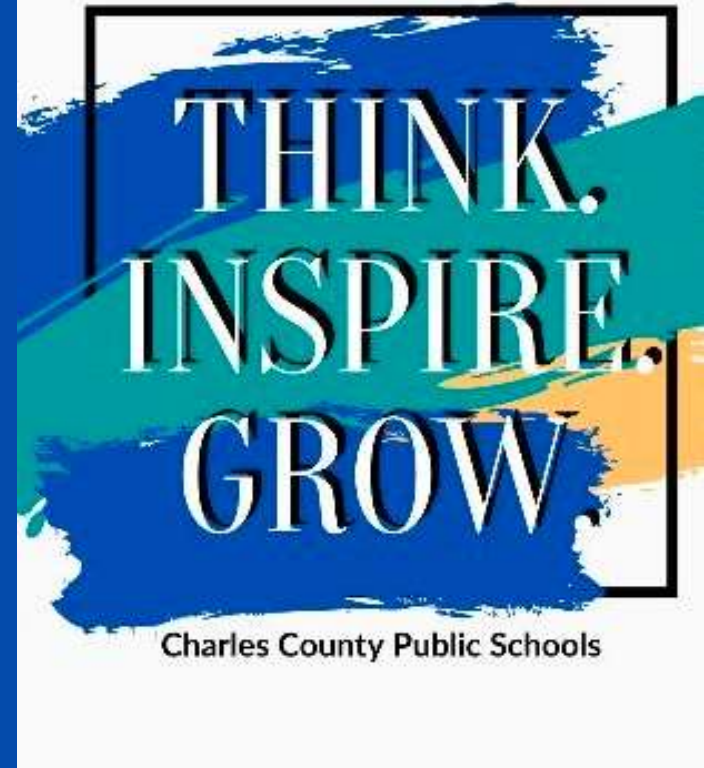


Charles County  
Public Schools  
School Improvement Plan  
Cycle 2

*T.C. Martin Elementary*



# Show your Tiger Pride



*Our Success Story*



**TIGER PRIDE**



**VISION STATEMENT**  
To create a five-star school community where 100% of students are empowered to achieve proficiency or higher in reading and math by the end of 4th grade—while developing their character, full potential and creating their own success paths.



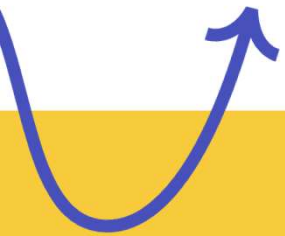
**NO BULLYING ALLOWED**  
© TC MARTIN ELEMENTARY

**THINK. INSPIRE. GROW.**

Charles County Public Schools

# 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.



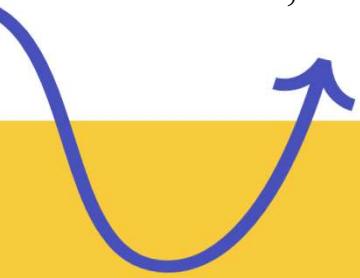
**Charles County**  
Public Schools

*Working together to achieve excellence for every student.*

# Why Continuous School Improvement

**Continuous improvement is based upon three core principles:**

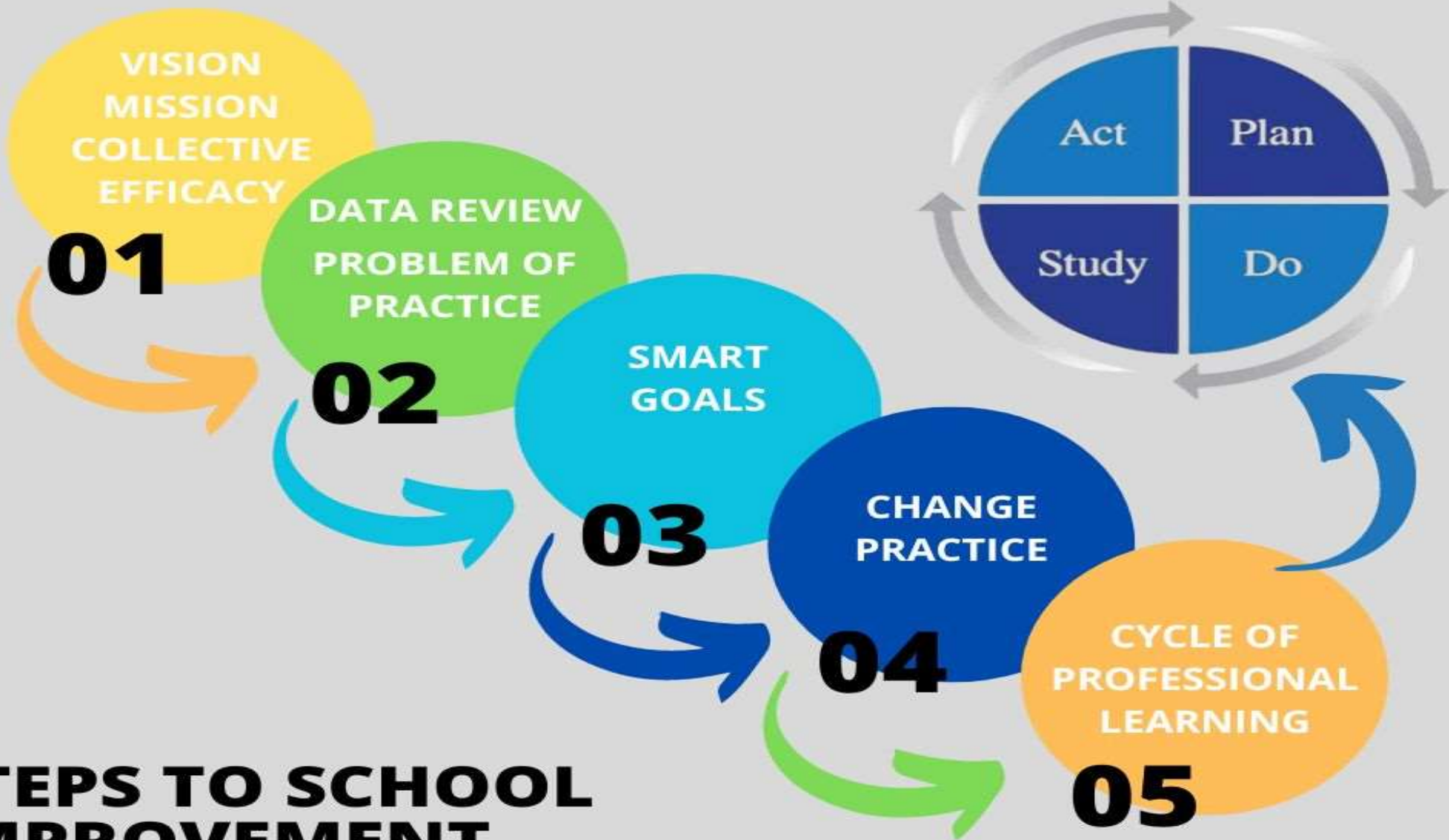
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



**Charles County**  
Public Schools

*Working together to achieve excellence for every student.*

# 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!



Charles County  
Public Schools

*Working together to achieve excellence for every student.*

# 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.



**Charles County**  
Public Schools

*Working together to achieve excellence for every student.*

# Cycle 1: Change Practice & Cycle of Professional Learning

## Change Practice

- Teachers will enhance their questioning and discussion techniques, feedback, and use of academic vocabulary to strengthen students' problem-solving, critical thinking, reasoning, and communication skills, thereby improving written comprehension in reading and math.

## Cycle of Professional Learning # 2 Overview

- Staff will participate in learning to include: strategies for discourse, questioning and feedback, scaffolding and vocabulary, looking at student work and peer observations.

## Cycle 2: 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

## Student Interviews

## Student Actions

## GUIDED VISIT HIGHLIGHTS



### STUDENT INTERVIEWS

- 69% of students interviewed could tell **what they were learning** (showing an understanding of learning goals)
- 44% of students could tell **why they were learning it** (real world application or why it is useful)
- 26% of students could tell **how they will know they have learned it** (can show or describe a strategy to get the correct answer)
- \*Students knew where to look for learning goals.
- \*Primary students could tell you more about learning goals than intermediate students.
- \*Students could tell **what** they were doing but had difficulties connecting to learning.

### TEACHER ACTIONS

- Teacher begins to establish discourse routines in 73% of classrooms.
- Scaffolding/differentiation is being used to address learning needs (levels of questioning, modified work, manipulatives, graphic organizers) in 65% of classrooms.
- **Discourse** is present, **academic vocabulary** is lacking.
- Evident that learning goals are posted and students are engaged.

### STUDENT ACTIONS

- Student discourse is present in 85% of classrooms.
- Students are asking questions/discussing ideas and collaborating with peers/teacher in 70% of classrooms.
- Turn and talk, table discussions, and peer praise observed.

- Do we discuss success criteria with students?
- How can we increase discourse with our scripted programs?
- How can we increase peer discussions during whole group discussions?

## NEXT STEPS

Last Year's Guided Visit 24-25	This Year's Guided Visit 25-26
58% of students could tell you <b>what</b> they were learning.	69% of students could tell you <b>what</b> they were learning.
35% of students could tell you <b>why</b> they were learning it.	44% of students could tell you <b>why</b> they were learning it.
35% of students could tell you <b>how</b> they will know they have learned it.	26% of students could tell you <b>how</b> they will know they have learned it.

## Teacher Actions

Last Year's Guided Visit 24-25	This Year's Guided Visit 25-26
Teacher to student discourse was <u>evident</u> in 85% of classrooms visited.---	Teacher discourse routines were <u>established</u> in 73% of classrooms visited.---
Scaffolding was <u>being used</u> in 75% of classrooms visited.---	Scaffolding was <u>being used</u> in 65% of classrooms visited.---
Evident that student discourse is an expectation.	Discourse is present, use of academic vocabulary is lacking.---

Last Year's Guided Visit 24-25	This Year's Guided Visit 25-26
Student to student discourse was <u>evident</u> in 50% of classrooms visited.---	Student to student discourse is present in 85% of classrooms visited.---
Students were asking questions in 45% of classrooms.---	Students were asking questions/discussing ideas and collaborating with peers/teacher in 70% of classrooms.---
Turn and talk, think-pair-share, and partner work were discourse strategies <u>observed</u> .---	Turn and talk, table discussions, and peer praise were observed.---

## Cycle 1: Outcomes

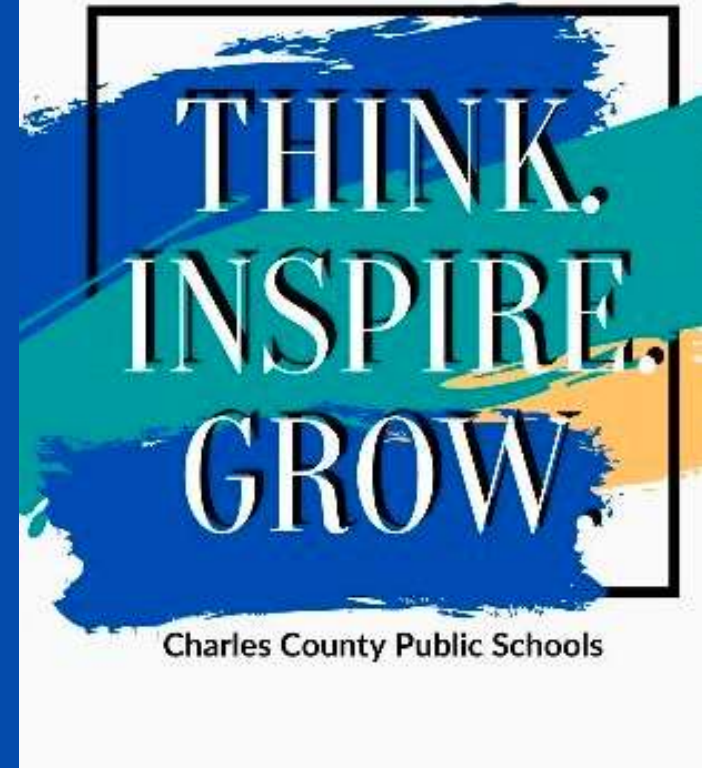
Cycle Areas of Growth	Cycle Celebrations
<p>Flexibility in approach to ensure consistency and create meaning in our daily practice. For this cycle we are focused on clarity and coherence forward.</p>	<p>Successful completion of Cycle One guided visit (details previous slide) provided context and depth towards our approaches and strategies for cycle two. We are adapting coherence and alignment to our overall change practice and ensuring all staff has understanding and buy-in towards our work.</p>

### Next Steps

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

Charles County  
Public Schools  
Culture & Climate Cycle 2

*T.C. Martin Elementary*



# Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Increase in referrals in the area of threats (Sept.-Dec. 2025) at the primary (K – 2) grade level. Providing ongoing grade level assemblies to establish expectations and strategies for students in need of behavioral support.</p>	<p>Monthly discipline committee meetings to review data. Monthly parent newsletter updates to include discipline data (previous slide) and strategies for families to reinforce positive behavior.</p>

## Next Steps

- Continued data tracking and review with all stakeholders.

# Cycle 1 - Discipline Data Overview Sept – Dec 2025

## Discipline Student Incident by Grade Level Sept - Oct 2025

GRADE	MAJOR_MINOR	NUMBER OF STUDENTS	VIOLATIONS	LOCATION OF INFRACTION
02	Major	1	Major Physical Attack on Adult	Classroom
05	Major	1	Major Disrespect	Classroom
04	Major	2	Major Physical Attack on Student	Bus
05	Major	1	Major Disruption and Major Disrespect	Classroom
		<b>Total Number of Students: 5</b>		

## Discipline Student Incident by Grade Level Oct – Nov 2025

GRADE	MAJOR_MINOR	NUMBER OF	VIOLATIONS	LOCATION
01	Major	1	Major Disruption	Classroom
01	Major	1	Major Physical Attack on Student	Cafeteria
02	Major	1	Major Physical Attack on Adult	Classroom
			Major Physical Attack on Student	Classroom
03	Major	1	Major Verbal/Physical Gestures Threatening Student	Hallway
			Major Verbal/Physical Gestures Threatening Student	Hallway
03	Major	1	Student	Classroom
			Major Verbal/Physical Gestures Threatening Student	Classroom
03	Major	1	Student	Classroom
05	Major	1	Major Physical Attack on Student	Hallway
			Major Verbal/Physical Gestures Threatening Student	Classroom
05	Major	1	Student - Verbal or written threat to student	Classroom
05	Major	1	Major Physical Attack on Student	Cafeteria
KD	Major	1	Major Physical Attack on Student	Classroom
KD	Major	1	Major Physical Attack on Student	Recess
				Classroom and Hallway
KD	Major	1	Major Physical Attack on Adult	Hallway
			Major Physical Attack on Student	Hallway
PD4	Major	1	Major Physical Attack on Student	Classroom
		<b>Total Number of Student: 13</b>		

## Discipline Student Incident by Grade Level Nov – Dec 2025

GRADE	MAJOR_MINOR	NUMBER OF STUDENTS	VIOLATIONS	LOCATION OF INFRACTION
01	Major	1	Major Disruption - Persistently distracts from learning environment	Classroom
04	Major	1	Major Disrespect	Classroom
04	Major	2	Major Fighting	Classroom
04	Major	1	Major Disrespect	Classroom
			Major Disrespect - Major/repeated Intentional Offensive Gestures/Comm	Classroom
05	Major	2	Major Disruption	Classroom
05	Major	1	Major Physical Attack on Adult	Classroom
			Major Disruption	Bus
KD	Major	1	Major Physical Attack on Student	Classroom
KD	Major	1	Major Physical Attack on Student	Classroom
PD4	Major	1	Major Disruption	Bus
		<b>Total number of students: 11</b>		

Details of our discipline data can also be found on our parent newsletters located here:

<https://app.smore.com/n/bgf36t>



# 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

Host monthly discipline review committee meetings to review and address trends in discipline data.

2

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

3

Provide ongoing behavior expectation updates to students via PBIS

4

Provide monthly discipline updates and survey via newsletter to parent stakeholder community.

THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



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