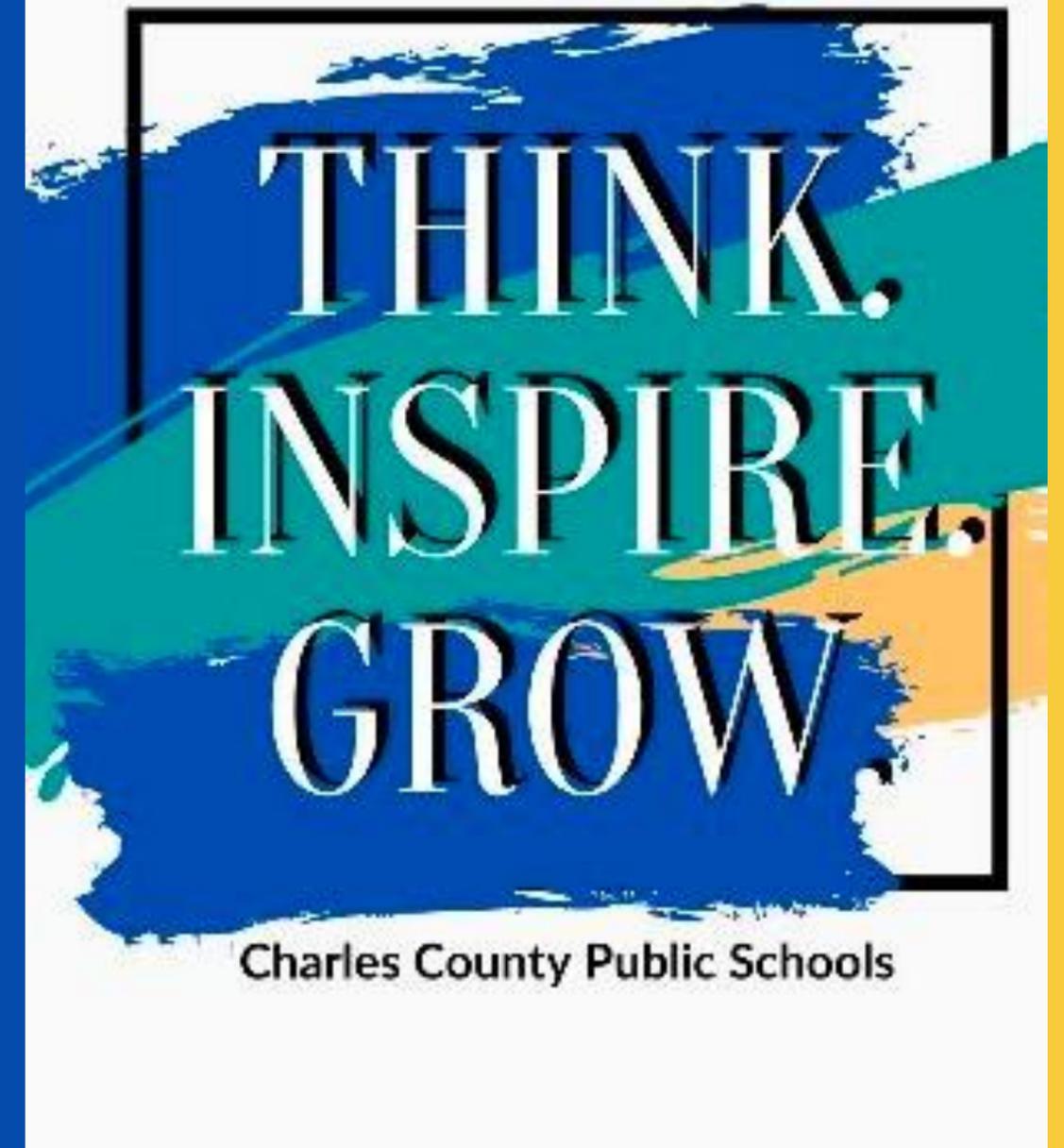


Charles County
Public Schools
School Improvement Plan
Cycle 1

T.C. Martin Elementary



Show your Tiger Pride

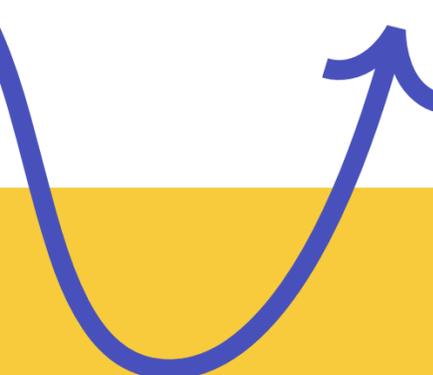


From our new staff to, school wide pd's to becoming state accredited with one of the highest scores; celebrations, field trips and visits from TC the tiger himself, our entire community was welcomed back ready to pave the way to school wide success!



Why Continuous School Improvement

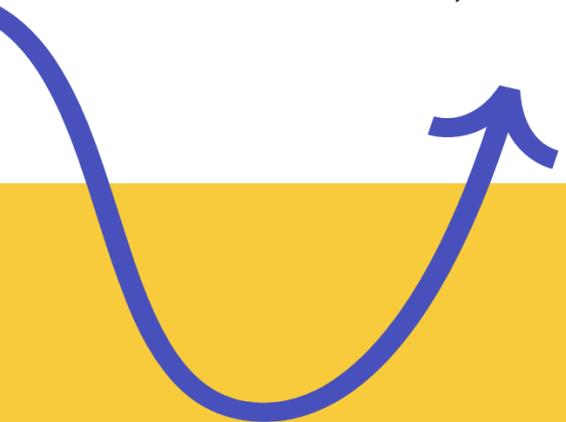
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

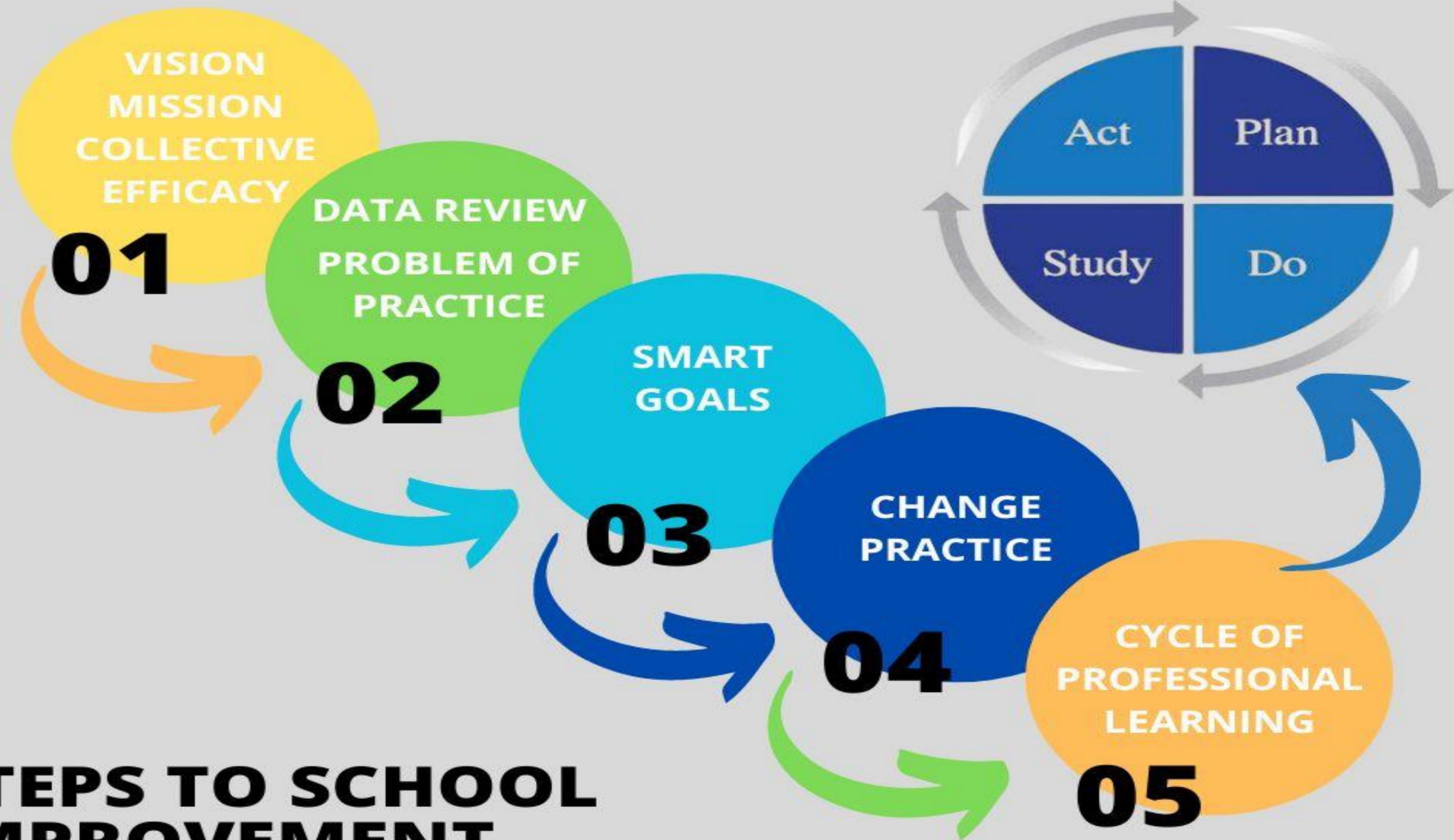
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



T. C. Martin's

Vision, Mission, Collective Efficacy Statements

Vision: The vision of T.C. Martin ES is to create a 5-star school community where 100% of students are empowered to achieve proficiency or higher in reading and math by the end of fifth grade - while developing their character, full potential and creating their own success story.

Mission: The mission of T.C. Martin Elementary School is to provide a high-quality education in a welcoming, safe, loving, 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 standards aligned instruction, collective voice, student engagement and performance. Together, we will review data, areas of strength and growth, work collaboratively to plan, implement, and monitor a process of school wide improvement rooted in ongoing celebration, and reflection. Student success is the expectation – nothing more – nothing less!



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Area of Focus

Area of Focus Statement

Dear Parents & Guardians,

At T.C. Martin Elementary School, we believe every child can thrive when given the right tools, support, and opportunities. This year, we are focusing on strengthening our instruction in reading and math to better meet the needs of all learners.

Our teachers are working together to:

- Design well-structured, engaging lessons aligned to grade-level standards
- Use small group instruction and intervention resources to support individual learning needs
- Provide rigorous academic tasks that challenge students to think deeply and collaborate with peers
- Ensure every student has access to high-quality instruction that helps them grow in confidence and ability

We are excited about the progress ahead and look forward to partnering with you to support your child's academic journey!

Sincerely,

T.C. Martin Elementary School

Data Summary

English Language Arts Data Overview	Mathematics Data Overview
In June 2025, 37% of our students in grades 1 – 5 were below grade level according to the I-Ready Spring Diagnostic assessment.	In June 2025, 41% of our students in grades 1 – 5 were below grade level according to the I-Ready Spring Diagnostic assessment.
In June 2025, 51% of our students in grades 3-5 are declining in proficiency on MCAP reading.	In June 2025, 66% of our students in grades 3-5 are declining in proficiency on MCAP math.
During the 2024 – 2025 Guided Visit, participants observed that students engaged in peer-to-peer discourse in 50% of our classrooms.	During the 2024 – 2025 school year, the average score of grades 1–5 on Common Assessments was 64.6%.



School Problem of Practice & Smart Goals

ELA Smart Goal

- T.C. Martin Elementary will increase overall student MCAP ELA proficiency from 49% in June 2025 to 54% in June 2026.

Mathematics Smart Goal

- T.C. Martin Elementary will increase overall student MCAP Math proficiency from 34% in June 2025 to 41% in June 2026.

ATSI Smart Goal

- By June 2026, all SPED and ELD teachers will consistently use the intervention spreadsheet to record student progress toward IEP goals by entering data at least twice per week. The spreadsheet will be reviewed monthly by the administration, with a target of 100% on-time submission and at least 90% accuracy and completeness of entries.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will prioritize planning that incorporates structured opportunities to strengthen problem solving, critical thinking, reasoning, and communication skills to enhance written responses in reading and math. These opportunities will be provided to all students included students with disabilities during core and small group instruction.

Cycle of Professional Learning # 1 Overview

- Staff will participate in learning to include: Danielson Framework for Teaching, MCAP data analysis, Tier support planning for small group instruction, Data prep and chats for tier 2 interventions, and ongoing collaborative planning.

Cycle 1: 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.

Cycle 1: Outcomes

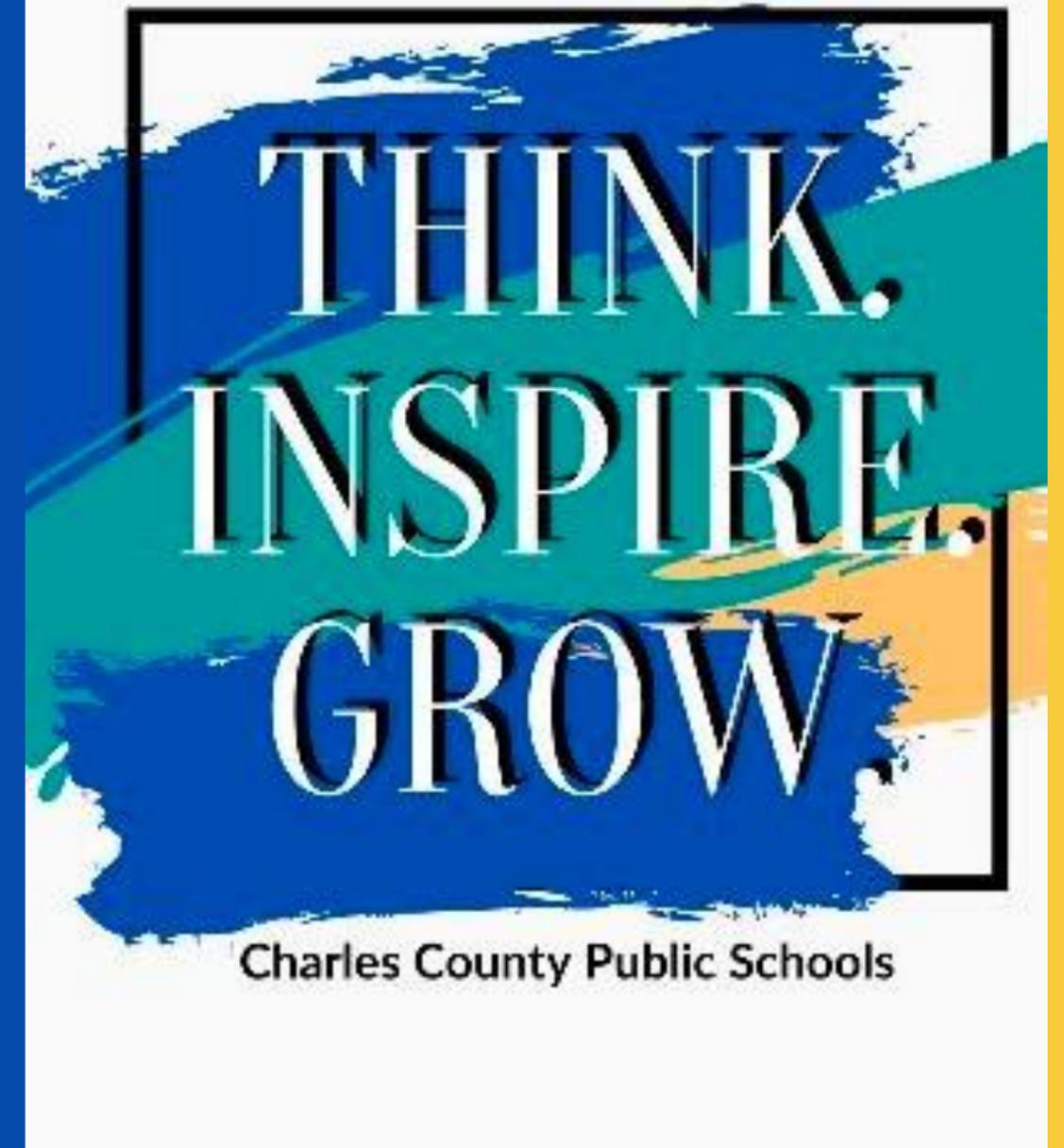
Cycle Areas of Growth	Cycle Celebrations
<p>Continued progress monitoring of data to ensure accuracy and progress monitoring.</p>	<p>All interventions are in place and MTSS plans created to support students at all levels.</p>

Next Steps

- Data meetings with admin, ilt and stakeholders to review and progress monitor.

Charles County
Public Schools
Culture & Climate Cycle 1

T.C. Martin Elementary



Culture & Climate Overview

Data Overview

Student Behavior Overview: June 2025

By June of 2025, 93% of our students—that's 518 out of 557—completed the school year referral-free, demonstrating positive behavior and strong engagement in our school community.

Only 7% of students received one or more referrals, which means just 39 students needed additional support with behavior expectations.

This data reflects our school's commitment to creating a safe, respectful, and supportive learning environment for all students. We will continue to partner with families to reinforce positive behavior by refining practices and celebrate student success by refining our approach to referrals.

Culture & Climate Area of Focus

To ensure a safe, respectful, and equitable learning environment through consistent implementation of discipline policies and proactive safety measures. Follow the CCPS Code of Student Conduct to ensure all disciplinary actions are handled appropriately.

- Ensure the safety and security of the facility and all faculty and students.
- Ensure bullying is addressed in accordance to CCPS and state policies.
- Ensure discipline is addressed in accordance to CCPS and state policies.

Culture & Climate Overview

Smart Goal



SMART Goal: Student Behavior and School Climate

We will continue to foster a safe, respectful, and supportive school environment by reinforcing positive behavior and consistently implementing discipline policies aligned with the CCPS Code of Student Conduct.

By June 2026, at least 98% of students will complete the school year referral-free, demonstrating positive behavior and engagement in the school community. And only 4% of students would have received a major referral for the year.

We will achieve this by refining our behavior support practices, proactively addressing bullying, and consistently applying discipline policies based on a progressive discipline matrix for addressing behavior and the implementation of courtesy notes and continued use of the social emotional platform "Move this World."

Staff will receive ongoing professional development, and families will be engaged through regular communication and recognition of student success. This goal supports our commitment to equity, safety, and student well-being, ensuring all students feel valued and supported. Progress will be monitored quarterly, with final results reviewed in June 2026.

Action Steps

1

Create a discipline review committee comprised of teachers, parents, admin, ilt, special education to review monthly data and inform best practice.

2

Provide professional development for staff to support use of progressive discipline matrix as it relates to student minor incidents.

3

Survey staff/parent community on school culture and climate to include feedback on how student behaviors are addressed.

4

Provide monthly discipline updates to parent stakeholder community.

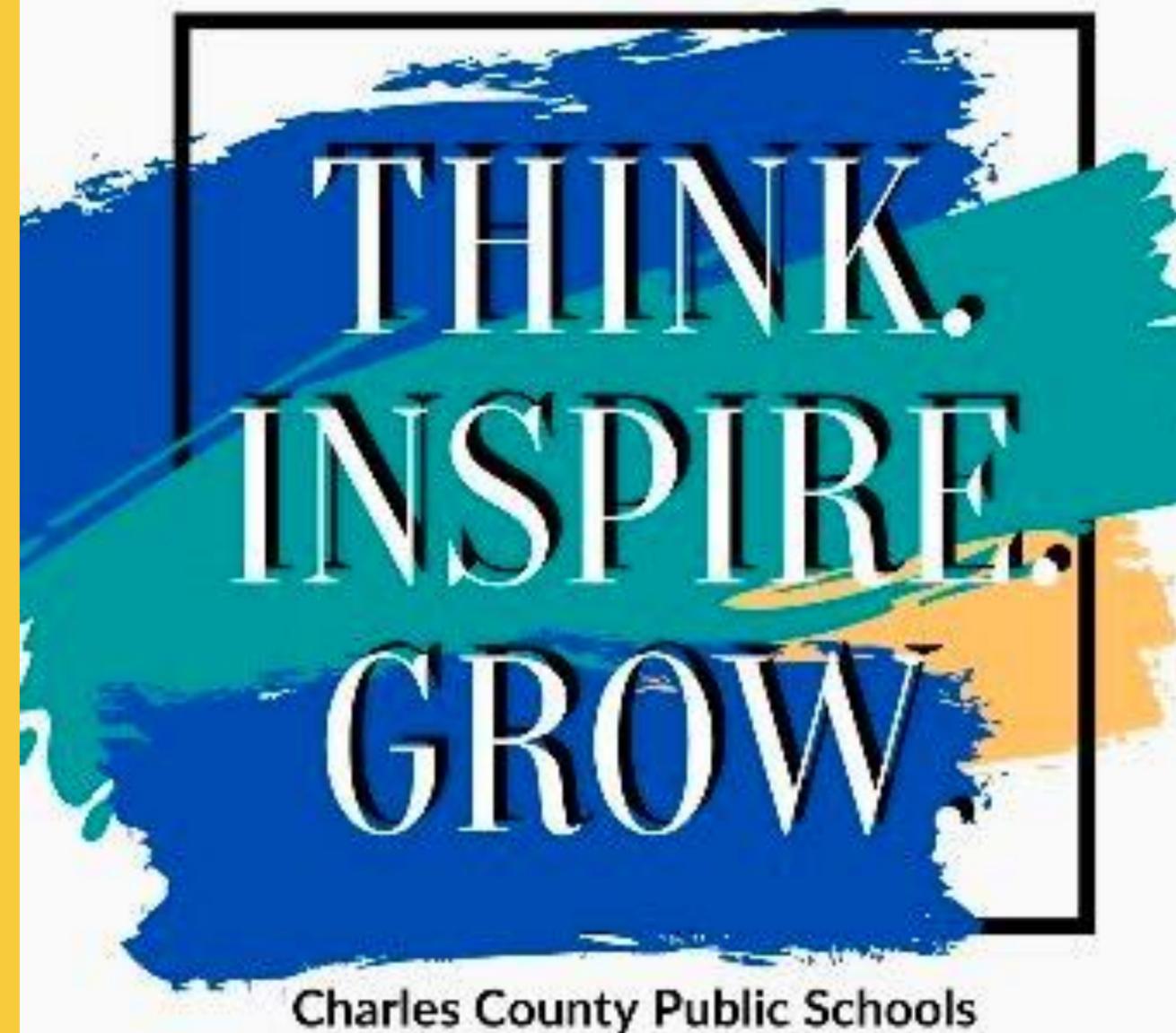
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
Monitoring of synergy and courtesy notes and move this world data to ensure accuracy	August 25 – September 25 – 7 major referrals – 1% of student population.

Next Steps

- Data meetings with admin and stakeholders to review and progress monitor the data.

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!