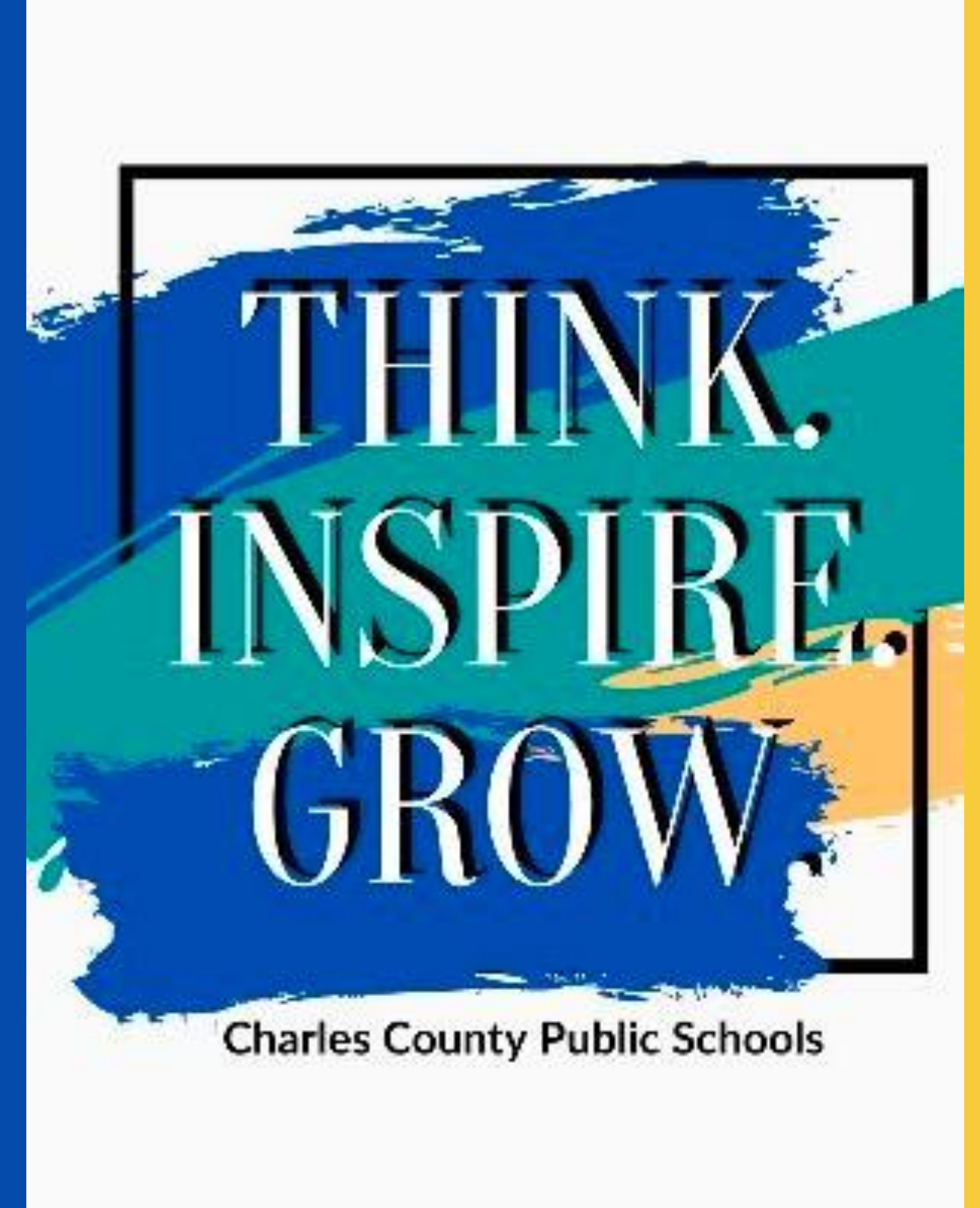


Charles County Public Schools School Improvement Plan Cycle 1

Dr. Samuel A. Mudd
Elementary School



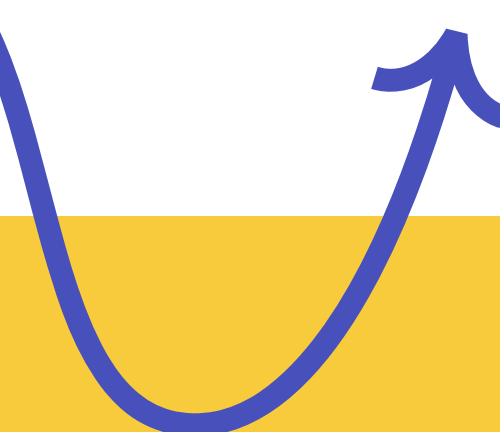
Welcome to the Home of the Dragons

From the classroom to hallways to the community events, Dr. Mudd is the place to be! We are always finding ways to learn and celebrate learning in our school.



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.



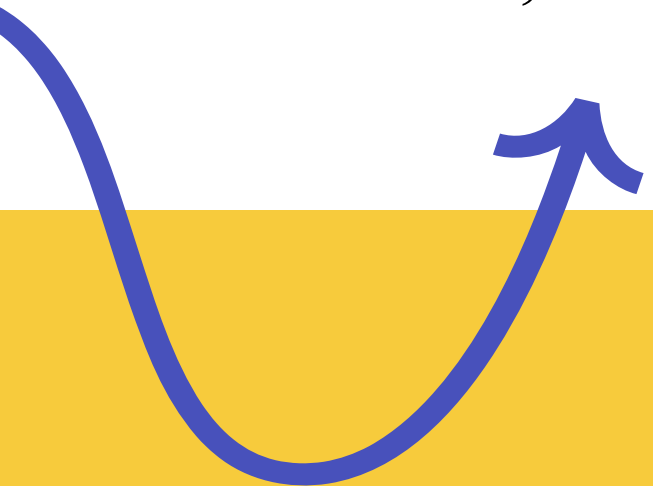
Charles County
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

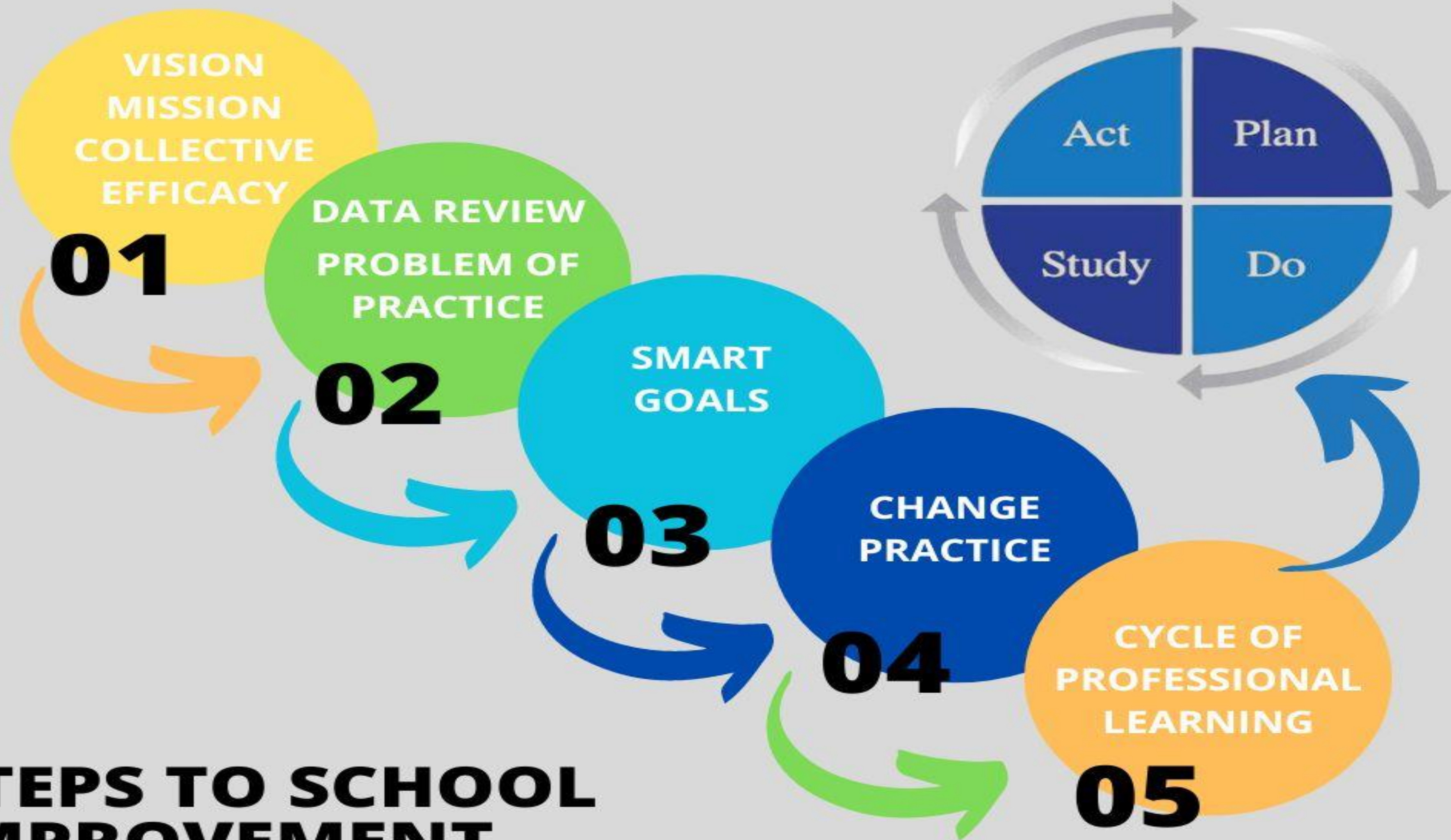
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Insert School Name

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 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: Though the continuous school improvement process, Dr. Mudd ES will create a climate 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

Area of Focus Statement

At Dr. Samuel A. Mudd Elementary School, we are committed to ensuring every student receives high-quality, standards-based instruction. Our focus this year is to strengthen collaborative planning among grade-level teams so that all students benefit from consistent, engaging, and rigorous learning experiences in reading and math. By enhancing instructional alignment and teamwork, we aim to help every child grow and succeed academically.

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
76% of students made their annual typical growth on i-Ready	82% of students made their annual typical growth on i-Ready
34% of students are 2 grades or more below grade level	27% of students are 2 or more grade levels below
30% of students are one grade level below	43% of students are one grade below
35% of students are on or above grade level	30% of students are on or above grade level
In grade 5, 9 students scored Proficient on MCAP ELA	In 5 th grade, 5 students scored Proficient on MCAP Math

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 June 2025 at 21% to 26% by June 2026.

Mathematics Smart Goal

- Dr. Mudd Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Math assessment from 12% to 17% by June 2026.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Teachers will break apart standards in order to identify strategies to teach the content, ask questions and identify resources to utilize in daily whole group and small group instruction.

Cycle of Professional Learning # 1 Overview

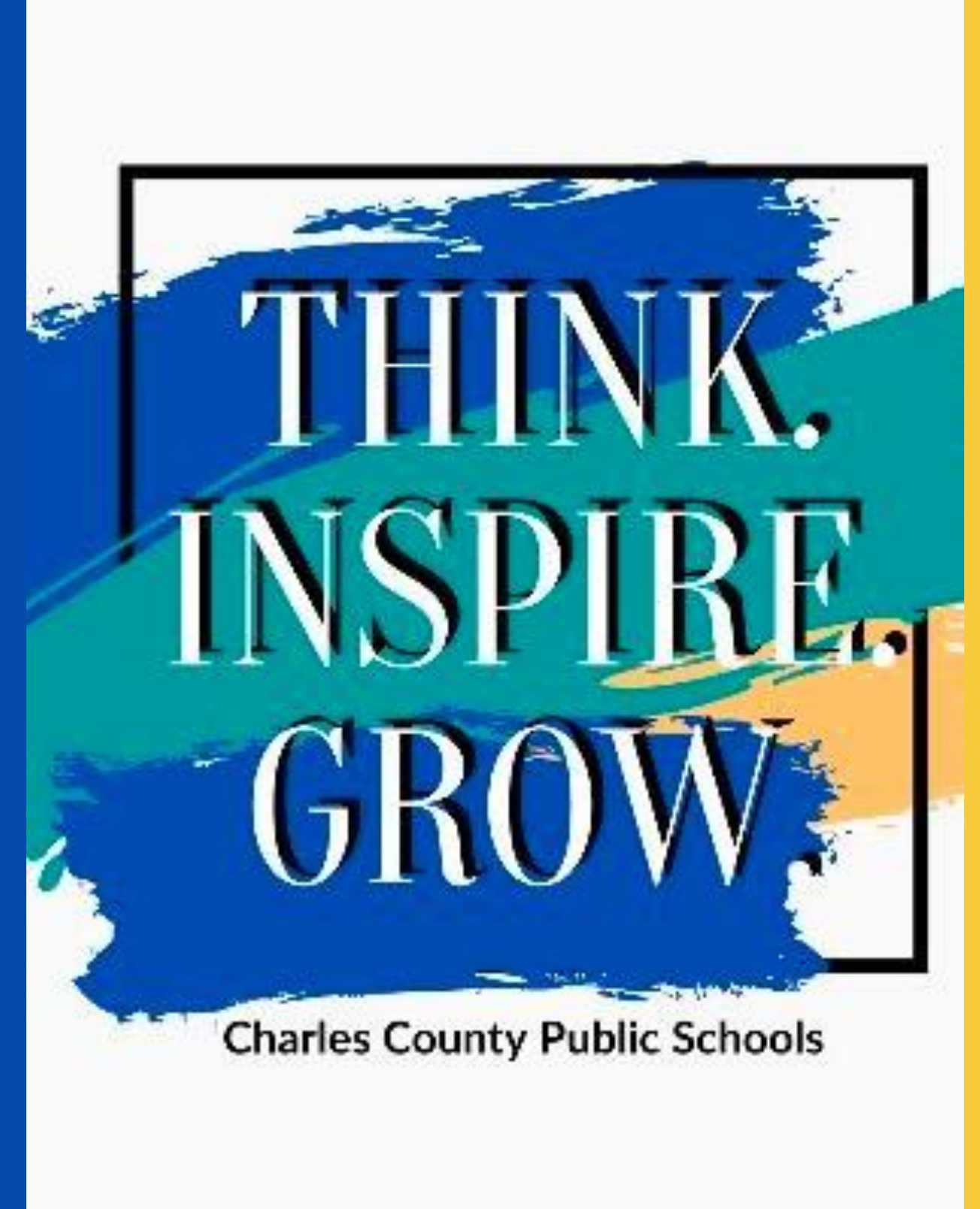
- Teachers will implement small group instruction for reading and math.
- By dedicating weekly time for ILT-facilitated collaborative planning, teachers will design lessons that are intentionally aligned to grade-level standards.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
<p>By November 7, 2025, 100% of teachers will develop and deliver at least one lesson plan per week that is aligned to the grade-level standard and incorporates the three Writing to Inform teacher and student actions (Collecting, Discussing, Composing), as evidenced by:</p> <ul style="list-style-type: none">• Weekly lesson plan submissions reviewed using an alignment checklist showing alignment to the standard and Writing Indicators.• Observation/feedback forms indicating implementation of the planned teacher actions in at least one observed lesson per teacher during the cycle.• Teacher self-reflections or surveys showing increased confidence and understanding of how to plan and implement Writing to Inform strategies aligned to standards.	<p>By November 7, 2025, at least 80% of students will demonstrate growth in their ability to collect, discuss, and compose information aligned to the standard, as evidenced by:</p> <ul style="list-style-type: none">• Student work samples showing use of evidence, organized responses, and academic language aligned to Writing to Inform expectations.• Participation in structured discussions using academic vocabulary and citing evidence.• Improvement in scores on a grade-level writing task or rubric from baseline (September) to end of cycle (November), with at least a one-level increase on the rubric for 80% of students.

Charles County Public Schools Culture & Climate Cycle 1

Dr. Samuel A. Mudd
Elementary School



Culture & Climate Overview

Data Overview	<p>After reviewing data of chronically absent students in all grades, these are reasons why students are absent:</p> <ul style="list-style-type: none">• Lack of transportation if students miss the bus, poverty area of students who are missing school• Parents keep their child home due to discipline and suspicion issues. Parents do not send their child to school so they do not have to keep getting phone calls or so their child does not get in trouble at school.• Some students have health issues and in certain seasons do not come to school based on their parents' opinions.• Students do not want to come to school because school is hard. Parents are allowing students to make the decision to stay home.
Culture & Climate Area of Focus <i>(Write as a brief statement explaining the why for your school's work. Refine the problem of practice in a manner that is easily understood for parents. Delete these directions after making the revisions.)</i>	35% of our students are chronically absent, which impacts their academic growth, social-emotional development, and overall school success.
Smart Goal	Reduce chronic absenteeism to below 15% within one school year.

Action Steps

1

Identify chronic absent students from past data; send student names to teachers

2

Send attendance newsletter

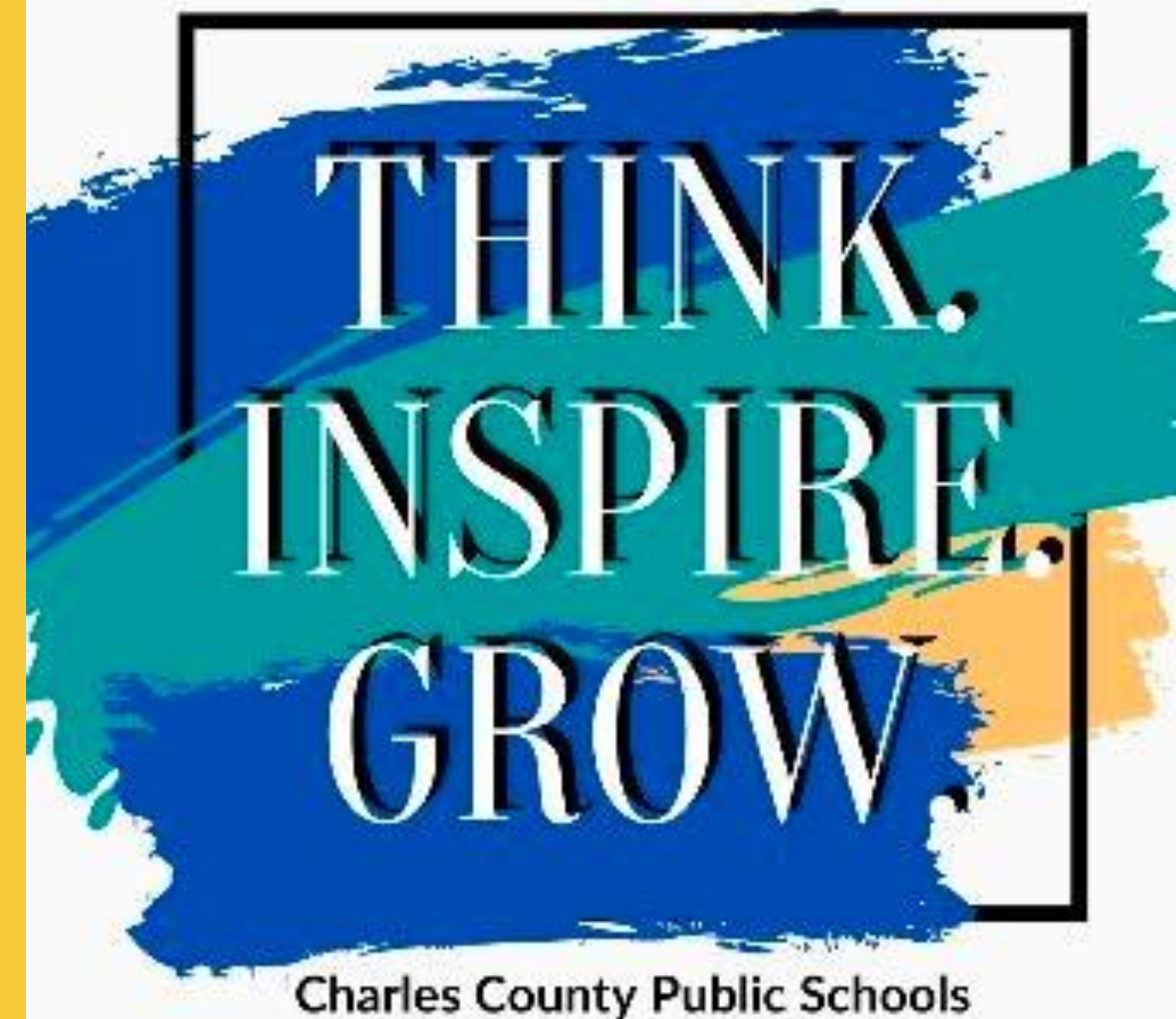
3

Monitor and Share Attendance Progress

4

Launch a monthly recognition program for classes and students with improved or strong attendance

THANK
YOU FOR
REVIEWING
OUR PLAN!



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