved.



Why Continuous School Improvement

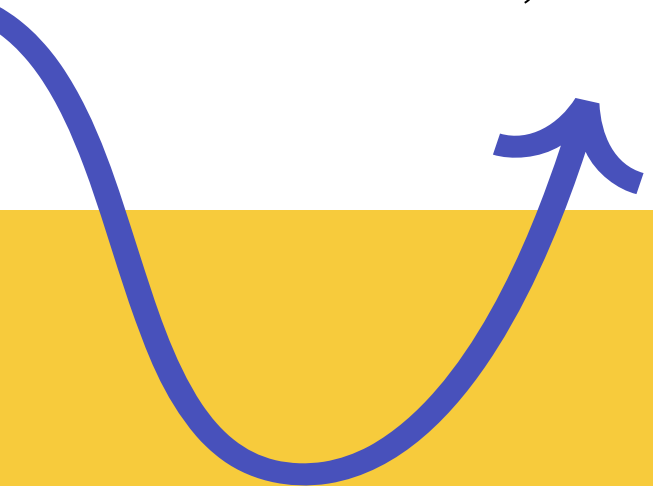
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

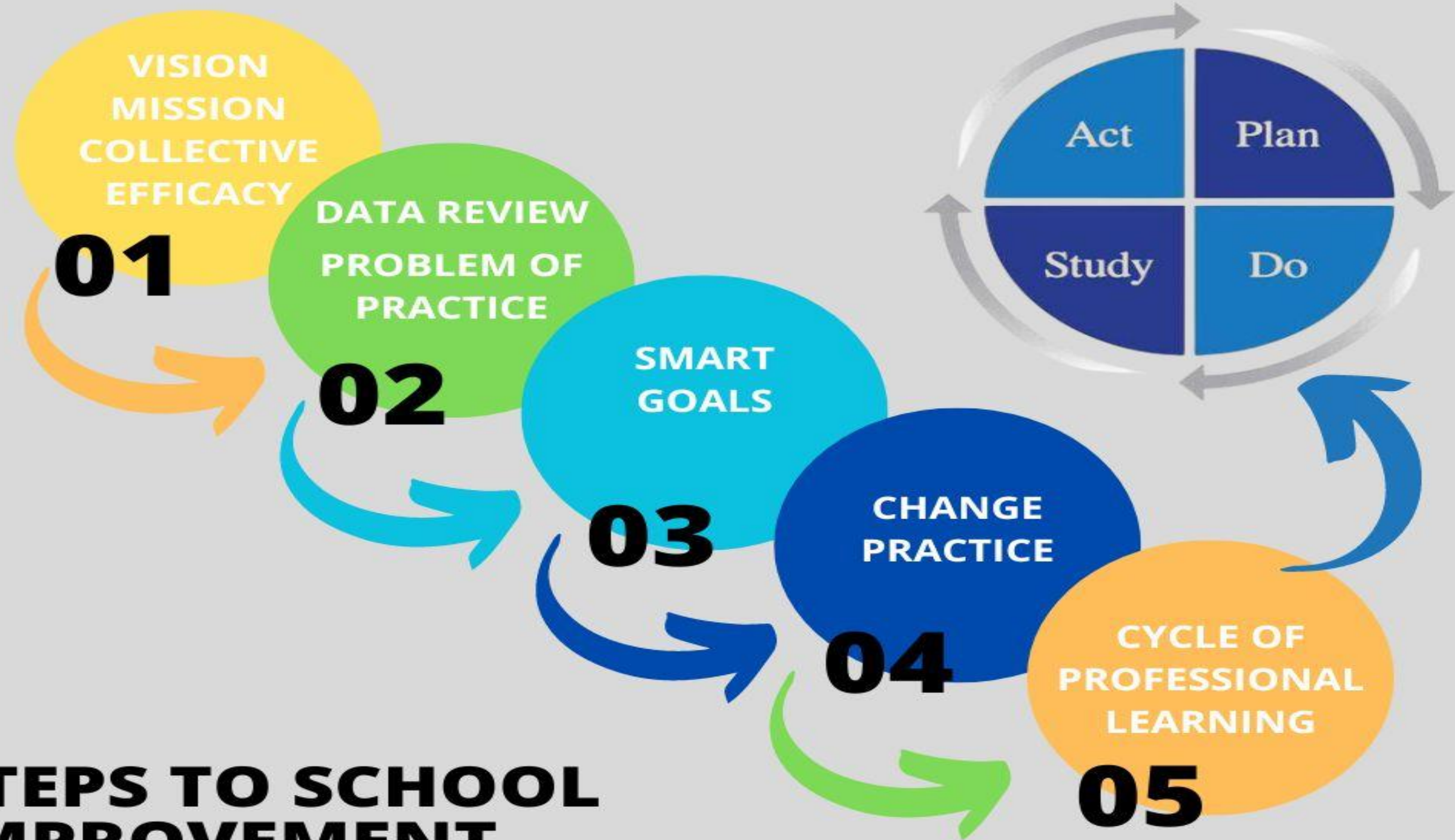
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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

Vision, Mission, Collective Efficacy Statements

Vision

We strive to build positive relationships within the school and community while exceeding state mandated assessment measures. The staff uses technologically embedded instruction to eliminate achievement gaps while supporting students. The vision is achieved through parental support and dedication of the staff.

Mission

Our mission at Dr. Samuel A. Mudd Elementary School is to provide an academically challenging, quality education. We will use technology embedded instruction to close the achievement gap and exceed state standards. As a school, we will provide a safe environment promoting mutual respect and responsibility between home and school.

Collective Efficacy Statement

Through the continuous school improvement process, Dr. Mudd ES will create a climate and culture where all stakeholders focus on the shared belief where all growth is celebrated. Teaching is elevated and the home school connection is demonstrated. At Dr. Mudd, failure is not an option.



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Area of Focus

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.

To achieve this, we are focusing on:

- ✓ Well-designed lessons that engage and challenge students.
- ✓ Differentiated instruction to meet the diverse needs of all learners.
- ✓ Quality instructional programming that ensures consistent understanding and implementation of standards-aligned instruction.

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.

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
20% of students in grades 3-5 were proficient learners on ELA MCAP Spring 2024	12% of students in grades 3-5 were proficient learners on Math MCAP Spring 2024
58% of current 3rd graders were below grade level in ELA according to Spring 2024 iReady data	74% of current 3rd graders were below grade level in Math according to Spring 2024 iReady data
55% of current 4th graders were below grade level in ELA according to Spring 2024 iReady data	78% of current 4th graders were below grade level in Math according to Spring 2024 iReady data
70% of current 5th graders were below grade level in ELA according to Spring 2024 iReady data	74X% of current 5th graders were below grade level in Math according to Spring 2024 iReady data
In grades 2-4, 63% of students were below grade level on overall comprehension in ELA according to Spring 2024 iReady data	In grades 2-4, 58% of students were below grade level in numbers and operations according to Spring 2024 iReady data

School Problem of Practice & Smart Goals

ELA Smart Goal

Dr. Mudd Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 20% to 40% by June 2025.

Mathematics Smart Goal

- **Dr. Mudd Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Math assessment from 12.6% to 25 % by June 2025**



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will unpack the standard (annotate) to develop a well-designed lesson to ensure all lessons are directly connected to the standard.

Cycle of Professional Learning # 1 Overview

- Professional development on instructional standards and lesson plan annotation.
- Instructional leadership team and administration will provide feedback to teachers after completing classroom walkthroughs.
- Weekly instructional leadership team meetings will take place between classroom teachers and instructional leadership team.



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will use curricular documents to plan lessons.	Students will be actively engaged in the lesson.
Teachers will be able to make adjustments based on students' needs that will keep them on pace.	Students will start and/or complete assignments to the standards.
Teachers will understand the importance of a well-developed standards based lesson.	Students will receive high-quality Tier 1 instruction using the district curriculum.

Cycle 1: Outcomes

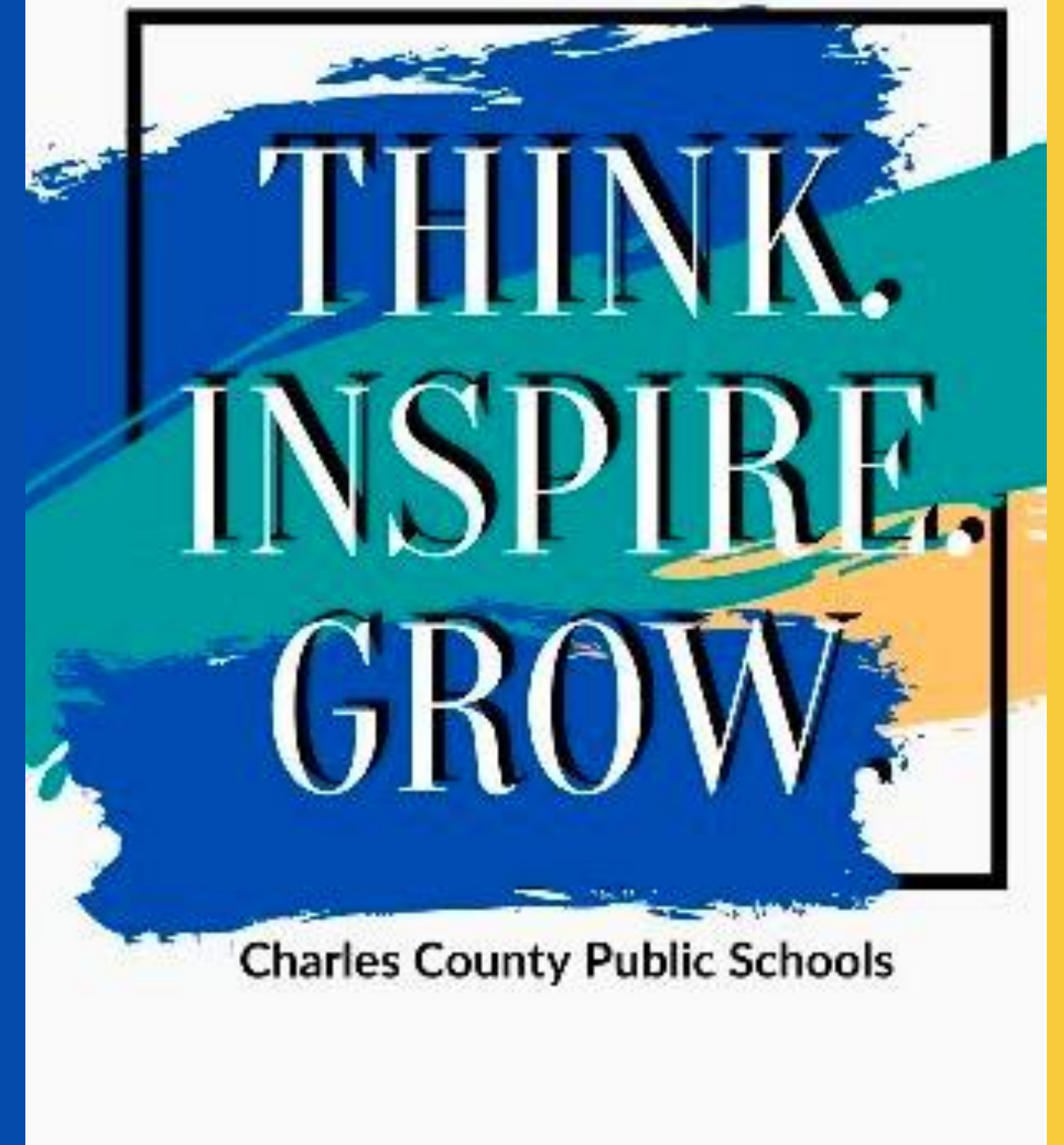
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 1

Dr Samuel A Mudd
Elementary School



Culture & Climate Overview

Data Overview

Mudd has a 91% attendance rate
92% of our referrals are for our AA students which is over half of our student population
Disrespect is a major infraction among our student referral data at 47%
We realize the need for additional mental health support due to the increase in mental health related infractions.

Culture & Climate Area of Focus

At Dr. Mudd Elementary School, we are committed to fostering a **respectful and supportive learning environment**. To enhance consistency and clarity in our behavioral expectations, we are focusing on reinforcing our shared values and ensuring that all students understand and embrace these standards. This initiative is part of our ongoing effort to cultivate a community where **every student feels valued and respected**

Smart Goal

Dr. Mudd Elementary will reduce the number of referrals for student by 50% in the area of disrespect.

Action Steps

- 1 Introduce the House System to staff, students and families.
- 2 Facilitate parent information nights on the importance of respect in the school setting.
- 3 Implement the House system point system and invite parents to provide feedback on its impact.
- 4 Quarterly awards for students who continue to exhibit positive and respectful behavior in the school.

Culture & Climate Cycle 1: Outcomes

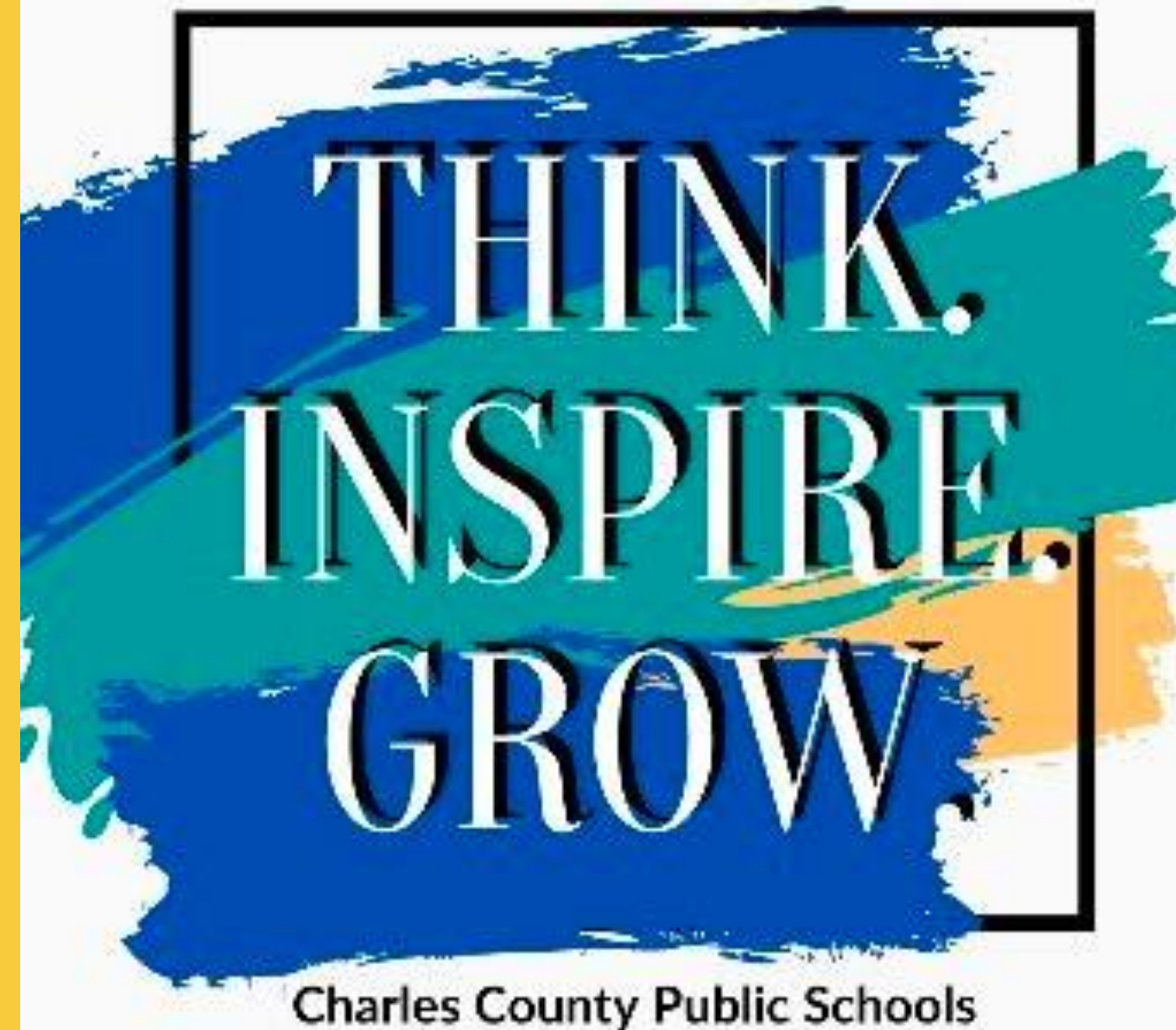
Cycle Areas of Growth	Cycle Celebrations

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!