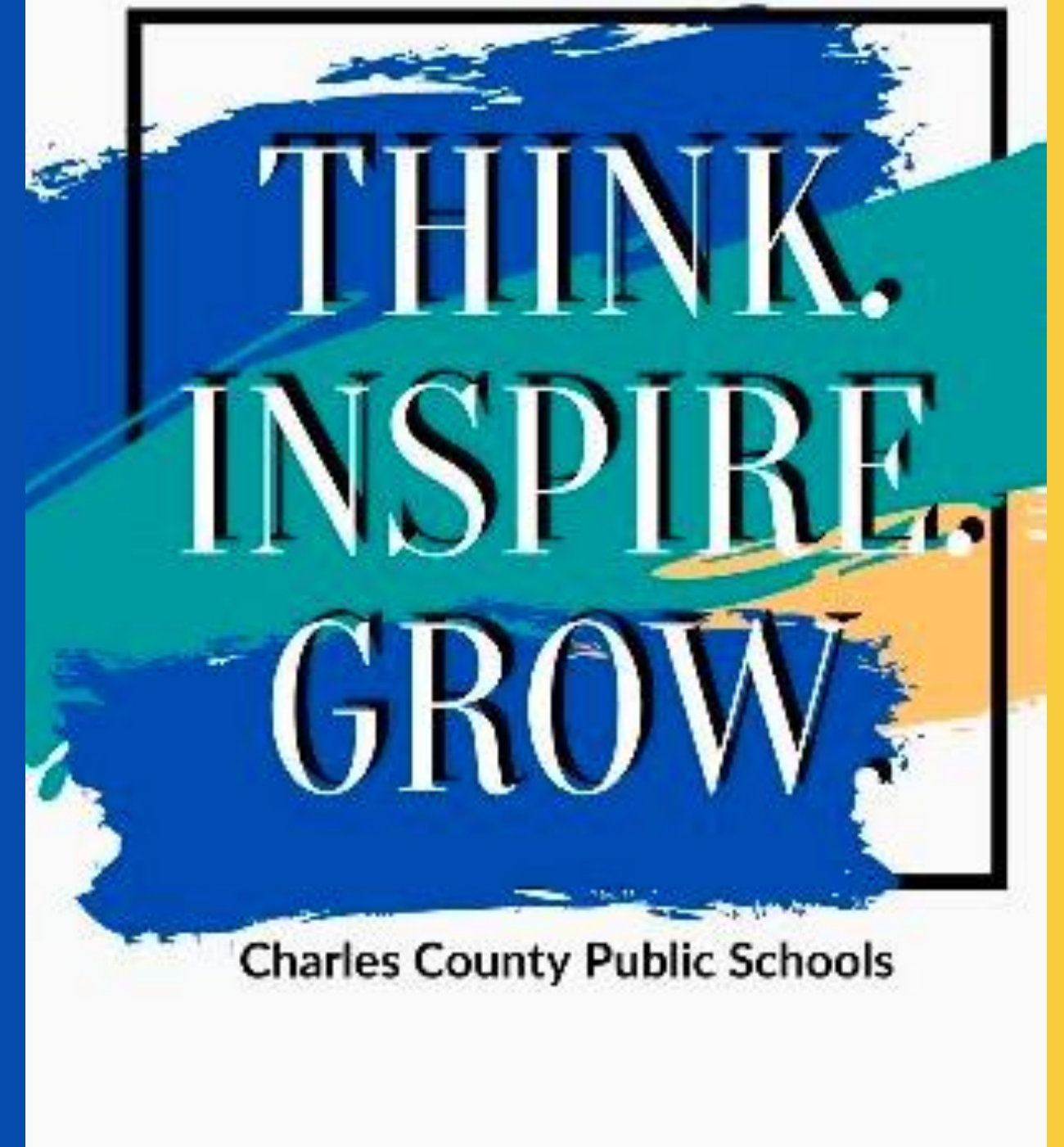
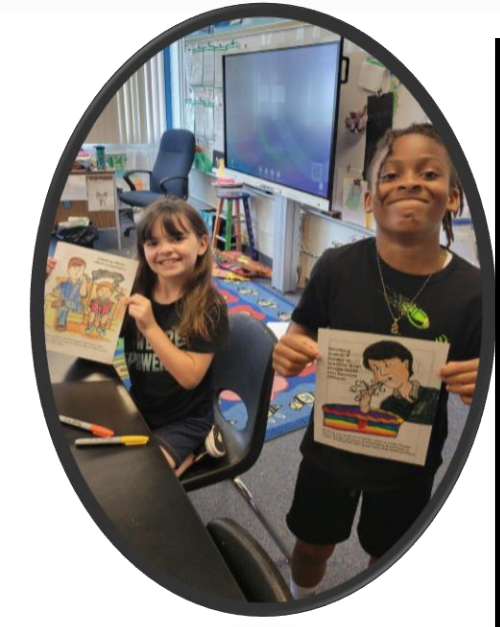


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School Improvement Plan  
Cycle 1

Mt. Hope/Nanjemoy  
Elementary

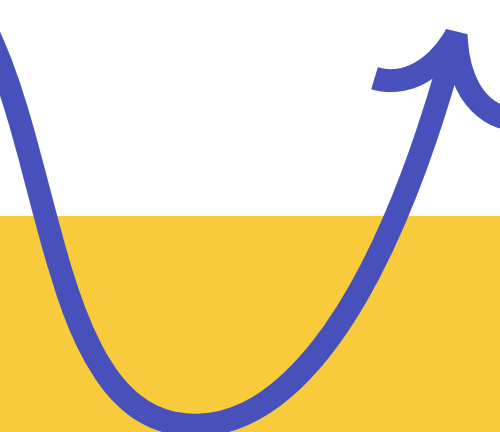


# Respecting the past and building the future



# 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.



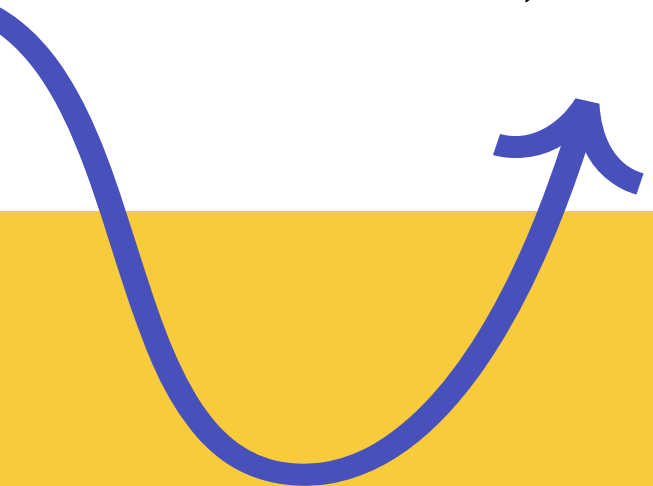
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# Why Continuous School Improvement

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

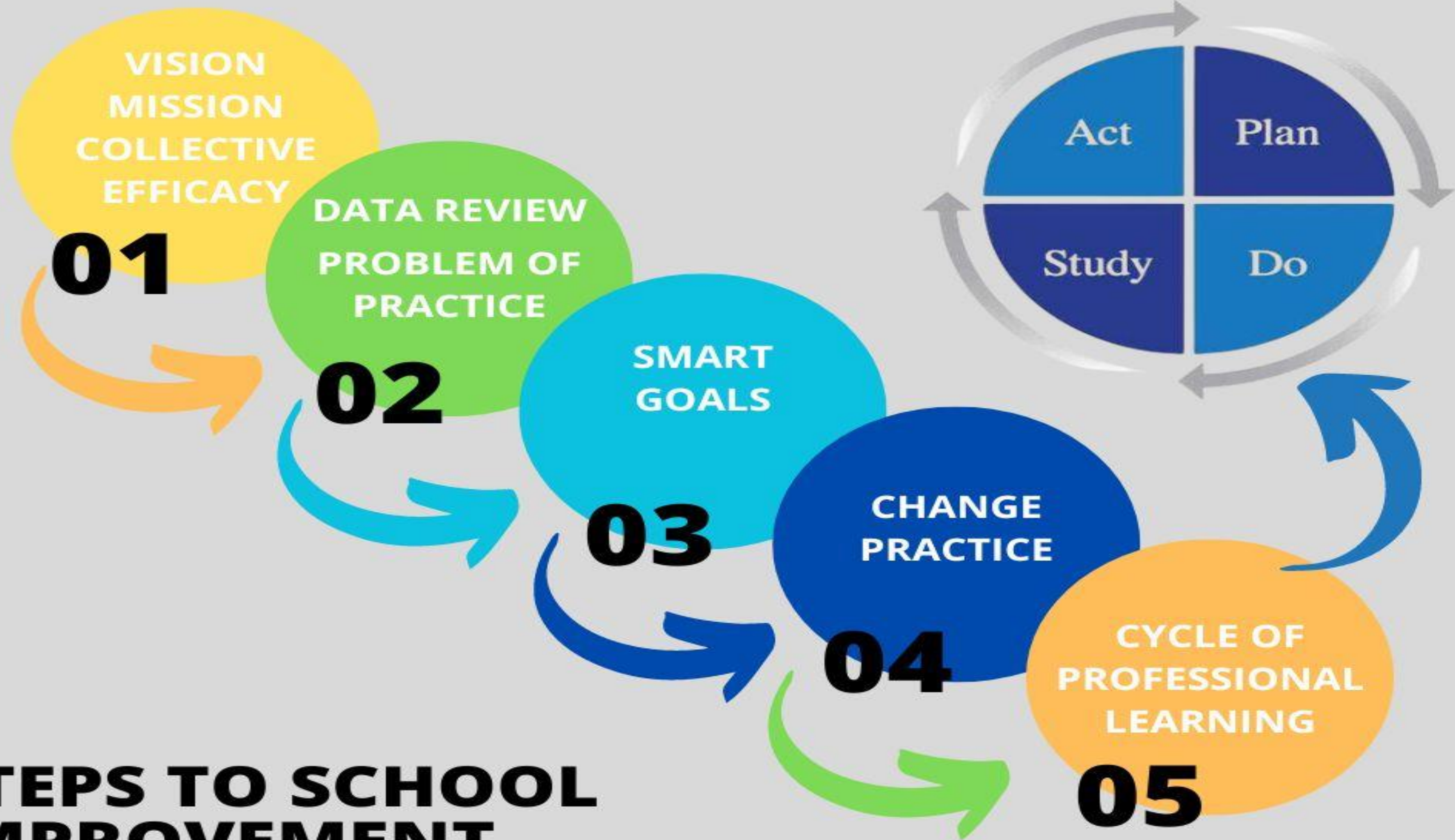
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence 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:** 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
<b>2025 Spring Reading iReady Data:</b> 48% of students on or above grade level (1 <sup>st</sup> -5 <sup>th</sup> grade). 40% one year below, 7% 2 years below, 5% 3+ years below.	<b>2025 Spring Math iReady Data:</b> 49% of students on or above grade level (1 <sup>st</sup> -5 <sup>th</sup> grade). 39% one year below, 9% 2 years below, 4% 3+ years below.
<b>Reading MCAP Data</b> <ul style="list-style-type: none"><li>• 3<sup>rd</sup> grade 41% proficient</li><li>• 4<sup>th</sup> grade 57% proficient</li><li>• 5<sup>th</sup> grade 46% proficient</li></ul>	<b>MCAP Data 24-25</b> <ul style="list-style-type: none"><li>• 3<sup>rd</sup> grade-41% proficient</li><li>• 4<sup>th</sup> grade-40% proficient</li><li>• 5<sup>th</sup> grade-22% proficient</li></ul>
<b>2025 Fall Reading iReady Data:</b> 27% of students on or above grade level (1 <sup>st</sup> –5 <sup>th</sup> ). 38% one year below, 22% two years below, 12% three years below grade level.	<b>2025 Fall Math iReady Data:</b> 22% of students on or above grade level (1 <sup>st</sup> – 5 <sup>th</sup> ). 50% one year below, 20% two years below, 8% three years below grade level.
<b>Acadience - SY 24/25 data for rising Kindergarten students / 1<sup>st</sup> grade SY 25-26 had 52% score high or medium with 48% scoring low.</b>	<b>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.</b>
<b>SY 24-25 EOY Chapter One Reading data kindergarten/first grade:</b> <ul style="list-style-type: none"><li>• K - 51 % of students <i>met or exceeded</i> EOY goal (RFS4)</li><li>• First - 27 % of students <i>met or exceeded</i> EOY goal (RFS 8)</li></ul>	



# 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

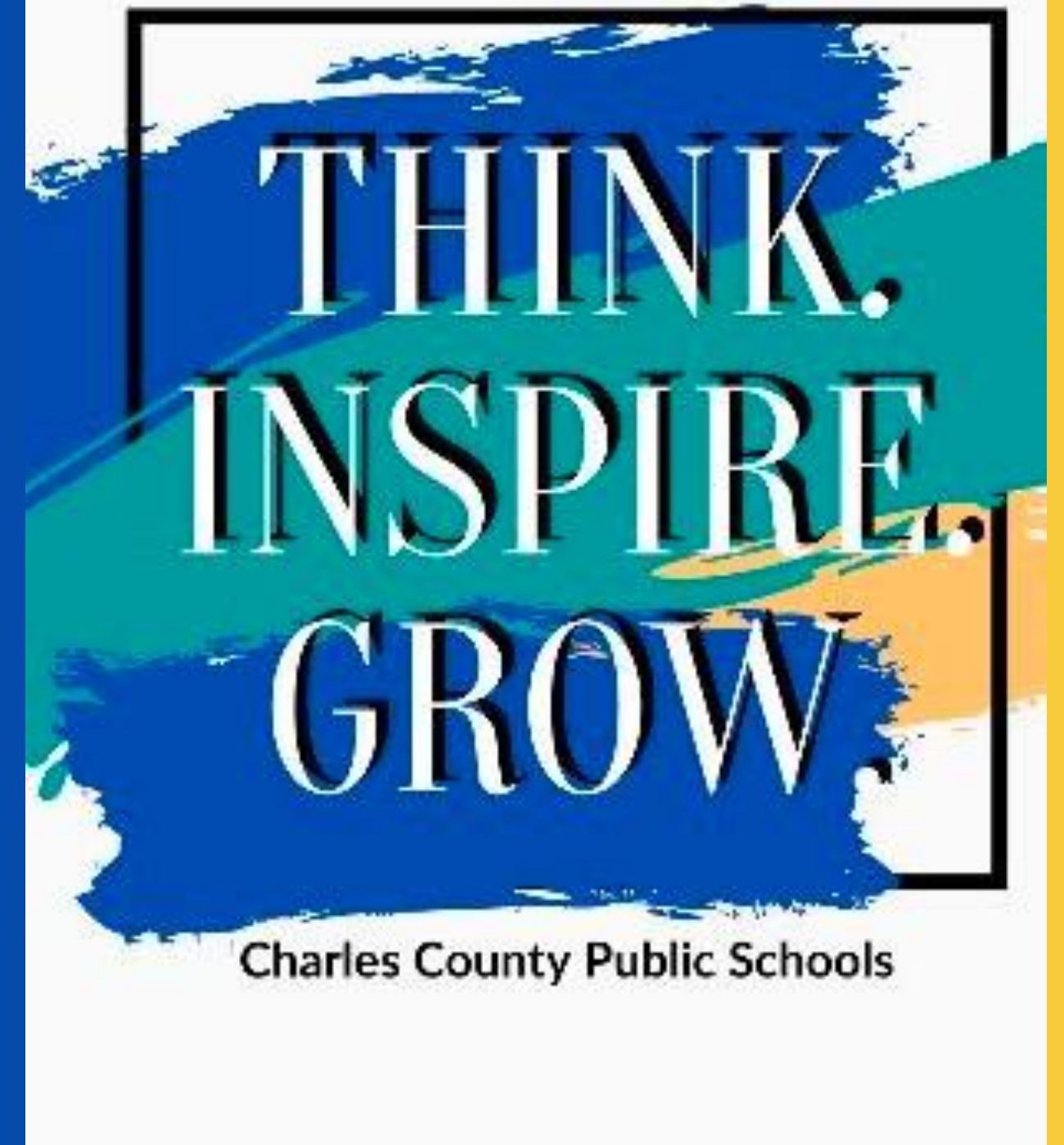
Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none"><li>• Data collected from teachers regarding cool down scores indicates the goal wasn't being met and adjustments were made to the cool down process so that we would be analyzing the same cool down in a "pre/post" measurement.</li><li>• Collaborative planning meetings have been revamped to one hour every other week (reading &amp; math rotation) beginning in cycle 2 with special areas teachers meeting as a group now twice a month on Mondays.</li></ul>	<ul style="list-style-type: none"><li>• Collaborative planning schedules have been developed to ensure full participation of classroom, special areas, special education and Title I tutors.</li><li>• Teachers in grades 1-5 have completed two cool downs and reviewed with ILT to score against MCAP Rubric.</li><li>• The 3rd and 5th grades have both scored in the top five school results for Charles County on the first quarter common assessments in both math and reading. Scoring first in one of the two subject areas county-wide and no less than fifth in the other.</li><li>• 100% of fifth grade classrooms achieved the growth goals from baseline to final cooldown completion</li></ul>

## Next Step(s):

- Incorporate the use of writing standard ten throughout all content areas during the next cycle.
- Update our walk-thorough document to match our new change school-wide change 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"><li>• Reviewed student absences from SY 24-25 and 23-24 and developed Attendance monitoring sheet with tiers 1-3 groups to monitor</li><li>• After desegregating attendance data from SY 24-25 and removing Pre-K3 (the current Pre-K4) and 5th grade (currently in middle school)</li><li>• 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)</li><li>• 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</li></ul>
<p>Culture &amp; Climate Area of Focus</p>	<ul style="list-style-type: none"><li>• Eighteen-point eight percent (18.8%) of Mt. Hope/Nanjemoy ES students in grades K-4 were chronically absent during SY 24-25. (39/204)</li></ul>
<p>Smart Goal</p>	<ul style="list-style-type: none"><li>• 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-4 (SY 24-25) 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.</li></ul>

# 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><b>Attendance:</b> Continue to monitor on a weekly, monthly &amp; quarterly attendance data. Students identified as Tier II &amp; 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><b>Discipline:</b> 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><b>SEL Implementation:</b> Consistently implementing Move This World three times per week in all classrooms, implement Safe Screenings and Hazel Health referral data as Tier II &amp; III support and monitor staff implementation and student participation. Continue to deliver counseling lessons to classrooms monthly</p>	<p><b>Attendance:</b> Comparing overall average percentage of schoolwide attendance data from SY 24-25 to 25-26 as of December 31st: Dec 2024: 92.32 attendance rate Dec 2025: 92.96 attendance rate An overall increase in attendance: <b>+0.64 percent</b></p> <p><b>SEL Implementation:</b></p> <ul style="list-style-type: none"><li>• Overall discipline referrals have increased by 22 from the same time last school year end of December.</li><li>• Full implementation of MTW in kindergarten through fifth grade</li><li>• Nine referrals to Center for Children</li><li>• One Hazel Health referral</li><li>• STAR Students and staff celebrated monthly as voted on by staff</li></ul> <p><b>Community School Implementation (year 1):</b></p> <p style="text-align: center;"><u>Volunteer Impact (since September):</u></p> <ul style="list-style-type: none"><li>• Community School volunteer hours: <b>252</b></li><li>• Schoolwide volunteer hours: <b>586</b></li></ul> <p style="text-align: center;"><u>Individuals Served in the Community School Resource Center:</u></p> <ul style="list-style-type: none"><li>• October: <b>201</b></li><li>• November: <b>570</b></li><li>• December: <b>450</b></li></ul>

THANK  
YOU FOR  
REVIEWING  
OUR PLAN!



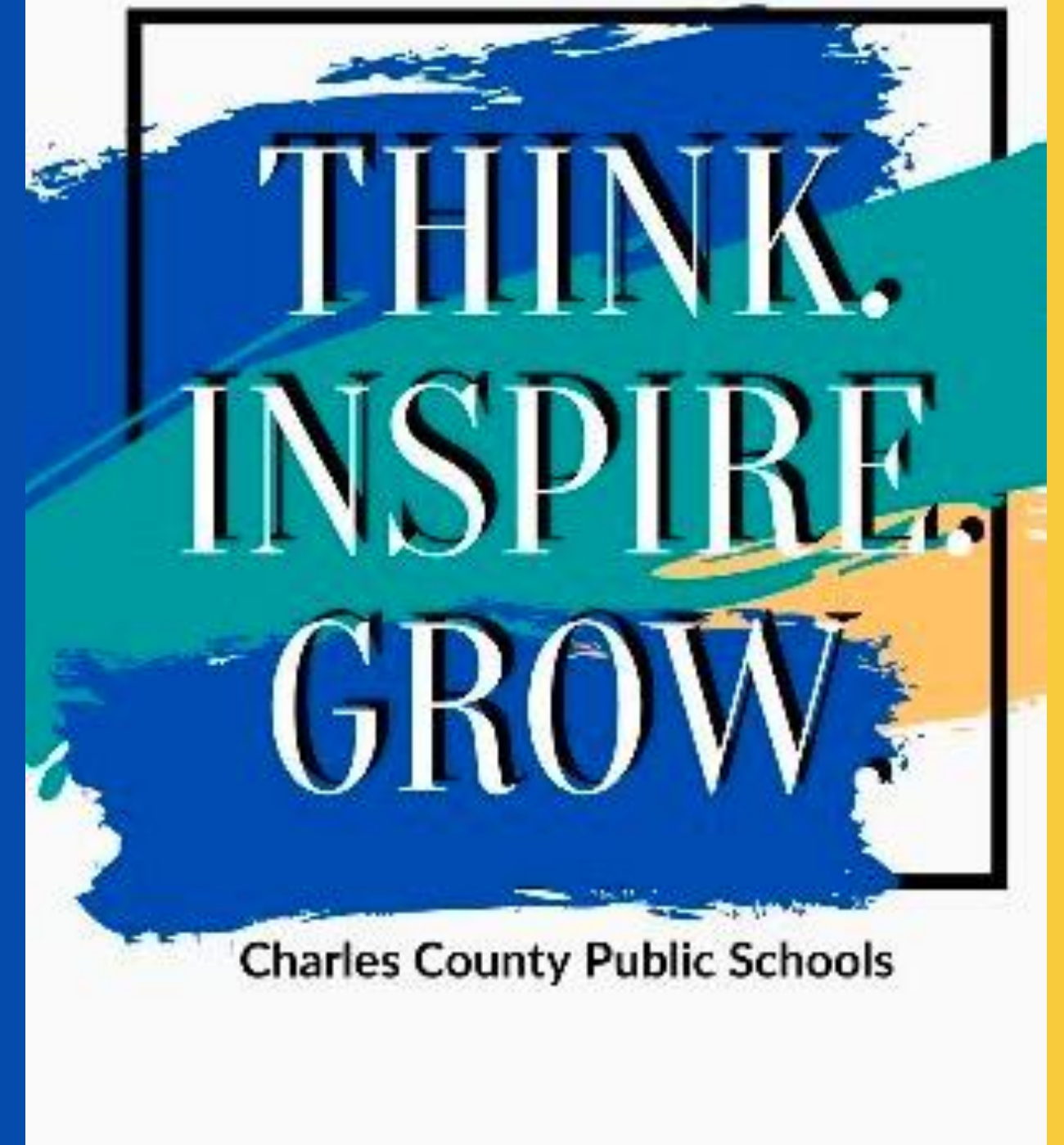
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School Improvement Plan  
Cycle 2

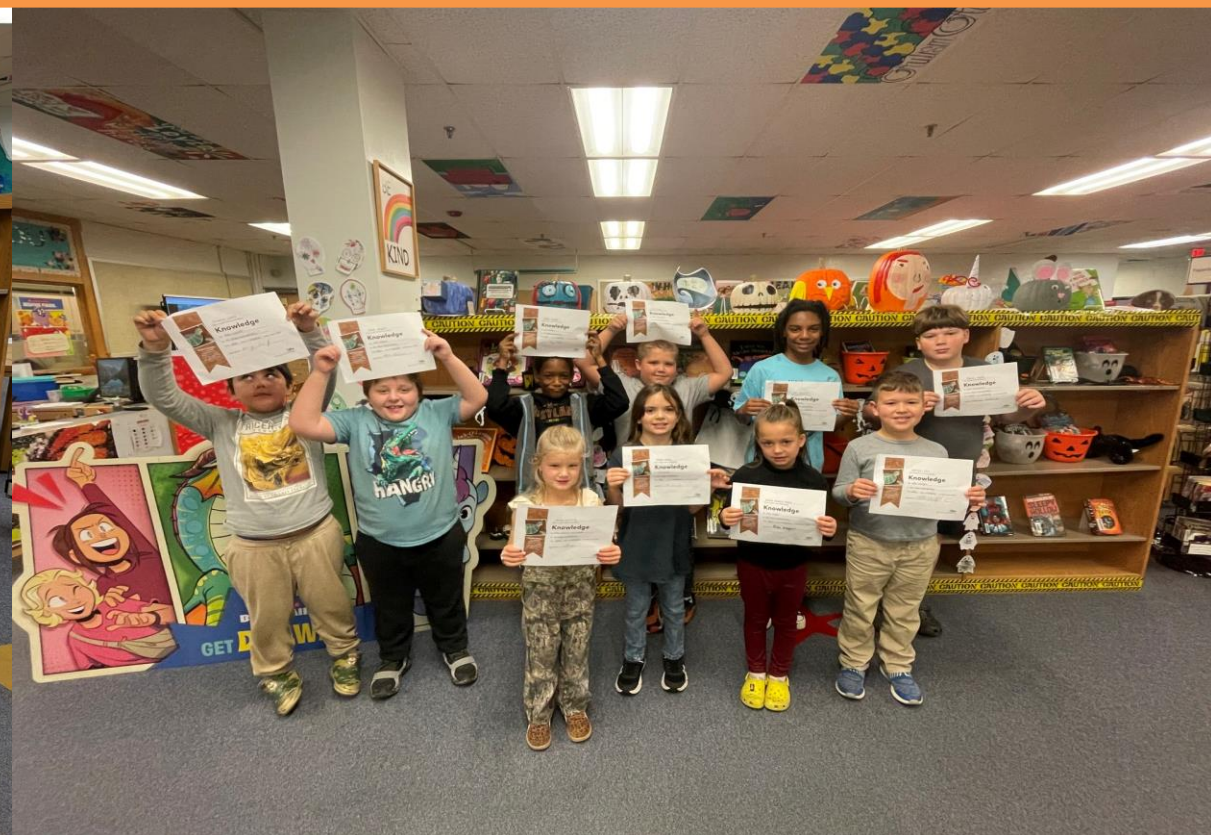
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Elementary



# Respecting the past and building the future



★★★★ STAR Students ★★★★★



# Cycle 2: Change Practice & Cycle of Professional Learning

## Change Practice

- The change practice is the implementation of schoolwide writing routines aligned to Writing Standard 10, ensuring students write routinely over short and extended time frames across disciplines. This practice will be planned, implemented, and monitored through a Cycle of Professional Learning through Collaborative Planning.

## Cycle of Professional Learning # 2 Overview

- We are adopting & continuing the practices from Cycle 1 with math, looking at student cooldowns (pre/post) and adding a focus on student independence through productive struggle.
- We will implement school wide focus on Writing Standard 10 to build stamina, clarity, and ownership as writers, resulting in improved academic achievement across content areas

# Cycle 2: 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	At least 50% of students in grades 1–5 will score 2 or 3 on math cooldowns using the MCAP rubric.
Plan writing opportunities throughout all subject areas	Students will write routinely across subjects
Design short and extended writing tasks	Students will demonstrate how to revise and reflecting on their writing
Explicitly teaching purpose and audience	Students can explain their writing purpose



# Cycle 2: Outcomes

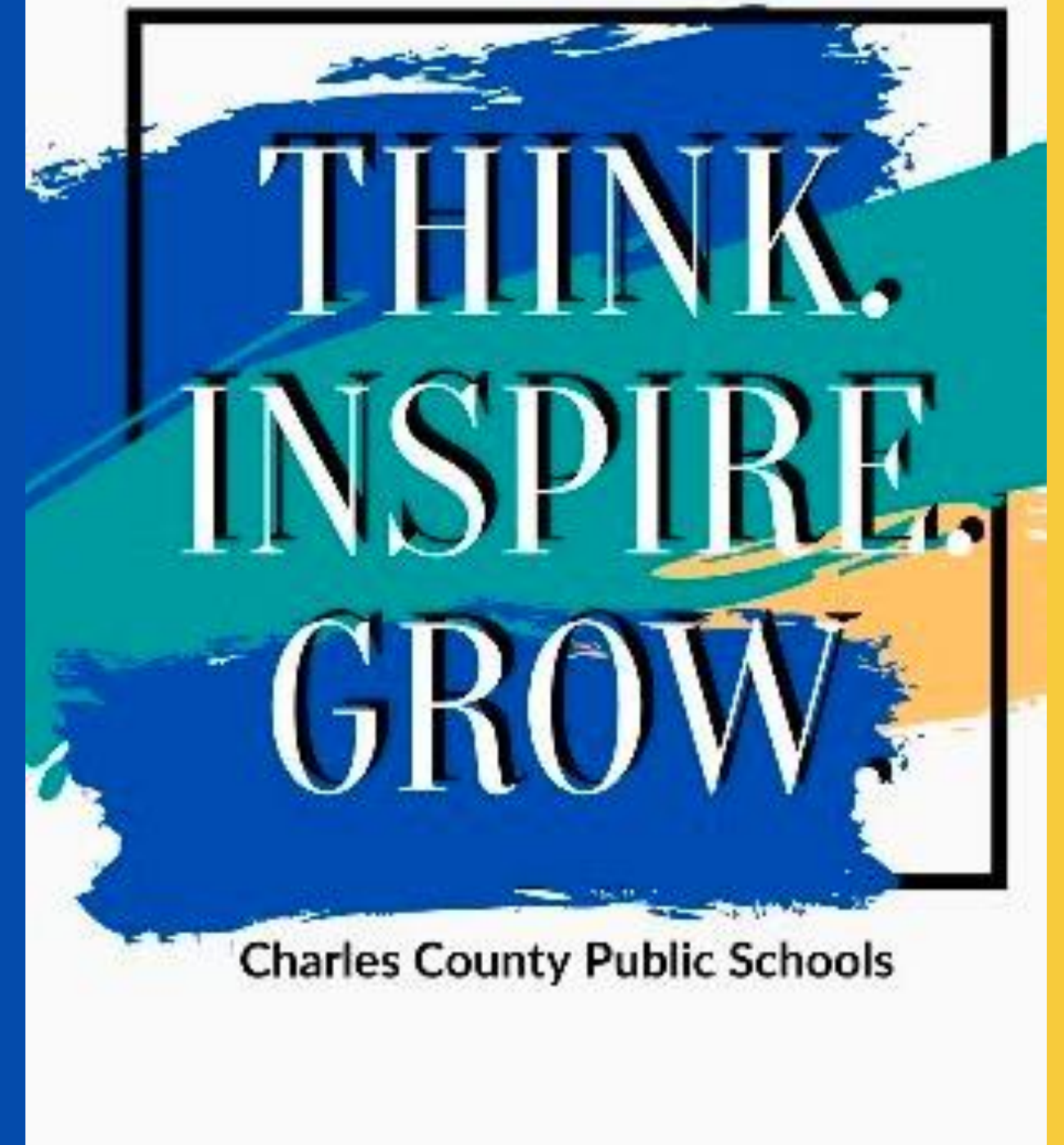
Cycle Areas of Growth	Cycle Celebrations

## Next Steps

- Insert next steps based upon the findings ....

Charles County  
Public Schools  
Culture & Climate Cycle 2

Mt. Hope/Nanjemoy  
Elementary



# Culture & Climate Overview

Data Overview	<ul style="list-style-type: none"><li>• ATD Synergy report</li><li>• Overall discipline referral report</li><li>• Counselor data on Center for Children/Hazel Health referrals</li></ul>
Culture & Climate Area of Focus	Eighteen-point eight percent (18.8%) of Mt. Hope/Nanjemoy ES students in grades K-4 were chronically absent during SY 24-25. (39/204)
Smart Goal	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.

# Action Steps

1

Establish CICO groups for Tier III attendance students as defined as missing 7 or more days as of 12/31/25.

2

Continue attendance incentives for students:

- Weekly prize drop(individual)
- Grade level (monthly)
- School-wide (quarterly)
- Tier III students (monthly)
- Full implementation of [CCPS Attendance Policy](#)

3

Classroom teachers will continue to implement MTW three times per week.

4

Continue to build on your Community School efforts to meet or exceed year one expectations.

# Culture & Climate Cycle 2: Outcomes

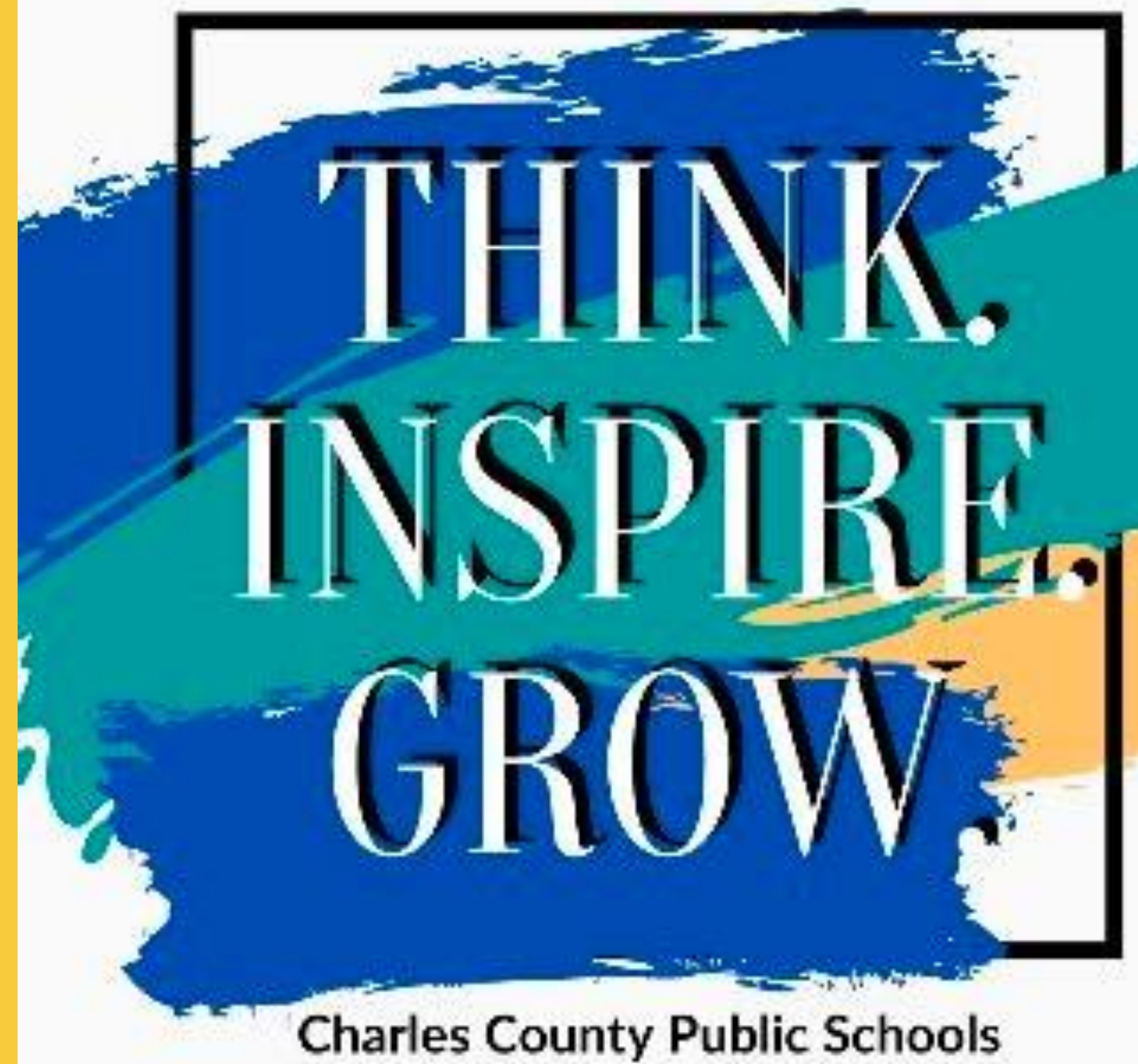
Cycle Areas of Growth	Cycle Celebrations

## Next Steps

- Insert next steps based upon the findings ....



THANK  
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