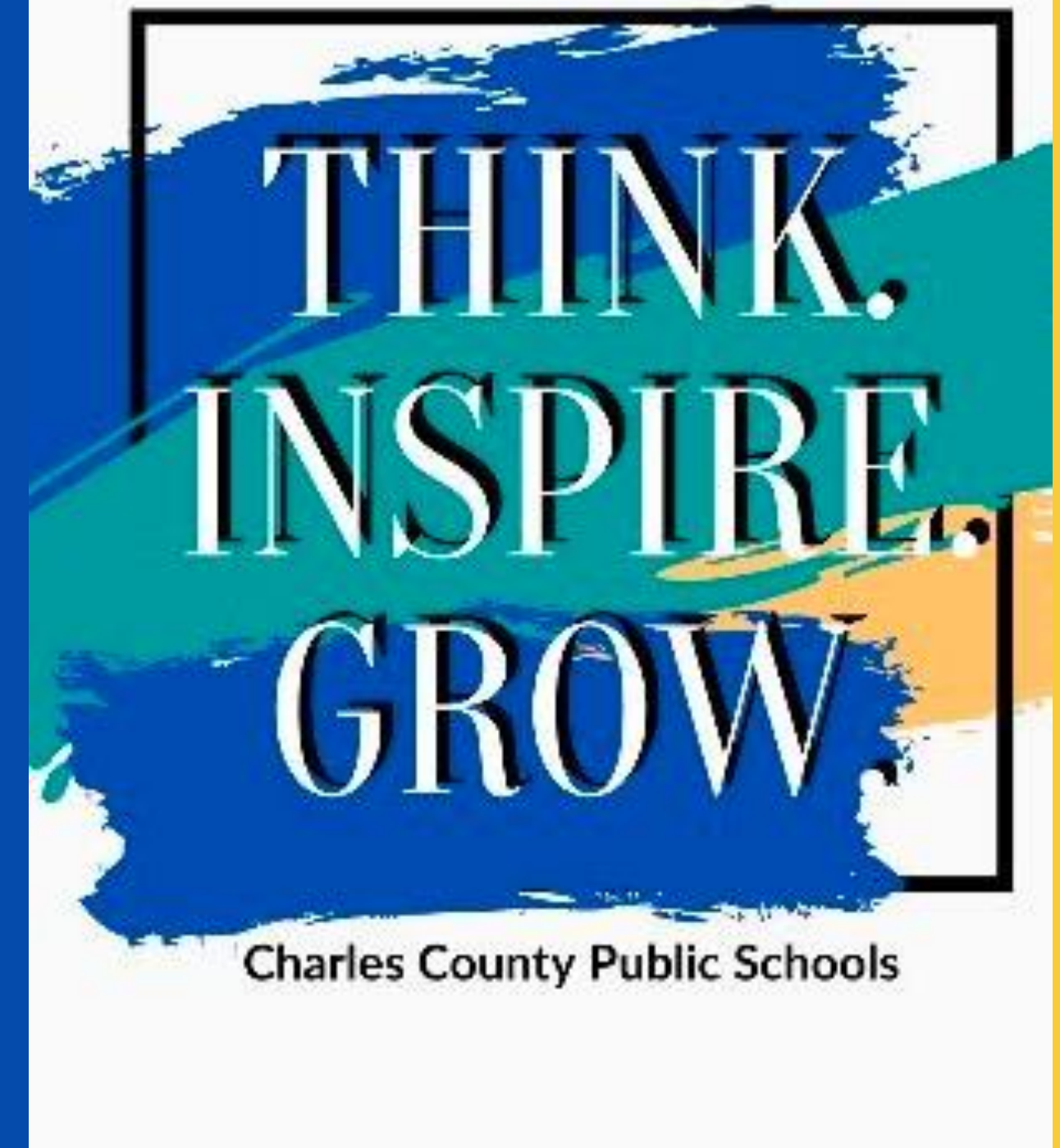


Charles County Public Schools School Improvement Plan Cycle 3

T.C. Martin Elementary



School Wide Success



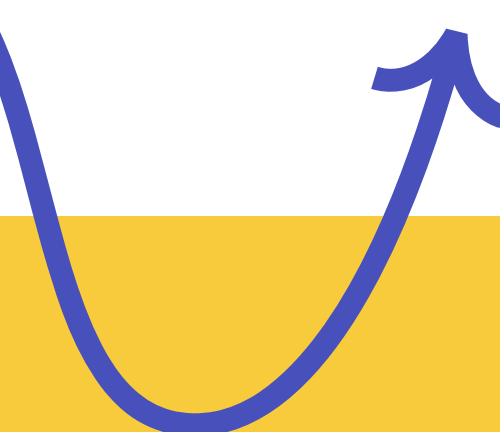
In this Together!



THINK.
INSPIRE.
GROW.

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.



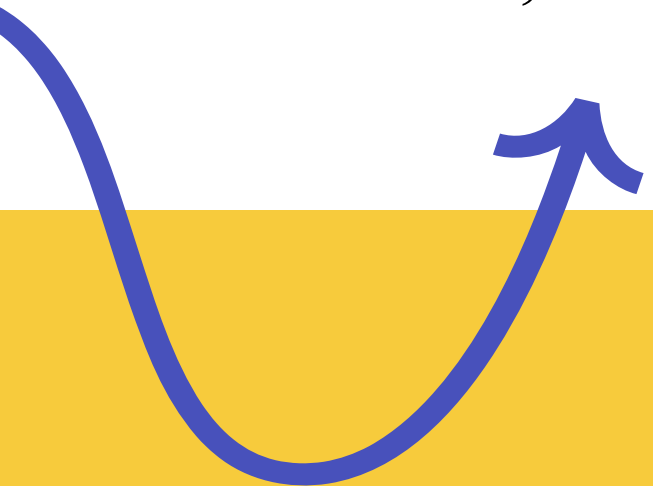
Charles County
Public Schools

Working together to achieve excellence for every student.

Why Continuous School Improvement

Continuous improvement is based upon three core principles:

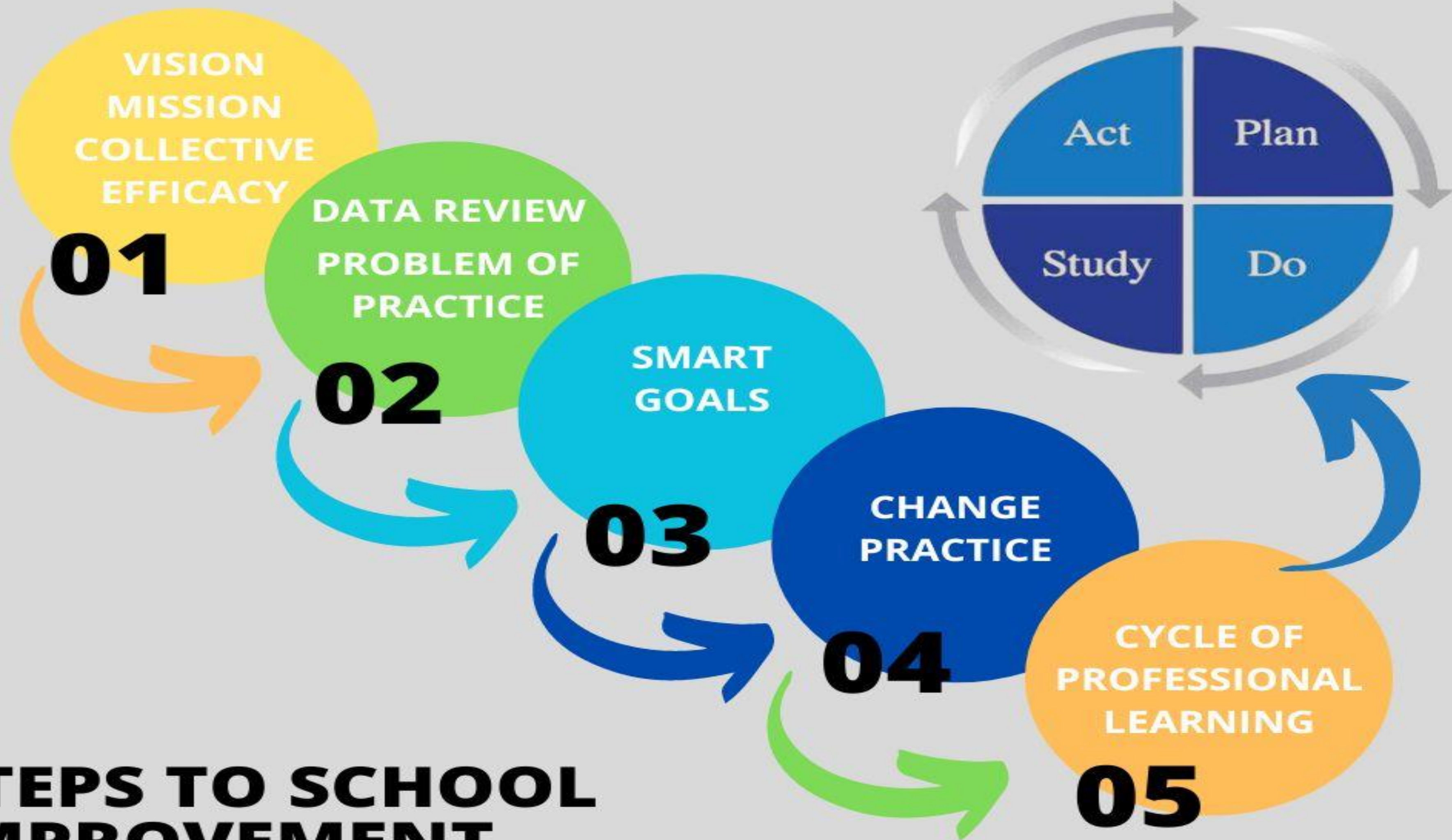
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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

Working together to achieve excellence for every student.

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.



Charles County
Public Schools

Working together to achieve excellence for every student.

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.



Charles County
Public Schools

Working together to achieve excellence for every student.

Cycle 3: Change Practice & Cycle of Professional Learning

Change Practice

Cycle #3 -

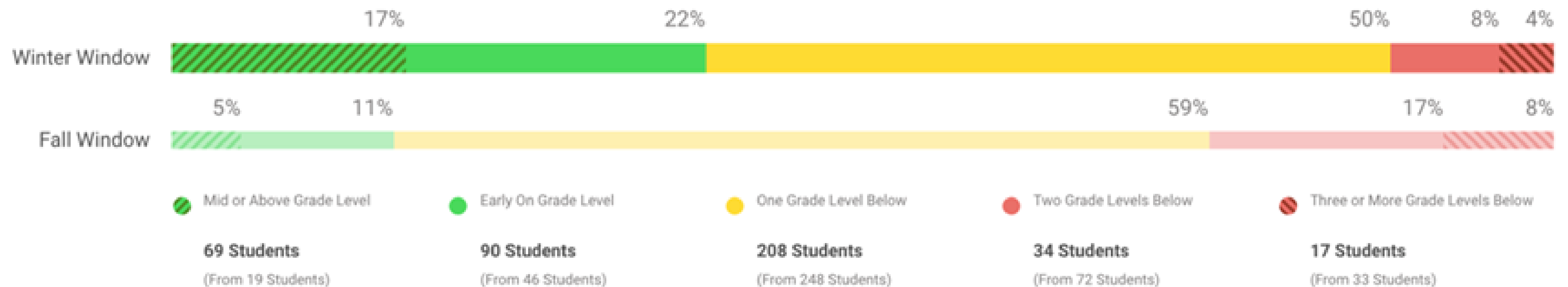
For Cycle 3, we will **adapt** our work from Cycles 1 and 2 to strengthen peer-to-peer discourse, academic vocabulary, and student-written work aligned with learning goals.

Cycle 1 established collaborative planning and unpacking standards. Cycle 2 refined these practices by creating and launching PLCs focused on student discourse and engagement. **Cycle 3** will integrate the targeted professional learning communities focused on academic discourse strategies, backward mapping, effective teaching strategies, and student-written responses. Each PLC aligns with the goal of our Change Practice to strengthen peer-to-peer discourse through effective questioning and specific and actionable feedback.

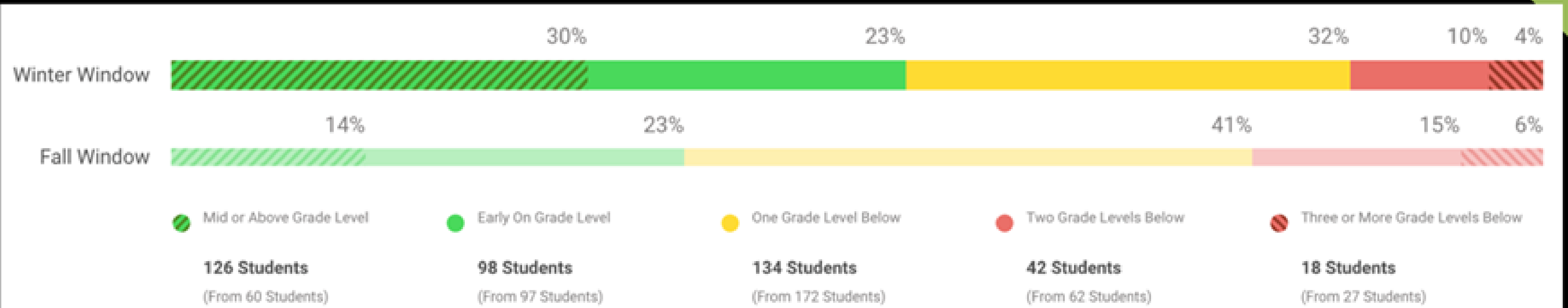
Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will plan and deliver purposeful discourse opportunities.	While engaging in collaboration and teamwork, 60% of students will engage in peer-to-peer discourse aligned to the learning goals with academic vocabulary during classroom visits.
Teachers will provide timely and specific feedback.	Students will be able to engage in meaningful discussions using academic vocabulary with peers and teachers.
Teachers will intentionally teach and reference lesson objectives and success criteria.	Students will also create pieces (work products) demonstrating proficiency in the taught standard(s).
Teachers will model and reinforce academic vocabulary use.	Students will participate small group targeted instruction to help close individual achievement gaps
Teachers will reflect on the effectiveness of strategies used and adjust instruction based on student needs.	Student improvement and achievement.

I-Ready Math Data



I-Ready Reading Data



Cycle 1: Outcomes

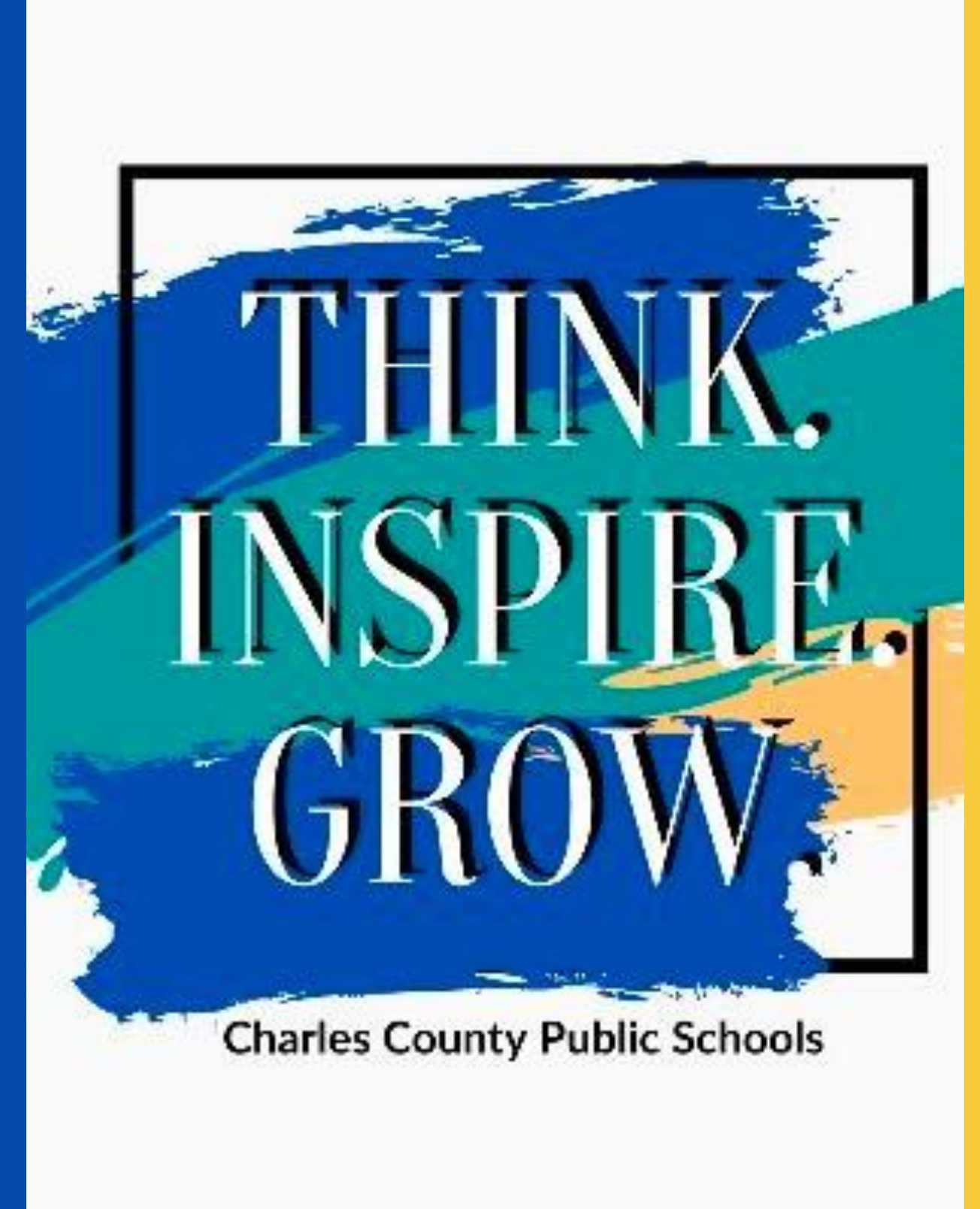
Cycle Areas of Growth	Cycle Celebrations
Maintaining consistency with classroom visit schedules in line with testing	Student improvement reading – Green up by 16 %, Yellow down by 9%
Elevating teacher voice throughout the school improvement process	Student improvement in math – Green up by 23% Yellow down by 9%

Next Steps

- End of year meeting to discuss data, school improvement process and planning into next year.

Charles County Public Schools Culture & Climate Cycle 3

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	<p>Communication – Increase parent understanding of lawful and unlawful absences using newsletters as well as establishing a weekly update to attendance records.</p> <p>Care – start monthly attendance prizes to acknowledge and celebrate perfect attendance</p>

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

Attendance Data SY 24-25								
	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH
KINDERGARTEN		21	21	57	28	13	25	30
FIRST GRADE		34	22	55	37	21	17	29
SECOND GRADE		34	31	62	40	24	28	36
THIRD GRADE		40	28	80	85	32	30	31
FOURTH GRADE		30	26	37	36	29	27	34
FIFTH GRADE		37	31	64	48	42	10	42
TOTAL		196	159	355	274	161	137	202

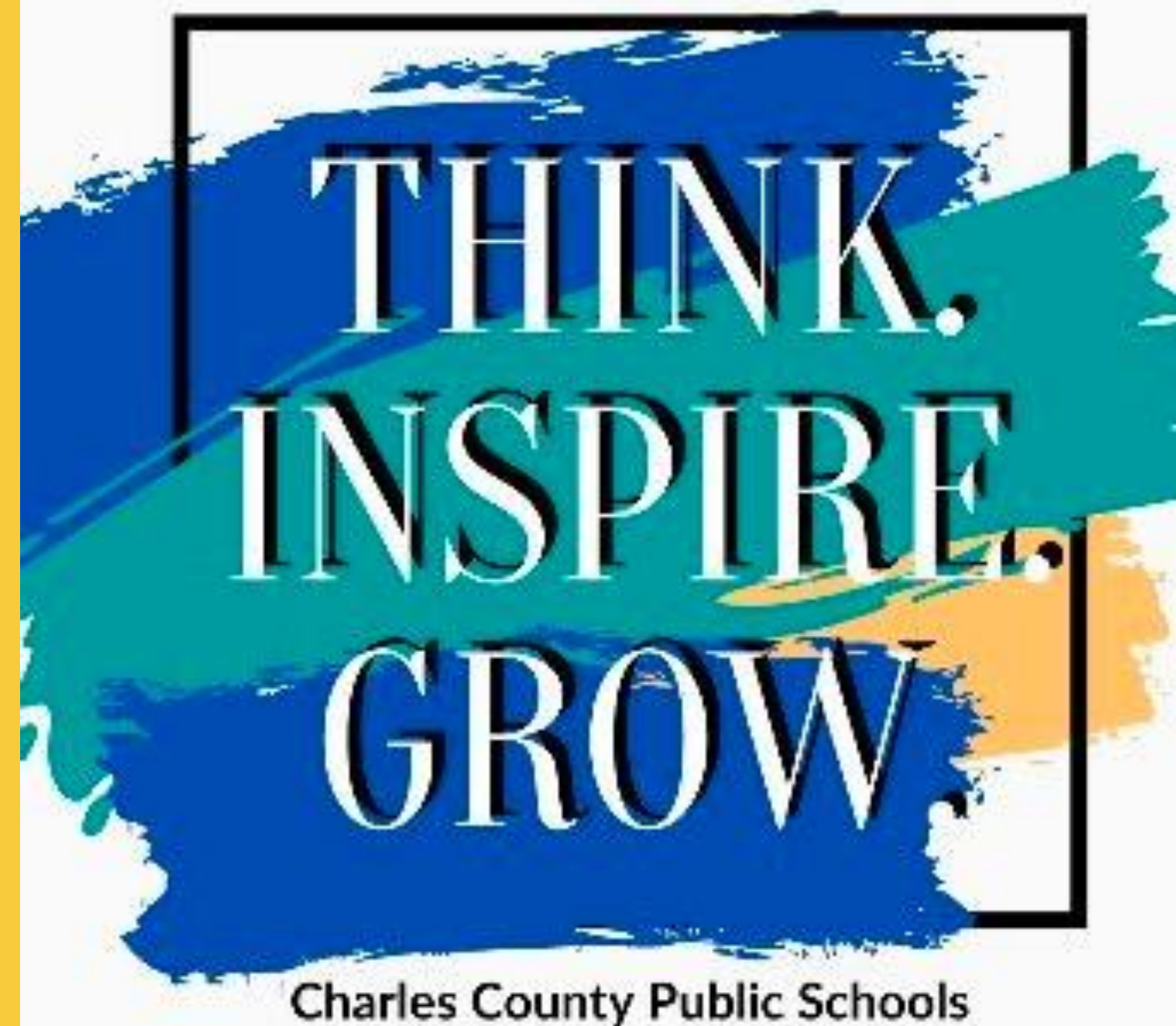
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Maintaining a consistent schedule to meet and discuss goals	As of March 31, 2025, 202 of 522 students were marked on time and present.
Ensuring immediate follow up is made with students who are starting to tow the line.	This is a 38% attendance rate. Let's continue to make progress.😊

Next Steps

- Schedule monthly attendance committee meetings in advance.
- Create a monthly data collection tool to monitor progress.

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .
We Appreciate Your Partnership!