



School Information

Enter your school's name and your principal's name.

School: _____ **Dynard Elementary School**
Principal: _____ **Andrew Schiefer**
School Year: _____ **2025 - 2026**

Enter the members of your school leadership team.

SIT Membership

Name	SIT Role	Role in School
Andrew Schiefer	Administration	Principal
Kayla Verbic	Administration	Asst. Principal
Meaghan Long	Other	School Counselor
Alesha Boyd	Classroom Teacher	Teacher/Intermediate Representative
Kristen Moore	Classroom Teacher	Teacher/Primary Representative
Marla Pyles	IRT	IRT
Lauren Luongo	Classroom Teacher	Special Education Teacher
	Select Role	
	Select Role	
	Select Role	

This year, our school will focus on:

Use the boxes below to provide an introduction to your SIP. This introduction also will be used to populate your School Profile (to be posted online after completion). Be sure to note your school's key strengths, progress made during the prior year, areas for continued growth for the next year, and connection between your school's work and our school system's mission.

Introduction to your SIP/ School Profile (approximately 100 words)	Welcome to Dragon Nation! We are excited for another year of academic growth and success as we work towards mastering the Maryland College and Career Readiness standards. Our dedicated staff is committed to providing high-quality instruction and serving as positive role models for our students. Our Dynard Dragons focus on The Three FLAMES: Respectful, Responsible, and Ready to Learn. Dynard has about 430 students in grades PreK through 5th grade and is located in Chaptico Maryland.
Equity Vision Statement (approximately 50 words)	DES is incredibly strong in its ability to maximize the educational experience for all students. DES has a 40% FARMS rate yet we have many affluent families who attend DES. We do an outstanding job of rallying support from our parents and community partners in an effort to ensure a level playing field for all students. We understand that, regardless of varying personal circumstances, EVERY child deserves a safe, nurturing and supportive learning environment. We work extremely hard to provide a positive school climate on a daily basis
Your School's Key Strengths (approximately 50 words)	At Dynard Elementary School (DES), we prioritize effective communication, foster a sense of community, and have high expectations for student achievement. Our staff works collaboratively and demonstrates resilience to overcome challenges and support one another. We are dedicated to providing the best education and support possible to ensure the success of every student
Progress Made During Prior Year (approximately 50 words)	This year we made gains in math, ELA, and Science. Our students exceeded Maryland averages and met or exceeded St. Mary's County averages in Math, ELA, and Science. We also continued to improve our schoolwide attendance decreasing the number of chronically absent students. We continued to focus on data and reviewing best practices and used data from state and local assessments to drive our instructional focus.
Areas of Continued Growth for Upcoming Year (approximately 50 words)	Dynard Elementary School continues to show progress in math, science, and ELA. DES has been identified as a Targeted Support and Improvement (TSI) school based on the performance of one subgroup and is implementing a focused, student-centered plan to promote growth and success for all learners.
Connection Between School's Work and SMCPS Mission (approximately 50 words)	Dynard Elementary School embodies the SMCPS mission by knowing each learner through data-driven strategies and tailored support. We expect excellence from all students, as reflected in our F.L.A.M.E. principles. Our commitment to leveling the playing field for all students, regardless of background, demonstrates our "no excuses" approach. We prioritize rigor in our academic programs and relevance through updated curricula and interventions. Respect is cultivated in our safe, nurturing environment, while positive relationships are fostered through community involvement and effective communication. By focusing on these elements, we strive to

For each goal, enter the prior year's percentage from the SIP Goals Report under "Baseline." Then, decide on and enter your school-specific goal under "School Goal." The percentage change will auto-populate. You are asked to choose the same one or two focus groups for all of your metrics and apply the strategies you develop in your SIP focus areas to one or both of your focus groups. Next to "Rationale," explain why you chose this focus group and/or percentage change.

Metrics ~ ES Accountability Calculations

		Measure MD Report Card	Group	SY23 Data	SY24 Data	SY25 Data	SY26 Goal	Percentage Point Increase	Rationale/notes (optional) [1]	SY26 AMO [2]
Academic Indicators	Academic Achievement	MCAP Performance English (% Proficient)	All Students	62.0%	54.4%	54.4%	56%	2%		51.2%
			ELA Grade 3	57.0%	51.4%	51.5%	53%	1%		
			ELA Grade 4	66.0%	58.5%	60.3%	61%	1%		
			ELA Grade 5	65.0%	52.4%	51.3%	52%	1%		
			Special Education	18%	9%	11%	13%	2%		34.2%
		Select Focus Group					0%			
		MCAP Performance Mathematics (% Proficient)	All Students	40.0%	38.9%	44.7%	46%	1%		45.8%
			Math Grade 3	44.0%	50.0%	46.0%	47%	1%		
			Math Grade 4	38.0%	35.4%	43.8%	45%	1%		
			Math Grade 5	39.0%	31.3%	43.4%	44%	1%		
	Special Education		6%	9%	6%	9%	3%		30.6%	
	Select Focus Group					0%				
	Academic Progress	MCAP Growth English (Percentile)	All Students	67.5	51.5			0.0		
			Special Education					0.0		
			Select Focus Group					0.0		
		MCAP Growth Mathematics (Percentile)	All Students	53.0	64.5			0.0		
			Special Education					0.0		
			Select Focus Group					0.0		
		MCAP Performance Science Grade 5 (% Proficient)	All Students	53.0%	25.0%	42.1%	43%	1%		
			Special Education			0%	5%	5%		
Select Focus Group							0%			
Completion of Well-Rounded Curriculum		All Students	100%	100%			0%			
	Select Focus Group					0%				
	Select Focus Group					0%				
ELL	ELL Proficiency	All Students					0%			
School Quality Indicators	School Quality/Student Success	(Students NOT) Chronically Absent	All Students	73.6%	75.7%			0%		
			Select Focus Group					0%		
			Select Focus Group					0%		
		Climate Survey (out of 10)	Educators (out of 3)	2.5	2.2			0%		
			All Students (out of 7)	5.3	4.8			0%		
			Select Focus Group					0%		
	Opportunities/Access	All Students	100%	100%			0%			
		Select Focus Group					0%			
		Select Focus Group					0%			

On this sheet, you will enter your school's strategies for the year for each of the SIP focus areas.

Academic Indicators	Academic Achievement					
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	Flex Grouping in ELA	All students	IRT's & Teachers	Academic growth in ELA	UST Meetings, Grade Level Data	
Math Intervention	Special Education	Special Education Teachers, IRT's, Classroom Teachers	Academic Growth in Targeted Areas	-Targeted Push-in -SpEd team planning with gen ed, co-taught lessons.	-Scheduled collaboration Time with general education and Special Education staff -Achieve SY26 Goals and SLOs	
Benchmark Advance and Heggerty	All students	IRT's & Teachers	Academic growth in ELA	Collaborative planning agendas,	Weekly Assessment Data in	
Number Corner & Bridges	All students	IRT's & Teachers	Academic growth in Math	-Data from Common assessments, Teacher SLOs, Grade Level Data team Agendas. -Data Analysis (Report in PM) -Records of Flex-groupings -Implementation of DESMOS (Amplify)	-Achieve SY26 Goals and SLOs -Staff attendance in professional development with Desmos	
Academic Indicators	Instructional Practice					
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	Foundations Pilot	All students	Teachers, IRT's, Special Education, and Admin	Reduce the number of students who are in need of intensive support	UST and Fudations Data	Reduction of the number of students who need intensive supports
	Systems of Professional Learning	All students	All Instructional Staff	All staff complete modules	Evidence of responses, group activities	Agendas from teams, increase in staff knowledge and awareness of professional learning opportunities.
	UST/Data Meetings	All students	Teachers, IRT's, Special Education, District Supervisors and Admin	Academic Growth in all targeted areas (Math and ELA)	-UDL Flex grouping worksheets -Data Meetings -Data meeting Agendas -pre-assessment data Common Formative Assessment	-Growth in DIBELS Growth and Achievement Improvement of student academic performance in Math and ELA at or above state and SMCPs
	Vertical Teams for Common Standards	All students	Teachers, IRT's, Special Education, and Admin	Increase scores on MCAP writing assessments	Team Agendas, Formative assessments and student writing samples.	Increase in scores in Informational Text.
	School Quality Indicators	Attendance				
Strategy		Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Reduce the number of chronically absent students		All students	MTSS Tier 2, Counselor, Admin, PPW	94% Attendance Rate	Monthly minutes, Attendance Reports, Intervention plans for CA students.	-Improved attendance compared to previous school years.
Connection with Family		Targeted Chronic Absent Students	MTSS Tier 2, Counselor, Admin, PPW	Improve Attendance rate for CA students	Attendance notes, Intervention notes, Attendance contracts with family	Decrease the number of CA students
School wide Tier 1 Attendance Monitoring		Select Focus Group	MTSS Tier 1	Increase attendance rate to at or above 94%	Attendance incentives, parent communication, PPW outreaching, student(s) involvement in clubs/activities	Percentage of CA students is less than 15% of entire student population.
School Culture & Climate						
Strategy		Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Maintain MTSS Tier 1		All students	MTSS Tier 1 Team	Increase the use of Tier 1 practices across all grade levels. More aligned practices from classroom to classroom and general school areas	Data Analysis/Agendas from team meetings, schoolwide celebrations, schoolwide behavior process	Tiered Fidelity Inventory, Action Steps to move to a more cohesive and aligned school.
Sense of Belonging		Special Education	Admin, Counselor, Case Managers, Instructional Staff	Increase SWID attitudes towards math and math instruction.	Math Attitudes Survey	Increase in student math attitudes on the survey
		Select Focus Group				
Challenging & Well-Rounded						
Strategy		Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Gifted and Talented Instruction		Advanced Learners	Grade 3, 4, and 5 teachers, IRT	Students access and show success with a challenging, rigorous curriculum (in addition to the regular grade-level curriculum)	-Student work samples, "process" assignments (formative assessment) -Lesson plan	-Assessments entered in Performance Matters -Student Input
Provide Enrichment Opportunities		All students	IRT, Teachers, Special Area Teachers	Increase student participation in various educational extracurricular activities.	Math Challenge Teams and Competition, Battle of the Books, STEM 4 All, Robotics Club After School Clubs	Club Rosters, Photos
		Select Focus Group				
Family Engagement						
Strategy		Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
PTO Sponsored Events	All	PTO, Admin, Staff	Improve Culture and Climate Survey	School Calendar, PTO Minutes	Attendance at PTO events, Parent Survey, Increase in Staff Survey	
Weekly Communications	All students	Admin, Teachers	Increase knowledge of school events, creating communication methods for all families	Weekly <i>Dragon Dispatch</i> , PTO Events, Dojo interactions	Analysis of Parent engagement with the <i>Dragon Dispatch</i> , attendance at PTO events.	
Family Input Survey	All	Principal, Staff	Administer survey seeking family input, feedback, suggestions, on types of family engagement	Completed survey	Feedback survey with 51% or more participation. Input feedback and suggested are used to develop future programs	
Other						
Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success	
	All students					
	Select Focus Group					
	Select Focus Group					

Evidence

First, determine the priorities for your school's content work for the year by considering the strengths and/or barriers that are leading to the increasing or decreasing differences between your prior year baseline data and your next year's goals. All schools are required to determine a focus for literacy and are encouraged but not required to determine a focus for math.

Next, prioritize at least one key strategy your school will take to advance this focus area with all students and as applicable, strategies specific to one or both of your focus groups. For each strategy, consider the end of year target you plan to reach during the school year. This end of year target should link back to one or more of your SIP goals.

Next, outline the implementation data and outcome data you will examine to determine your success on that strategy. Implementation data focuses on adult actions taken to advance progress on the strategy and helps tell you whether you are executing the strategy the way you said you would. Outcome data focuses on the results you expect to see if the strategy is implemented with fidelity. It can include data on students, staff, or families and helps tell you whether the strategy is working.

Evidence of Implementation

Implementation data, or Evidence of Implementation, focuses on adult actions taken to advance progress on the strategy and helps tell you whether you are executing the strategy the way you said you would. This section should answer the question: How do we know we are implementing this strategy?

Evidence of Success

Outcome Data, or Evidence of Success, is the results you expect to see if the strategy is implemented with fidelity. It can include data on students, staff, or families and helps tell you whether the strategy is working. This section should answer the question: How do we know this strategy is successfully moving us towards our overall goal for this area?

End of Year Target

Your End of Year Target should link back to one or more of your SIP goals and reflect where you plan to be by the end of the year.

[1] Explain why you chose this focus group and/or percentage change.

[2] Annual Measurable Objectives (AMOs) are state established performance targets that assess the progress of student groups, schools, and each LEA.