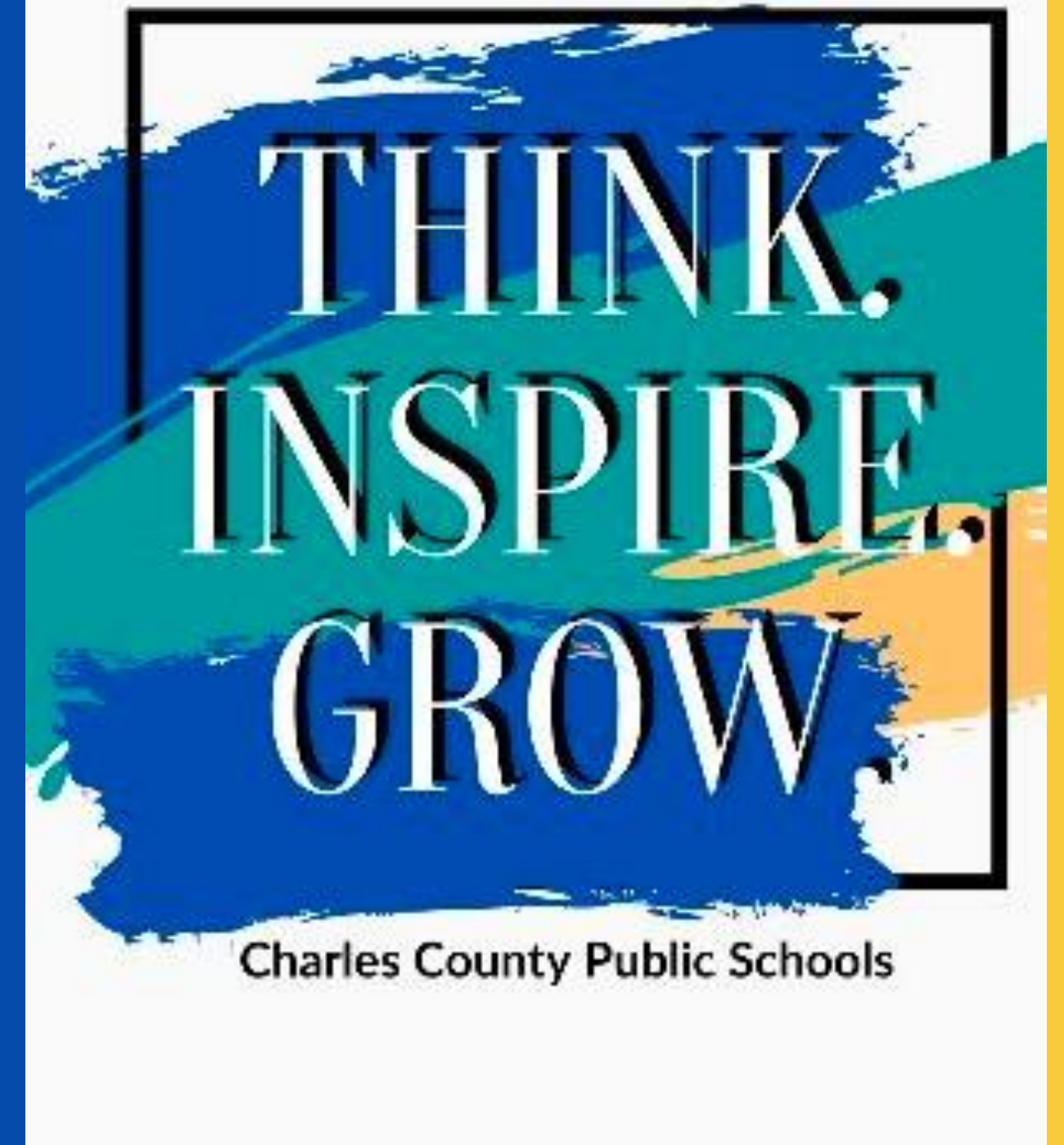


Charles County  
Public Schools  
School Improvement Plan  
Cycle 1

**Mary H. Matula  
Elementary School**

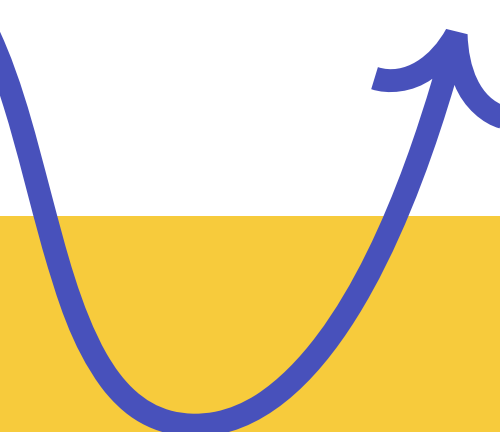


# Matula Dolphins make a Splash each day!



# Why Continuous School Improvement

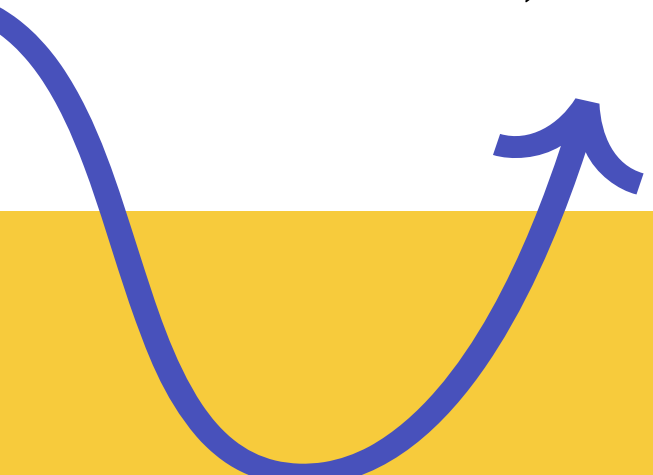
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

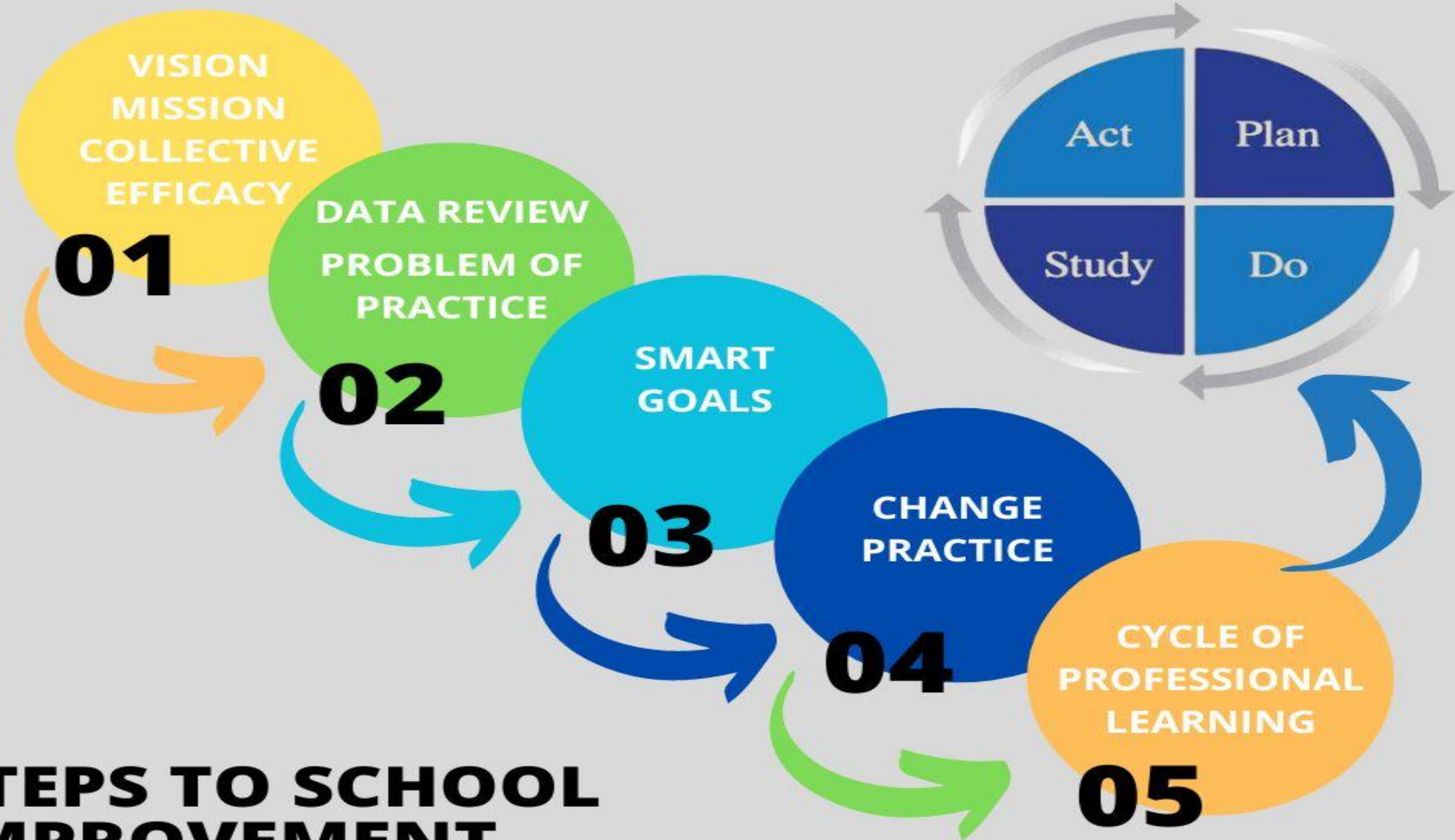
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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





# Mary H. Matula Elementary School

## Vision, Mission, Collective Efficacy Statements

**Vision:** The vision of Mary H. Matula Elementary School is to create the best environment where all students experience academic success, develop responsibility and achieve career readiness for the 21<sup>st</sup> century.

**Mission:** As a Matula Dolphin, I promise to make a splash each day. I will be respectful, responsible and ready to learn. I will work hard to show Matula manners and always conduct myself in a way that will make others proud.

**Collective Efficacy Statement:** Mary H. Matula Elementary School will create a learning environment where everyone has a voice. Together, we will develop a collaborative environment with consistent expectations leading to continuous school improvement resulting in academic growth and achievement for all students.



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# Area of Focus

Dear Parents and Guardians,

As we continue to strive for excellence, the latest MCAP results have provided us with valuable insights. While many of our students in grades 3-5 are currently meeting grade-level expectations in reading, and a majority are on their journey to achieving grade-level proficiency in math, we see this as an incredible opportunity for growth and improvement. Our dedicated teachers and staff are committed to supporting every student.

To achieve this, our focus will be:

- ✓ utilizing a collaborative planning structure to guide staff as they develop well-designed lessons that engage and challenge students.
- ✓ providing professional development to staff on using the i-Ready toolbox, learning walks, and analyzing student work to make instructional decisions.
- ✓ continuing meaningful instructional practices, such as using the Dolphin Digests to improve student writing, scaffolding activities to meet student needs, and focusing on the essential skills needed to develop proficient readers, mathematical thinkers, and active learners.

With enhanced planning structures and targeted instruction, we are confident that our students will make significant strides in their academic journey. Together, we can help every child reach their full potential!

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

Sincerely,

Mary H. Matula E.S.

# 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
16% of students in grades 1 – 5 are performing 2 or more grade levels below in reading according to 2023 – 2024 i-Ready data	15% of students in grades 1 – 5 are performing 2 or more grade levels below in math according to 2023 – 2024 i-Ready data
17% of students in grades 1 – 5 are performing 1 grade level below in reading according to 2023 – 2024 i-Ready data	32% of students in grades 1 – 5 are performing 1 grade level below in math according to 2023 – 2024 i-Ready data
12% of students in grades 1- 5 are performing 2 or more grade levels below in Foundational Reading Skills according to 2023 – 2024 i-Ready data	14% of students in grades 1- 5 are performing 2 or more grade levels below in Number and Operations according to 2023 – 2024 i-Ready data
17% of students in grades 1- 5 are performing 2 or more grade levels below in Overall Reading Comprehension according to 2023 – 2024 i-Ready data	14% of students in grades 1- 5 are performing 2 or more grade levels below in Algebra and Algebraic Thinking according to 2023 – 2024 i-Ready data
34% of students in grades 1 – 5 did not meet their Annual Typical Growth in reading according to 2023 – 2024 i-Ready data	50% of students in grades 1 – 5 did not meet their Annual Typical Growth in math according to 2023 – 2024 i-Ready data





# School Problem of Practice & Smart Goals

## Problem of Practice:

As measured by 2024 MCAP, 43% of students in grades 3-5 are performing below grade level in reading and 67% of students in grades 3-5 are performing below grade level in math.



## English Language Arts Smart Goal

Matula Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 57% to 63% by June 2025.

## Mathematics Smart Goal

Matula Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Mathematics assessment from 33% to 37% by June 2025.



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# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

- Implement a structured planning protocol for grade level team planning to develop standards-based instruction

## Cycle of Professional Learning # 1 Overview

- Create and share collaborative planning document that allows teachers to plan for misconceptions and obstacles, and ensure they are working together to share resources and build engaging lessons that help students reach the standards.
- Utilize Dolphin Digests as a regular writing practice to give students the opportunity to write informatively across content areas and receive feedback from Matula staff.
- Use I-Ready Toolbox, Learning Walks, Long Range Planning and Journal articles to strengthen standards-based instruction
- Students will respond to the same writing prompt in the fall, winter, and spring, to measure their growth in writing



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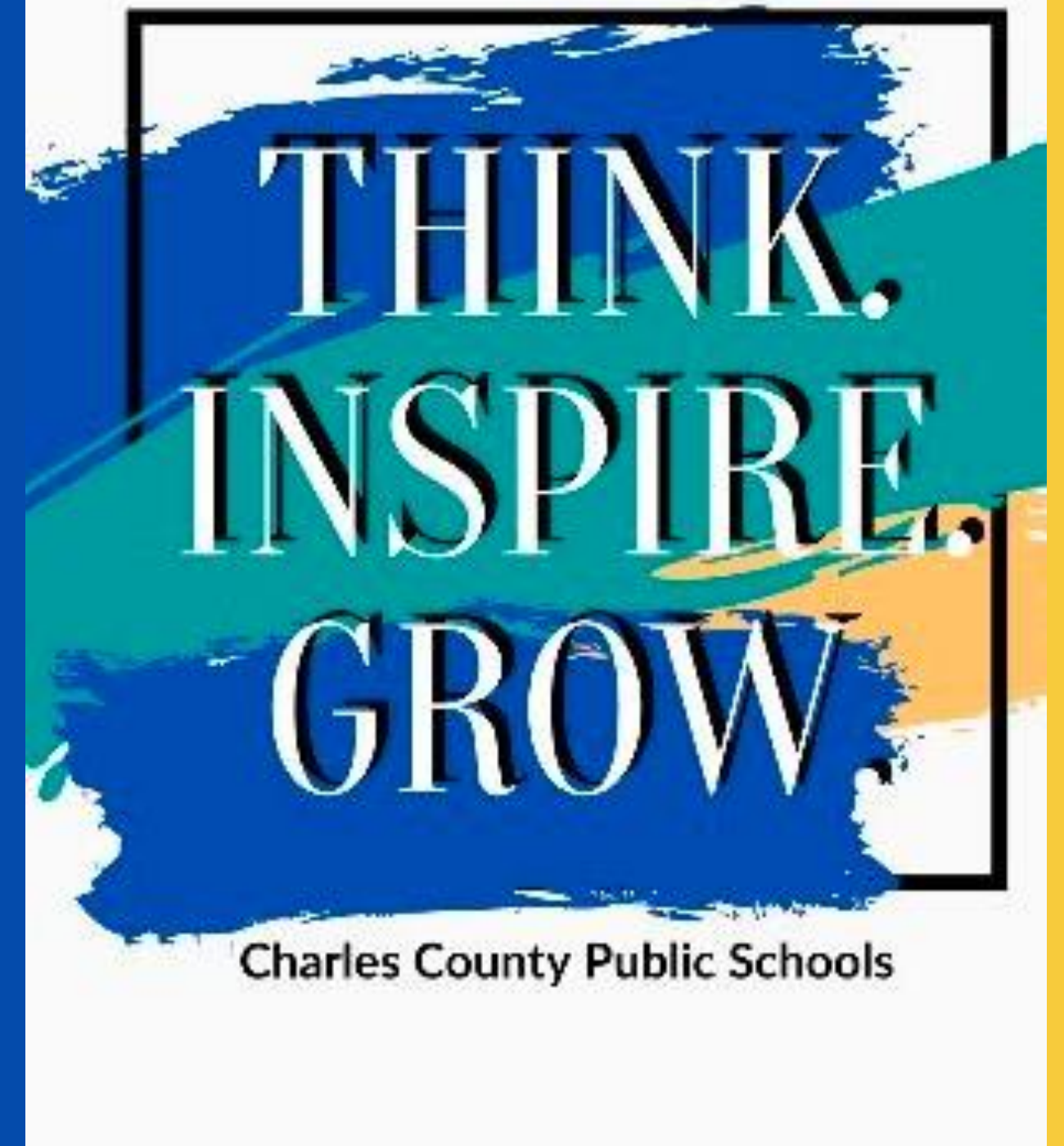
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# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teachers will plan well developed lesson plans that fully address the standards.	Student work will reflect improvement and growth that demonstrates understanding of the standards taught.
Teachers will provide engaging activities that are differentiated to meet the specific needs of their students.	Students will be able to use task specific rubrics to improve their writing.
Teachers will be able to analyze student work to determine next steps in instruction.	Students will be engaged in active learning and participate in meaningful discussions.
Teachers will participate in Learning Walks to provide peer to peer feedback on the classroom environment and instructional practices.	Dolphin Digest responses will show growth in addressing the topic and providing relevant support.
Teachers will show growth in their teaching practices based on professional learning opportunities and journal articles.	Meaningful standard-based activities will result in students taking ownership of their learning.

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School Improvement Plan  
End of Cycle 1  
Start of Cycle 2

Mary H. Matula E.S.



# Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Continued emphasis on students attending to all parts of a prompt across the content areas.</p> <p>Looking at student work during collaborative planning to determine next steps for instruction.</p>	<p>Grade level teams successfully utilized Collaborative Planning Template for stronger standards-aligned instruction.</p> <p>Grade level teams participated in Long Range planning for reading and math with a standards focus</p> <p>Teachers are incorporating engaging activities to meet the needs of their students.</p>

## Next Steps

- Use the Looking at Student Work protocol with specific prompts.
- Teachers will participate in Learning Walks to reflect on best practices.

# Cycle 2: Change Practice & Cycle of Professional Learning

## Change Practice

We are adapting our practice of collaborative planning. We will continue to unpack the standard and the LASW protocol. Additionally, students will respond to the same writing prompt as the fall, during winter, and spring, to measure their growth in writing, based on the W2 standard. We plan to expand the use of our Dolphin Digest to utilize the LASW protocol to analyze student responses to the identified prompts in order to make instructional decisions.

## Cycle of Professional Learning # 2 Overview

- Continued use of collaborative planning document that allows teachers to plan for misconceptions and obstacles, and ensure they are working together to share resources and build engaging lessons that help students reach the standards.
- Provide modeling and coaching during grade level planning meetings
- Continue use of Dolphin Digests as a regular writing practice to give students the opportunity to write informatively across content areas and receive feedback from Matula staff.
- Utilize the Looking at Student Work protocol with specific writing prompts across content areas.
- Use I-Ready Toolbox, Learning Walks, Long Range Planning and Journal articles to strengthen standards-based instruction
- Students will respond to the same writing prompt in the fall, **winter**, and spring, to measure their growth in writing



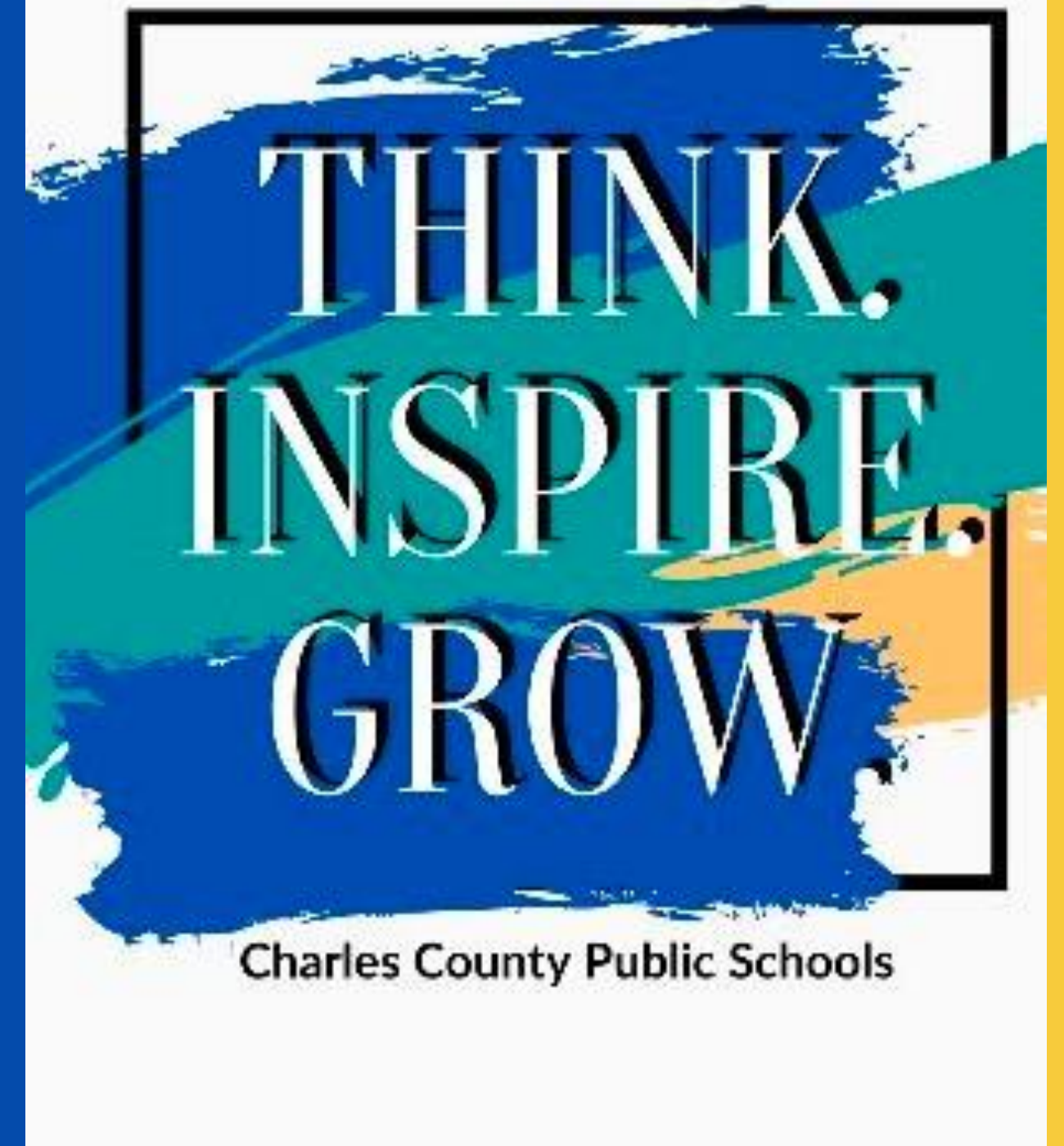
# Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Improved quality of collaborative team planning sheets that are submitted by grade level teams.	Student writing reflects the topic and related details across content areas
Teachers will be more familiar with unpacking of the standards as measured by student success.	Student growth and success on Individual My Path lessons and Common Assessment
Teachers will begin utilizing LASW Protocol more independently as a result of modeling and professional learning.	Students will be able to use a rubric to self-assess and peer assess their written responses.



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School Improvement Plan  
End of Cycle 2  
Start of Cycle 3

Mary H. Matula E.S.





# Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Continue the practice of looking at student work during collaborative planning to determine next steps for instruction.</p> <p>Ensure that students share ownership of their learning by including why they are learning the content and how they will know they are successful in daily lessons.</p> <p>Provide modeling and safe practice time for student to share their learning through writing across all content areas.</p>	<p>Students are attending to all parts of a prompt as demonstrated on their winter school-wide writing prompt (30-40% increase in each grade level)</p> <p>Grade level teams continue to successfully utilize the Collaborative Planning Template for stronger standards-aligned instruction and are looking at student work to determine next steps for instruction.</p> <p>Grade level teams participated in a second round of Long-Range planning for reading and math with a standards focus</p> <p>Teachers continue to incorporate engaging activities to meet the needs of their students.</p>

## Next Steps:

- Provide professional development on success criteria to communicate the purpose of instruction to students (the how and why).
- Utilize the Looking At Student Work Protocol at collaborative planning meetings to determine next steps for instruction.

# Cycle 3: Change Practice & Cycle of Professional Learning

## Change Practice

We are adopting our practice of collaborative planning. We will continue to unpack the standards and use the LASW protocol. Additionally, students will respond to the same writing prompt as the fall, during winter, and spring, to measure their growth in writing, based on the W2 standard. We plan to modify the collaborative planning document to include a section focused on the why the students are learning the content and how will they know if they are successful.

## Cycle of Professional Learning # 3 Overview

- Continued use of our collaborative planning document with the added component of Student Success Criteria. The planning document helps teachers plan for misconceptions and obstacles, and ensures they are working together to share resources and build engaging lessons that help students reach the standards.
- Provide modeling and coaching during grade level planning meetings including utilizing the Looking at Student Work protocol to determine next steps for instruction.
- Present Professional Learning on Student Success Criteria to communicate the purpose of instruction to students (the how and why).
- Continue use of Dolphin Digests and the I-Ready Toolbox to strengthen standards-based instruction and promote practice with the writing to inform standard.
- Students will respond to the same writing prompt in the fall, winter, and **spring**, to measure their growth in writing.

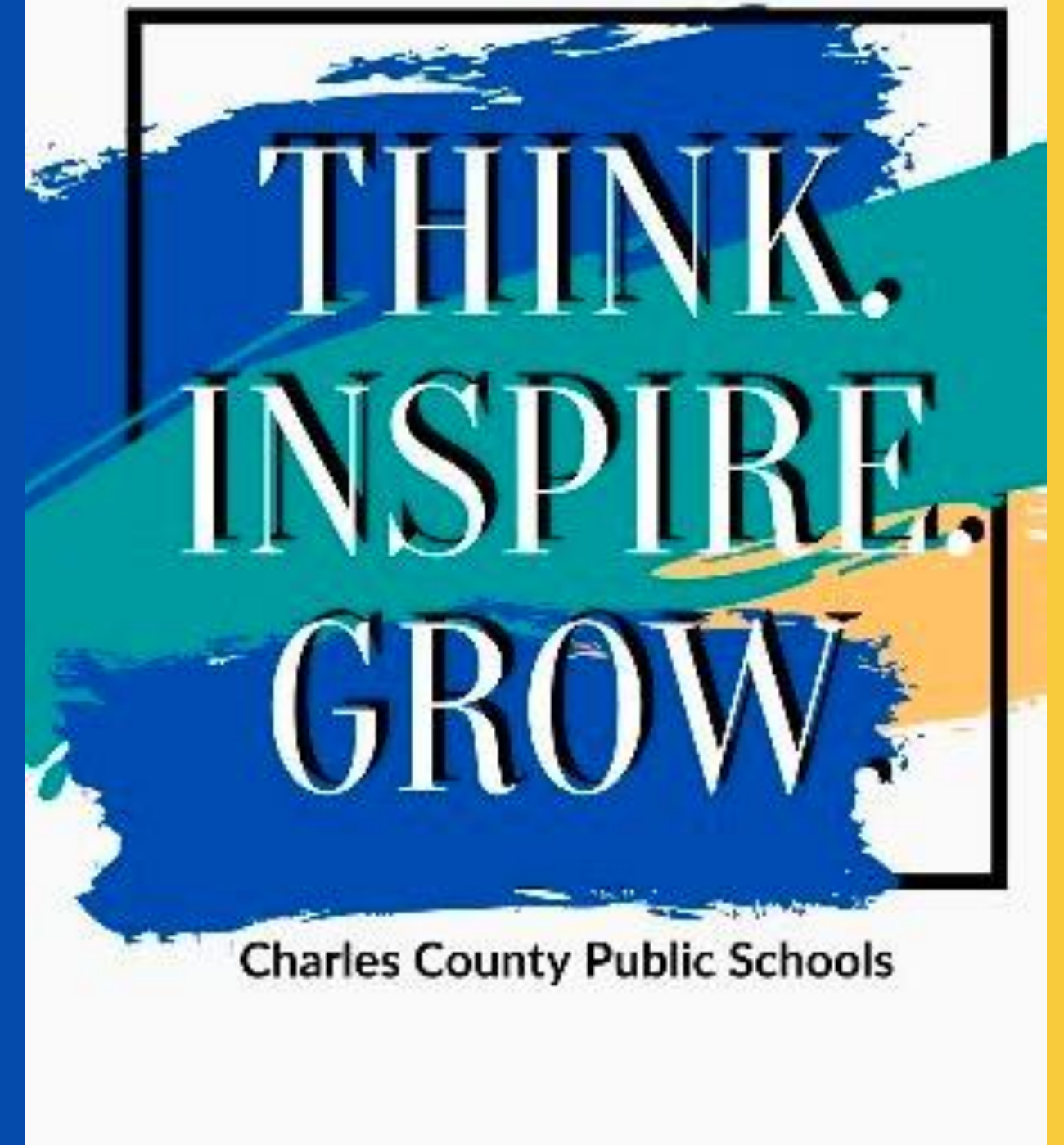


# Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<p>Improved quality of collaborative team planning sheets that are submitted by grade level teams by adding an additional section on student success.</p>	<p>Student writing reflects the topic and related details across content areas</p>
<p>Teachers will be more familiar with unpacking of the standards as measured by student success.</p>	<p>Student growth and success on Individual My Path lessons and Common Assessments</p>
<p>Teachers will continue utilizing LASW Protocol more independently because of modeling and professional learning.</p>	<p>Students will be able to use a rubric to self-assess and peer assess their written responses.</p>
	<p>Students will be able to share what they have learned and how they know they have learned it.</p>

Charles County  
Public Schools  
Culture & Climate Cycle 1

**Mary H. Matula  
Elementary School**



# Culture & Climate Overview



## Data Overview

285 Total referrals  
183 Minor and 102 Major Referrals  
85% of students were referral free

## Culture & Climate Area of Focus

At Matula, our focus is to increase consistent usage and engagement of daily social emotional learning practices while improving student and staff relationships.

## Smart Goal

Matula will maintain or increase the number of students who are referral free during the 2024-2025 school year at 85% or better, while decreasing the disproportionality of student referrals.

# Culture & Climate Action Steps

1

Conduct Matula Cruise and Safety Assemblies to teach and model expected behaviors in all school environments.

2

Create and administer 4<sup>th</sup> and 5<sup>th</sup> grade student survey to assess their perception of relationships with staff.

3

Conduct new student orientations to support students new to Matula.

4

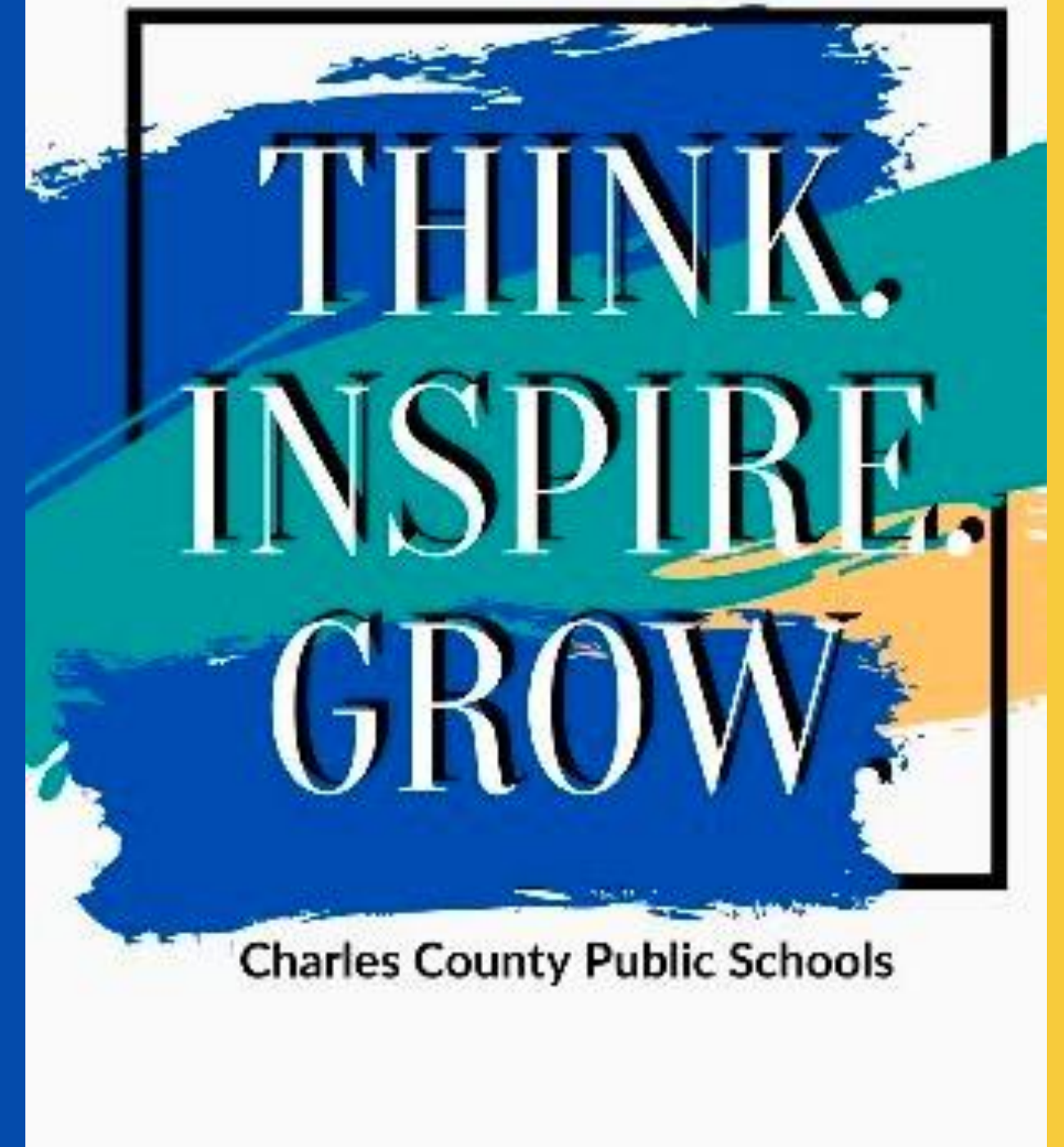
Provide training and resources to support Tier 1 practices (Move This World, Dolphin Discussions, Restorative Practices, Calm Coves, etc).

5

Participate in Implicit Bias training for all staff from October 2024-May 2025.

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Culture & Climate  
End of Cycle 1  
Start of Cycle 2

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# 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: Synergy, MTW, Classroom Observations

Successes	Challenges	Next Steps
95.4% of Matula students are office referral free	12 students with multiple office referrals for similar infractions in the first quarter	Implementing supports for students with multiple office referrals
88.9% of Matula students are classroom and office referral free	Students new to the Matula community are still working towards understanding the 3Rs expectations throughout the building	New student orientation, 3Rs writing instruction via Dolphin Digest, reminders about 3Rs in parent communication
72.4% of teachers are utilizing Move This World on a regular basis (3-4 times a week)	Some classroom schedules make it a struggle to meet the recommended weekly usage for Move This World	Share usage data with teachers and include Move This World content in Dolphin Digest prompts
Administrators visited 81.3% of classrooms during morning meetings	Scheduling time weekly to visit classrooms during morning meetings is a challenge	Administrators will set weekly goals for classroom visits
90.2% of staff attended the monthly Implicit Bias training session in October (based on student enrollment of 610)	Continuing to encourage staff to meet the monthly attendance requirement	Encourage staff to reflect on tasks and goals presented at each session  Administer 4 <sup>th</sup> & 5 <sup>th</sup> grade survey



# 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.

- Continue Morning announcements, which include MTW and Dolphin Discussions
- Continue to provide resources to create and update calm spaces
- Continue monthly Implicit Bias training and encourage staff to reflect on tasks and goals presented at each session
- Create and administer 4<sup>th</sup> and 5<sup>th</sup> grade Student Survey to assess their perception of relationships with staff
- Administrators will set weekly goals to visit classrooms during Morning Meetings
- Model and support teachers as they communicate with families
- New Student Orientation to support students new to Matula
- Administrative announcement on Monday mornings beginning to align with character trait, 3Rs, etc.
- Implement supports for students with multiple office referrals
- Embed 3Rs writing instruction via Dolphin Digest
- Send home reminders about 3Rs in parent communication
- Share MTW usage with teachers
- Include MTW content in Dolphin Digest prompts



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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?*

- Office referral data
- MTW teacher usage data
- 4<sup>th</sup> & 5<sup>th</sup> grade student survey results
- Number of times administrators visited classrooms during morning meetings
- Staff attendance for monthly Implicit Bias training sessions
- Comparison of Baseline and Winter responses to Dolphin Digest 3Rs prompt

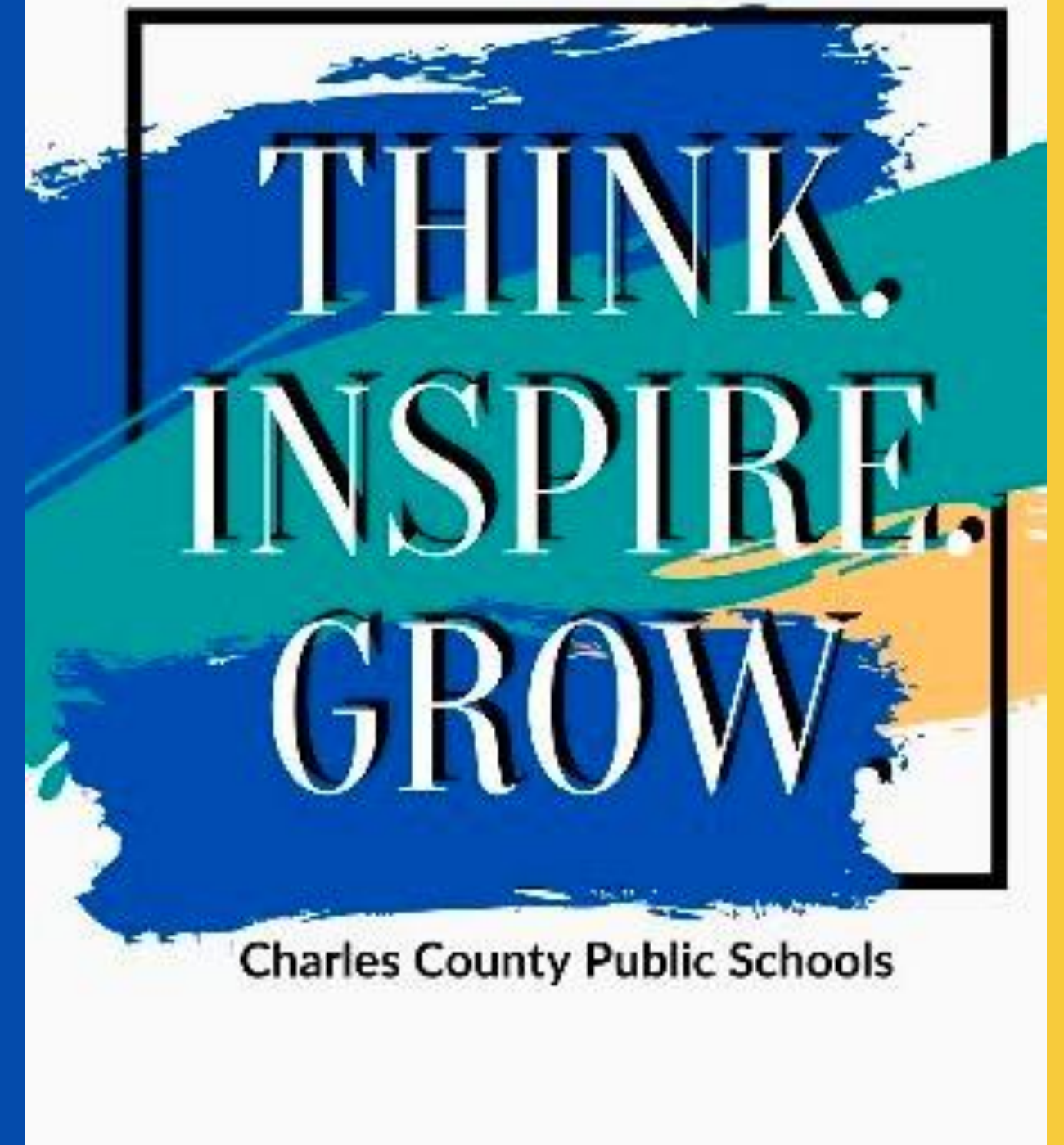


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# School Climate

## Quarter 2 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>92.6% of Matula students are office referral free this year (95.7% of students are office referral free second quarter)</p> <p>84.9% of Matula students are classroom and office referral free this year (89.7% of students are classroom and office referral free second quarter)</p> <p>75% of teachers are utilizing Move This World on a regular basis (3-4 times a week)</p> <p>Administrators visited 100% of classrooms during morning meetings</p> <p>90.7% of staff attended the monthly Implicit Bias training sessions this quarter (November, December, and January sessions)</p> <p>(based on student enrollment of 611)</p>	<p>Multiple teachers having extended absences during second quarter due to family or medical emergencies.</p> <p>8 students with multiple office referrals for similar infractions in the second quarter</p> <p>Time needed to build relationships with new administration</p> <p>Early dismissals and late arrivals impact the ability to complete MTW (there were 6 adjusted scheduled days)</p> <p>Continue to encourage staff to attend the implicit bias training.</p>	<p>Team building initiatives to cultivate positive school climate.</p> <p>Administration will continue to visit classrooms during MTW.</p> <p>Teachers will conduct peer visits to focus on culture and climate within classrooms.</p> <p>School leadership will participate in a dolphin discussion (1 per grade level)</p> <p>Continue implementing supports for students with multiple office referrals.</p>

# School Climate

## Quarter 3 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 3 action steps.

- Continue Morning announcements, which include MTW and Dolphin Discussions
- Teachers will conduct peer visits to focus on culture and climate and visit calm spaces within classrooms
- Continue monthly Implicit Bias training and encourage staff to reflect on tasks and goals presented at each session
- School leadership will continue to visit classrooms during Morning Meetings and participate in Dolphin Discussions
- Continue to model and support teachers as they communicate with families
- Continue administrative announcement on Monday mornings beginning to align with character trait, 3Rs, etc.
- Continue to implement supports for students with multiple office referrals
- Continue to embed monthly character traits in Dolphin Digest prompts
- Send home reminders about 3Rs in parent communication
- Share MTW usage and comparison from Quarter 1 with teachers
- Share referral and disproportionality data
- Team building initiatives to cultivate positive school climate
- Targeted professional development for increasing classroom engagement



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# School Climate: Data Collection

## Quarter 3 Data Collection:

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

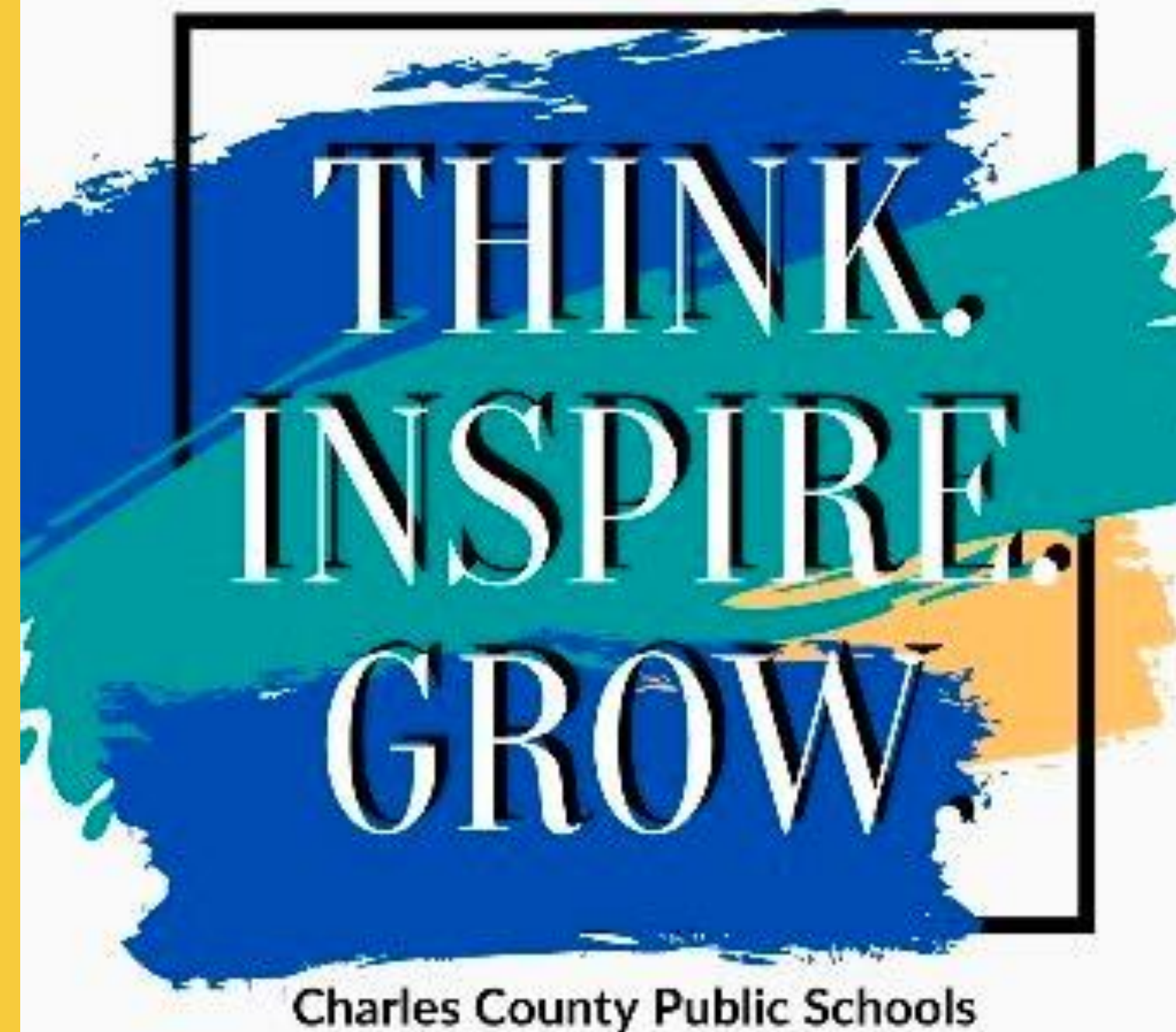
- Classroom and office referral data
- Number of students with multiple office referrals
- MTW teacher usage data
- Number of times school leadership visited classrooms and participated in Dolphin Discussions
- Staff attendance for monthly Implicit Bias training sessions



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THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



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We Appreciate Your Partnership!