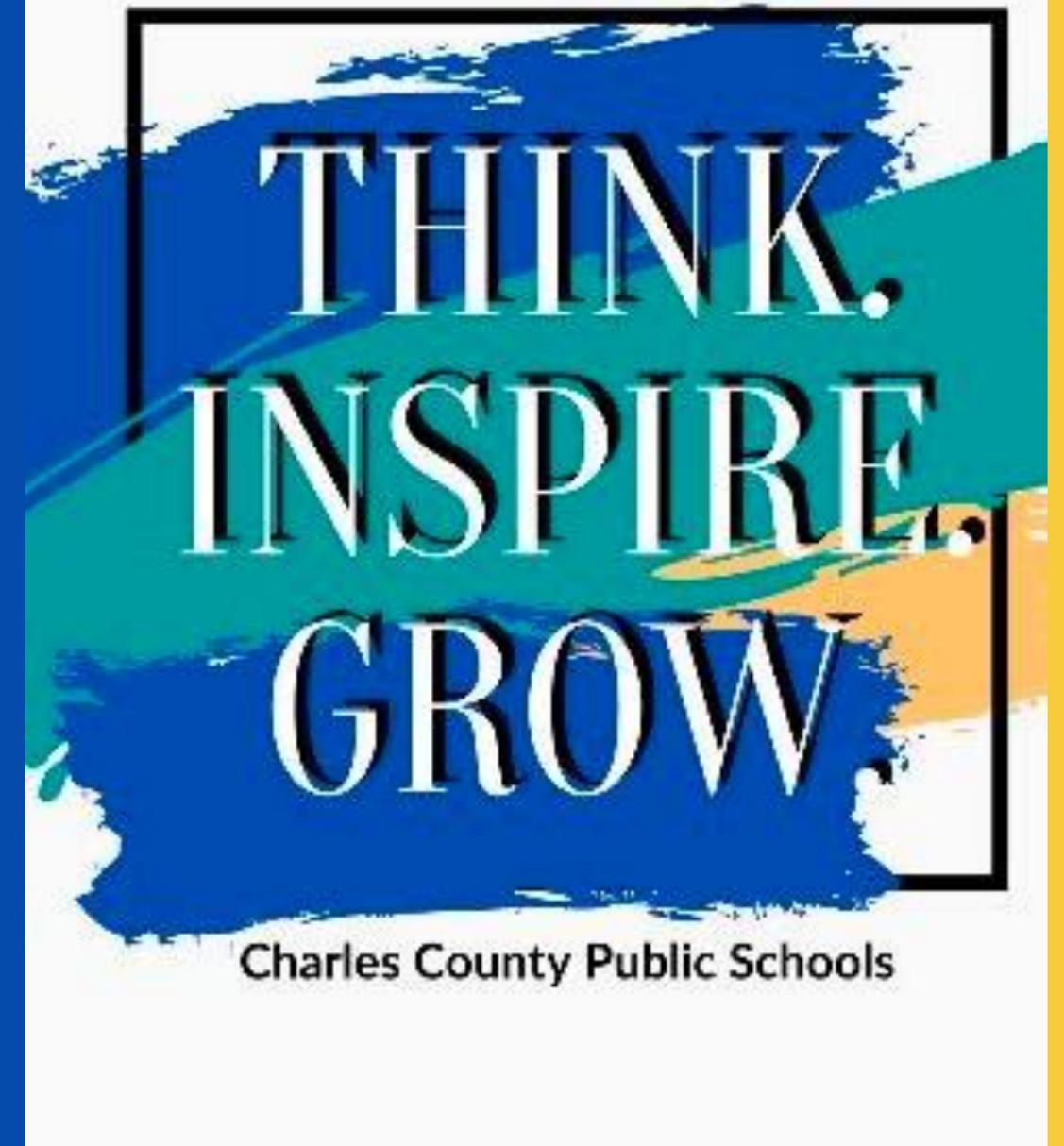
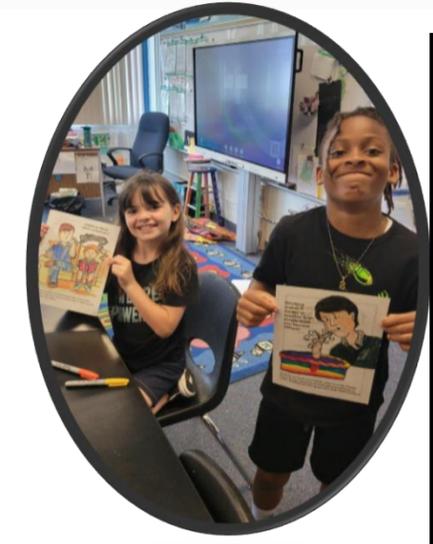


Charles County
Public Schools
School Improvement Plan
Cycle 1

Mt. Hope/Nanjemoy
Elementary

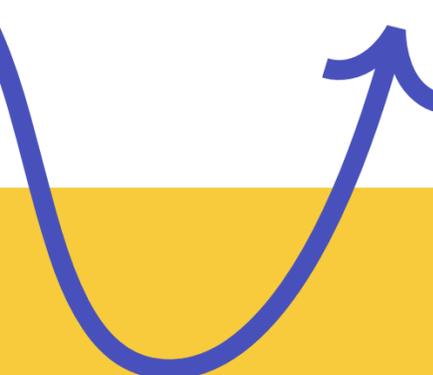


Respecting the past and building the future



Why Continuous School Improvement

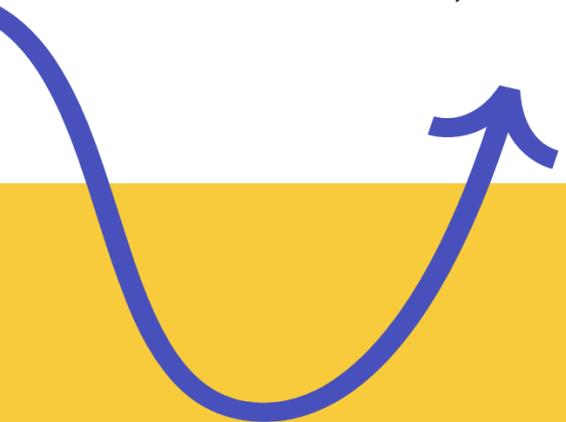
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

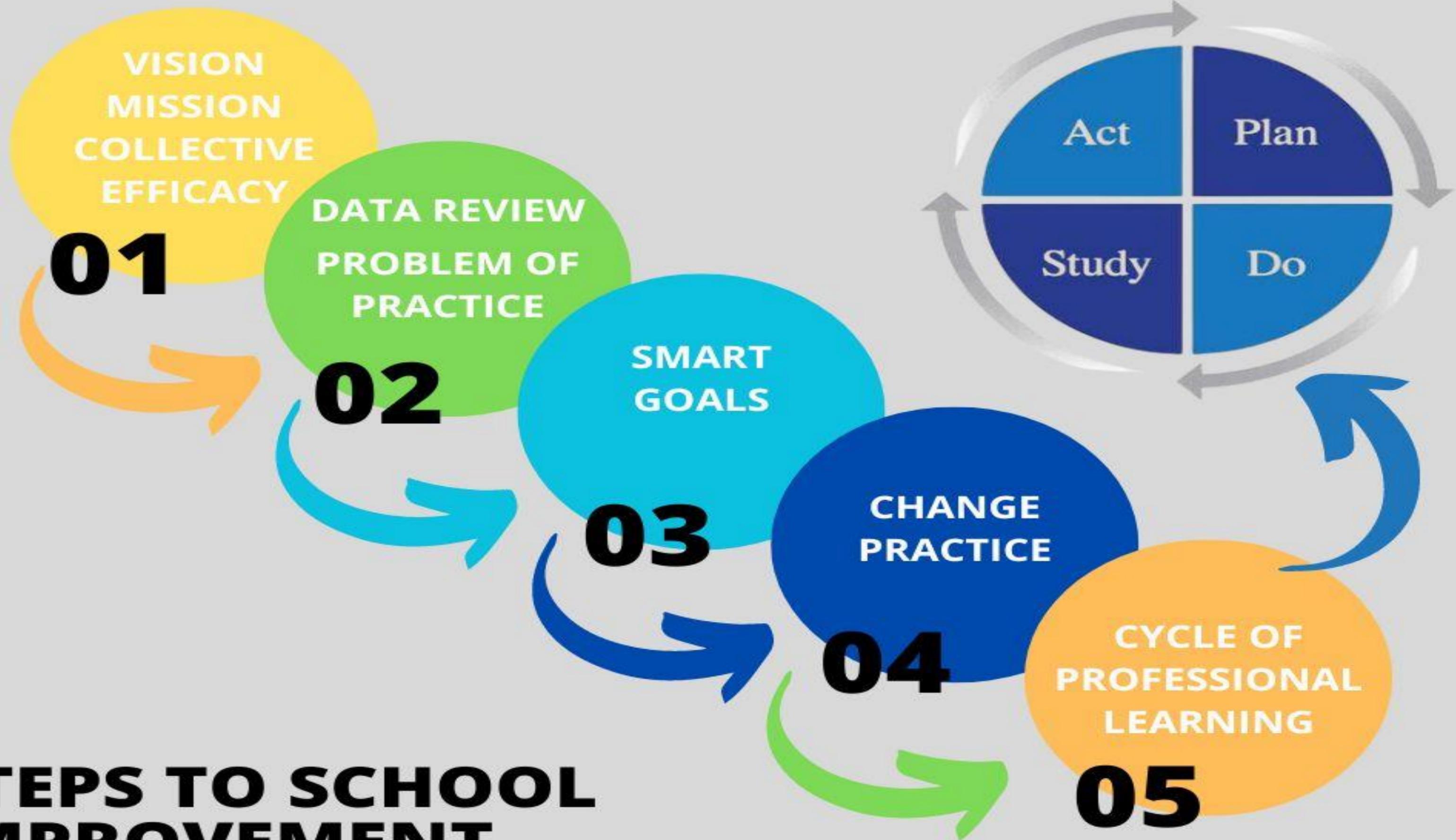
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Insert School Name

Vision, Mission, Collective Efficacy Statements

Vision: Our vision here at Mt. Hope/Nanjemoy Elementary School is lifelong learning for the school community, three-year-olds through adult; expanded early childhood programs; collaborative business partnerships; and an emphasis on advanced technology. This vision is one where everyone is valued, everyone contributes, and everyone is successful.

Mission: We, the staff at Mt. Hope/Nanjemoy Elementary School, fully support the mission statement of the Charles County Public School System: The mission of Charles County Public Schools is to provide an opportunity for all school aged children to receive an academically challenging, quality education that builds character, equips for leadership and prepares for life, in an environment that is safe and conducive to learning.

Collective Efficacy Statement: Mt. Hope/Nanjemoy 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 (school staff) will identify our areas of strength and growth, work collaboratively to plan, implement, and monitor our efforts, celebrate our success, and leave no one (students and adults) behind.



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Area of Focus

Dear Parents and Guardians,

At Mt. Hope/Nanjemoy Elementary School, we are dedicated to helping every student succeed in English Language Arts and Math. Our focus is: on delivering consistent, high-quality instruction aligned with state standards and fostering strong attendance habits. These efforts are key to building a supportive learning environment where students feel confident, engaged, and prepared to reach their full potential.

We believe that when schools and families work together, students thrive. Thank you for partnering with us in your child's educational journey!

Sincerely,

Mt. Hope/Nanjemoy Staff

Data Summary

English Language Arts Data Overview	Mathematics Data Overview
2025 Spring Reading iReady Data: 48% of students on or above grade level (1 st -5 th grade). 40% one year below, 7% 2 years below, 5% 3+ years below.	2025 Spring Math iReady Data: 49% of students on or above grade level (1 st -5 th grade). 39% one year below, 9% 2 years below, 4% 3+ years below.
Reading MCAP Data <ul style="list-style-type: none">• 3rd grade 41% proficient• 4th grade 57% proficient• 5th grade 46% proficient	MCAP Data 24-25 <ul style="list-style-type: none">• 3rd grade-41% proficient• 4th grade-40% proficient• 5th grade-22% proficient
2025 Fall Reading iReady Data: 27% of students on or above grade level (1 st –5 th). 38% one year below, 22% two years below, 12% three years below grade level.	2025 Fall Math iReady Data: 22% of students on or above grade level (1 st – 5 th). 50% one year below, 20% two years below, 8% three years below grade level.
Acadience - SY 24/25 data for rising Kindergarten students / 1st grade SY 25-26 had 52% score high or medium with 48% scoring low.	Students with disabilities performed significantly below their peers causing Mt. Hope/Nanjemoy to be considered a (TSI school) school with targeted improvement in this area.
SY 24-25 EOY Chapter One Reading data kindergarten/first grade: <ul style="list-style-type: none">• K - 51 % of students <i>met or exceeded</i> EOY goal (RFS4)• First - 27 % of students <i>met or exceeded</i> EOY goal (RFS 8)	



School Problem of Practice & Smart Goals

ELA Smart Goal

- **Mt. Hope/Nanjemoy Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 48% to 53%.**

Mathematics Smart Goal

- **Mt. Hope/Nanjemoy Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Math assessment from 34% to 39%.**



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Weekly collaborative planning sessions will be held to ensure standard aligned instruction that will produce increases in student math cool down results as assessed using the MCAP rubric.

Cycle of Professional Learning # 1 Overview

- Standards-aligned Tier I instruction and student reasoning using the Math Language Routine (MLR) and Looking at Student Work (LASW) protocols.



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Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Increased teacher capacity to deliver standards-based, data-driven math instruction.	Growth in student mathematical reasoning and problem-solving.
Model academic language and use of evidence.	At least 50% of students in grades 1–5 will score 2 or 3 on math cooldowns using the MCAP rubric.
Pose prompts requiring students to cite evidence and reasoning.	

Cycle 1: Outcomes

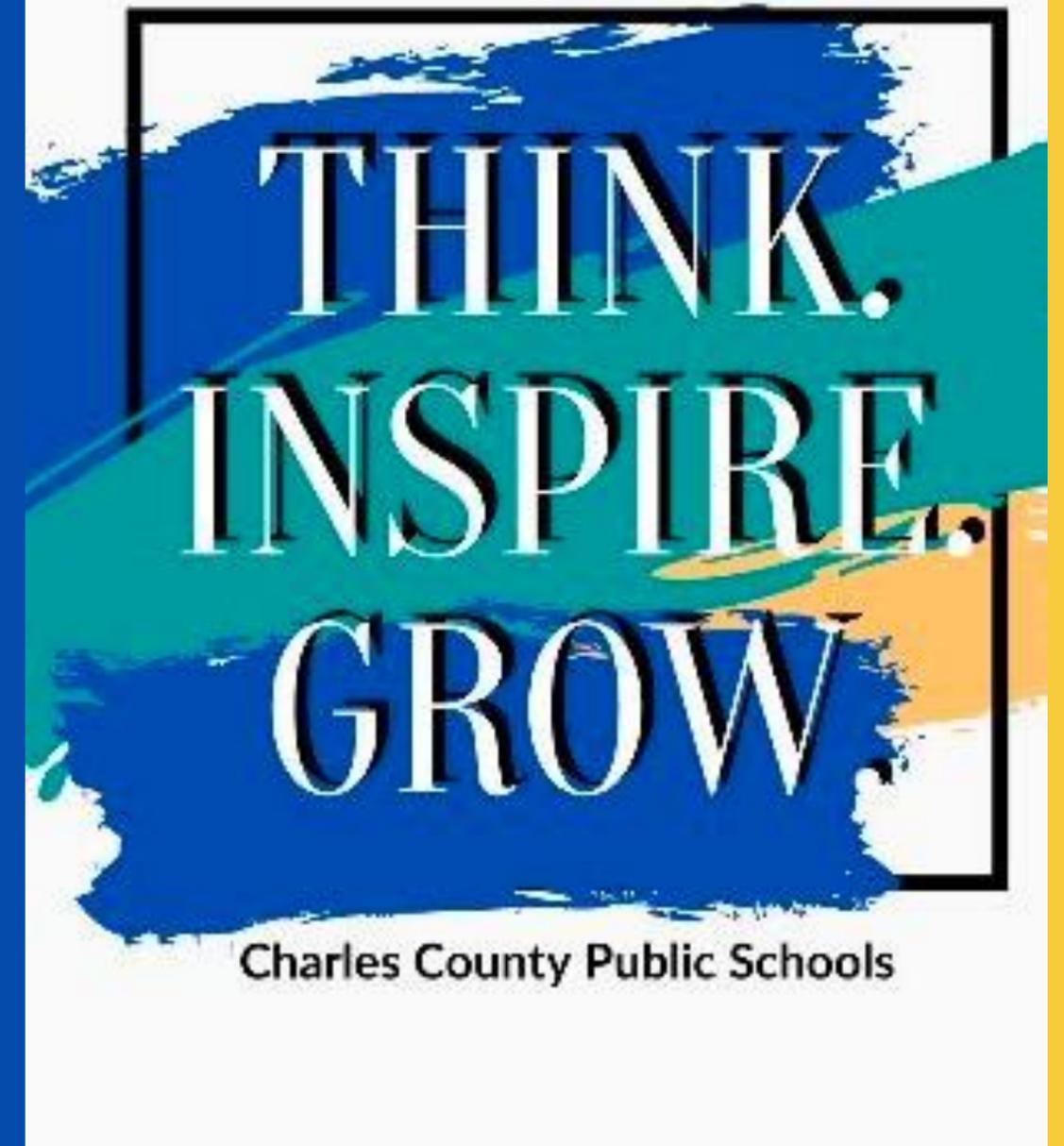
Cycle Areas of Growth	Cycle Celebrations
<p>Use Looking at Student Work (LASW) protocol with the MCAP rubric to measure growth in mathematical reasoning. Students scoring 0 or 1 on baseline cooldowns will improve to 2 or 3 through:</p> <ul style="list-style-type: none">• Math Language Routines (MLR)• Targeted i-Ready math modules• Tiered intervention and reteaching cycles	<ul style="list-style-type: none">• Collaborative planning schedules have been developed to ensure full participation of classroom, special areas, special education and Title I tutors.• Teachers in grades 1-5 have completed two cool downs and reviewed with ILT to score against MCAP Rubric.

Next Step(s):

- We will continue to utilize our walk-through tool to continue to monitor teacher and student growth for Cycle 1.
- Engage PLT in review of Cycle 1 data and conclude Plan-Do-Study-Act (PDSA) process to further improve upon our problem of practice.

Charles County
Public Schools
Culture & Climate Cycle 1

Mt. Hope/Nanjemoy
Elementary



Culture & Climate Overview

<p>Data Overview</p>	<ul style="list-style-type: none">• Reviewed student absences from SY 24-25 and 23-24 and developed Attendance monitoring sheet with tiers 1-3 groups to monitor<ul style="list-style-type: none">• After desegregating attendance data from SY 24-25 and removing Pre-K3 (the current Pre-K4) and 5th grade (currently in middle school)• There were 39/204 or 18.8% of our current students grades K-5 who were chronically absent SY 24-25 (missed 18 or more days during SY 24-25)• There were 165/204 or 81.2% of our current students grades K-5 who missed less than 18 or more days during SY 24-25
<p>Culture & Climate Area of Focus</p>	<p>Eighteen-point eight percent (18.8%) of Mt. Hope/Nanjemoy ES students in grades K-5 were chronically absent during SY 24-25. (39/204)</p>
<p>Smart Goal</p>	<p>Chronic absenteeism and limited SEL programing are impacting student engagement and outcomes at Mt. Hope/Nanjemoy ES. With 18.8% of students in grades K-5 being chronically absent through the targeted actions we will decrease chronic absenteeism by 5% to an overall of 13.8% or less for SY 25-26.</p>

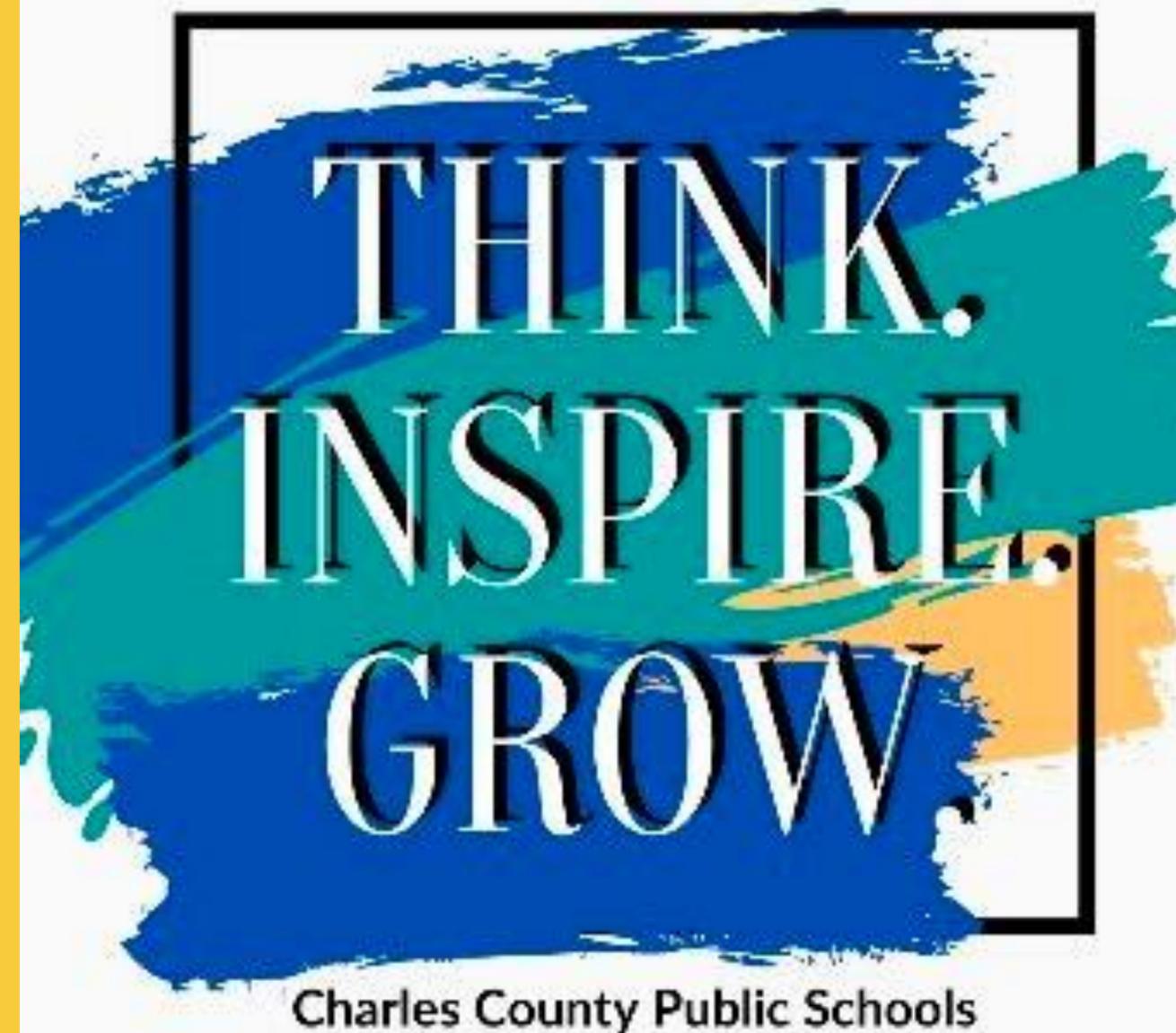
Action Steps

- 1 • Use of Move This World in all classrooms (minimum 3x/week)
- 2 • Culture & Climate Team will meet weekly to review action steps and monitor attendance. Tiered intervention groups for attendance identified and intervention plans. Tier 3 attendance monthly incentives
- 3 • Develop volunteer program
- 4 • Participation in opportunities for community building to boost enthusiasm and increase attendance (Spirit Weeks, Unity Day, etc...)

Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Attendance: Continue to monitor on a weekly, monthly & quarterly attendance data. Students identified as Tier II & III attendance interventions will be monitored through a strengthened monitoring, increase in family communication, and continue to collaborate with team to address barriers.</p> <p>Discipline: Continue to foster positive reinforcement systems, review discipline data at staff meetings, and increase student voice and self-regulation through SEL lessons and reflection strategies.</p> <p>SEL Implementation: Fully implement Move This World three times per week in all classrooms, implement Safe Screenings and Hazel Health referral data as Tier II & III support and monitor staff implementation and student participation.</p>	<p>Attendance: Team meets weekly to review attendance data and students are rewarded weekly during lunch on Friday for 5 days of perfect attendance (Prize Drop Friday). Team has a clear list of students in their Tiered support categories for attendance.</p> <p>Discipline: School-wide discipline data is shared at the 2nd monthly staff meeting.</p> <p>SEL Implementation: Full implementation of Move This World three times per week in all classrooms (91.5% of classrooms have met this goal).</p>

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!