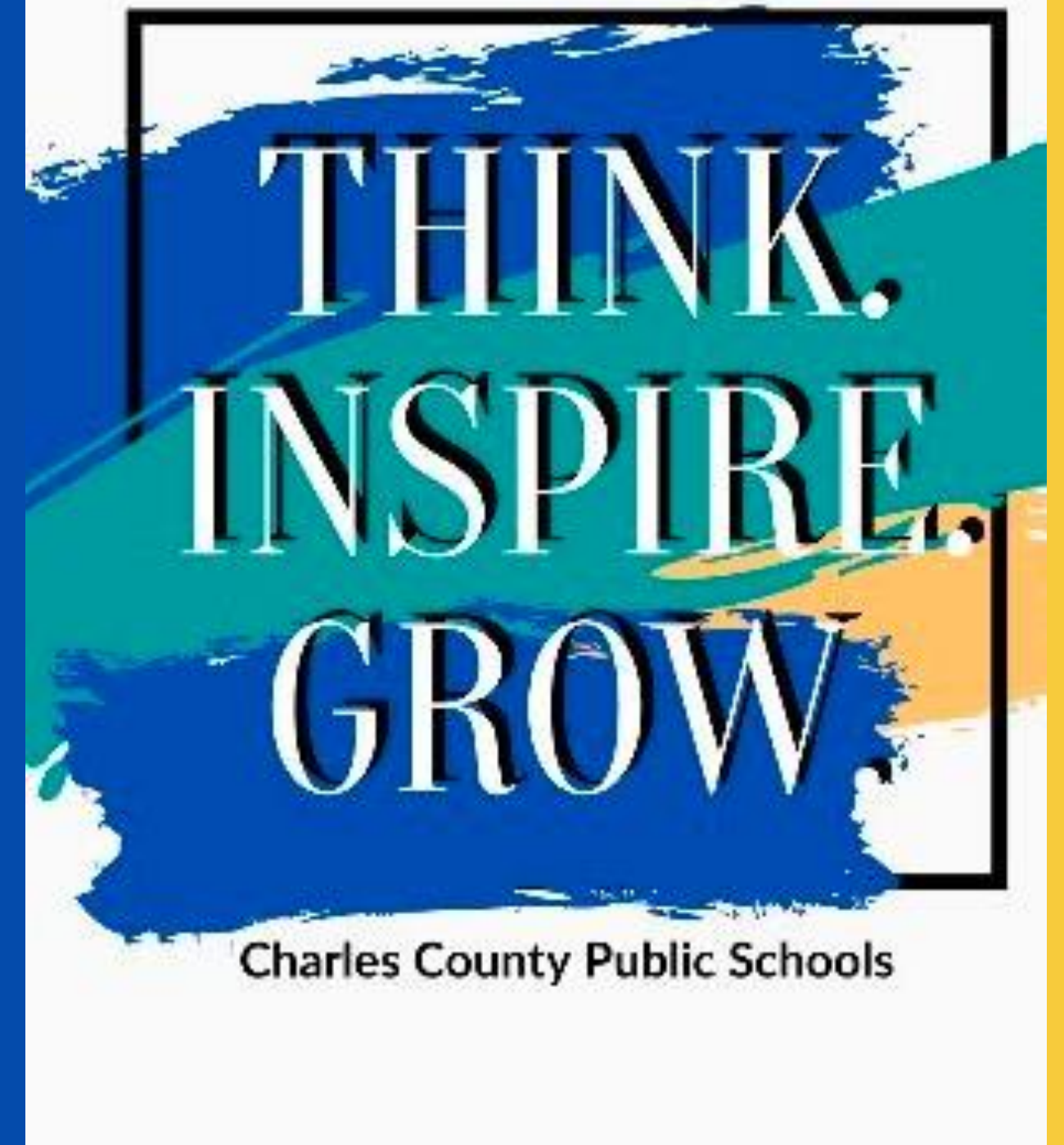
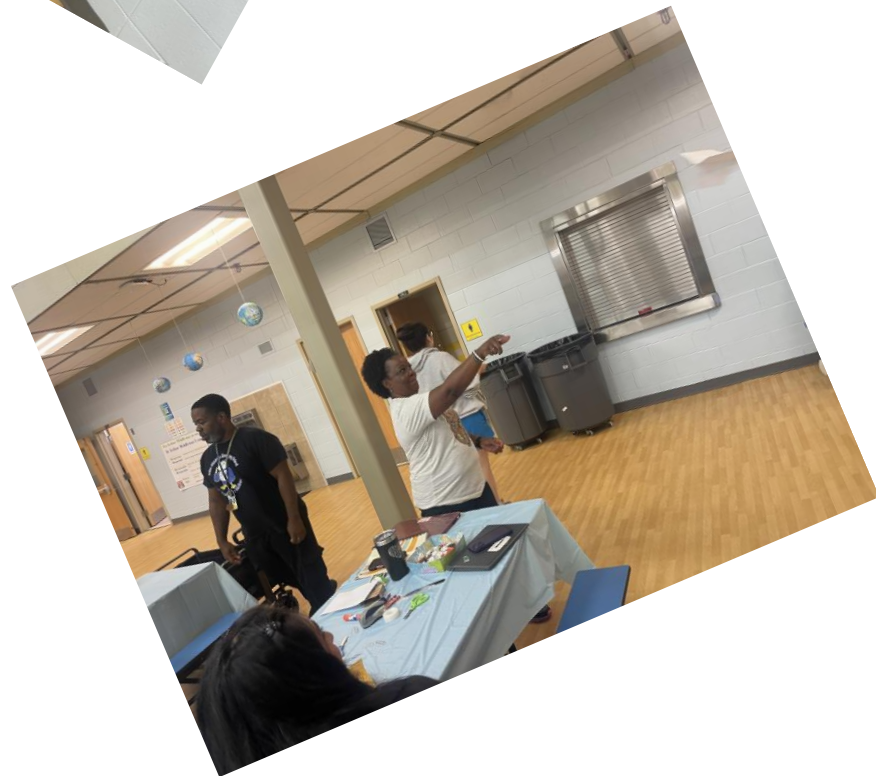


Charles County
Public Schools
School Improvement Plan
Cycle 1

**Arthur Middleton
Elementary School**

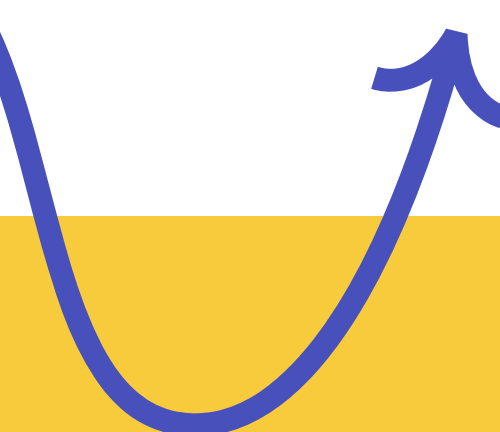


Small Intentional Steps Leads to Big Journeys...Come Take Flight with Us!



Why Continuous School Improvement

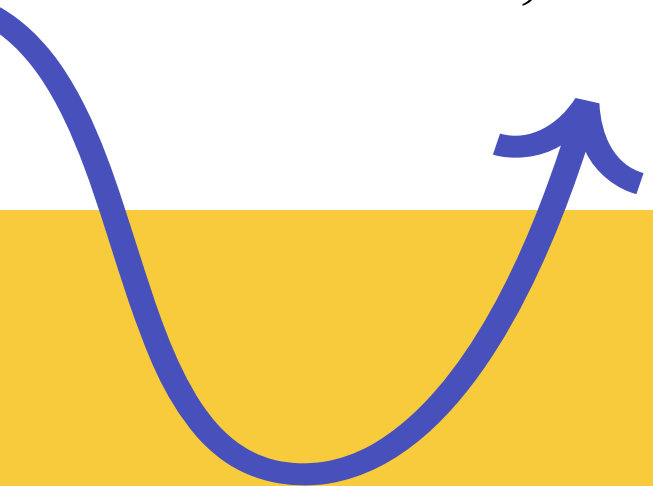
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

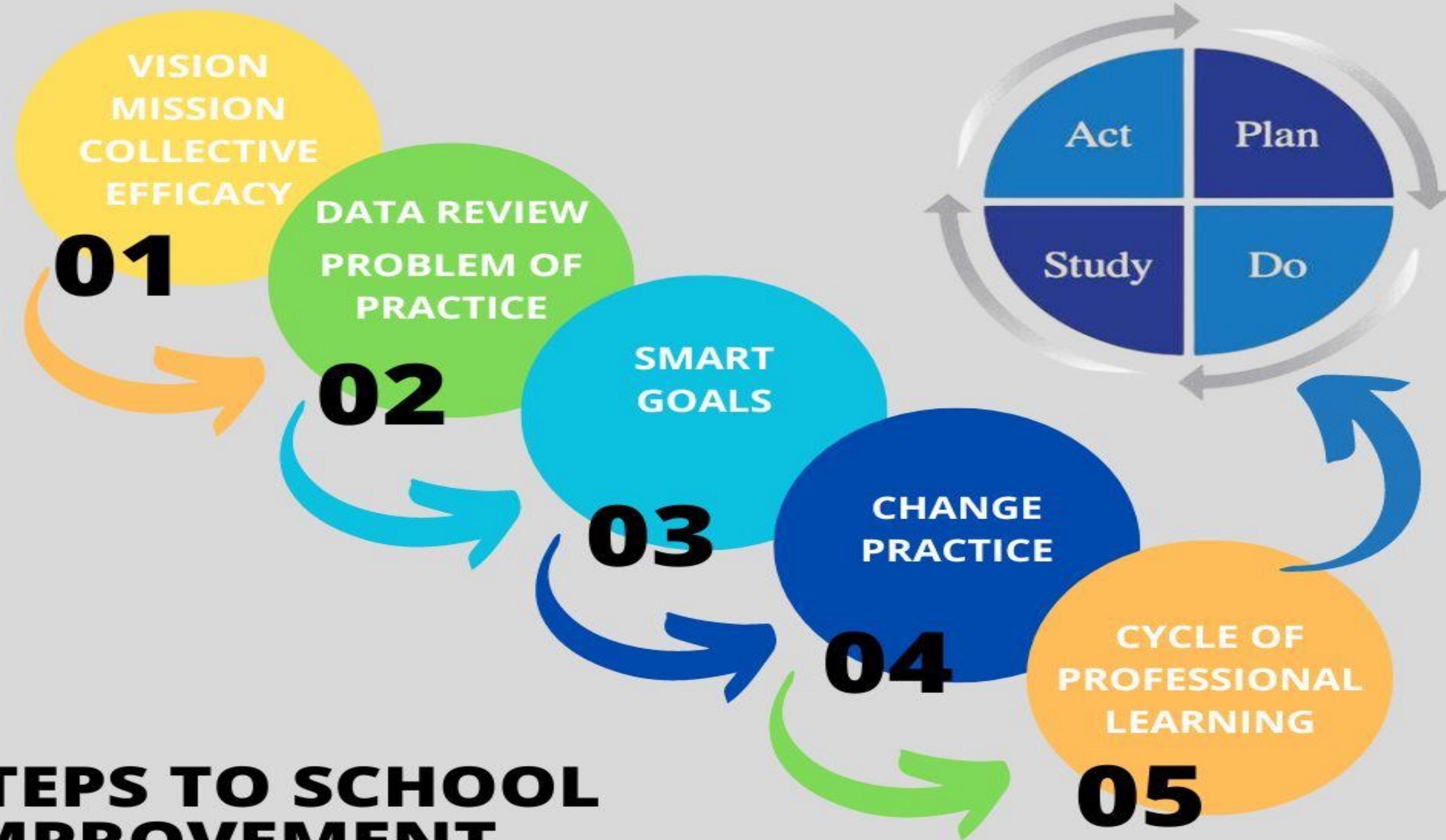
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Charles County
Public Schools

Working together to achieve excellence for every student.

STEPS TO SCHOOL IMPROVEMENT



Arthur Middleton Elementary School's Vision, Mission, Collective Efficacy Statements

Vision: The students at Arthur Middleton Elementary School (AMES) will develop confidence and pride by demonstrating academic achievement, biliteracy, and sociocultural competency. Students will become lifelong learners and global citizens who embrace equity, diversity, and community.

Mission: Arthur Middleton Elementary School provides opportunities for all students to achieve higher levels of academic achievement, biliteracy, and sociocultural competency through rigorous curriculum in both English and Spanish; a nurturing school environment; collaborative learning with peers, parents, and family members; and intentional inclusivity of its diverse students, community, and staff. AMES will seek opportunities for emerging bilingual students to engage in equity-centered learning experiences, develop a love of learning, and feel empowered to interact within a variety of cultures for diverse purposes.

Collective Efficacy Statement: Through the continuous school improvement process, Arthur Middleton ES will create a self-motivated, open-minded atmosphere where all parties are held accountable through reflective practices to reach a common goal. Together we will identify our strengths and areas of refinement to ensure high expectations for all.



Charles County
Public Schools

Working together to achieve excellence for every student.

Area of Focus

Dear Parents and Guardians,

At Arthur Middleton Elementary School, we are committed to strengthening student achievement in both English Language Arts (ELA) and Mathematics. Our goal is to ensure that all students meet or exceed state proficiency levels on the MCAP assessments. To support this goal, we are focusing on the following key strategies:

- **Engaging, well-designed lessons** that challenge and inspire students
- **Differentiated instruction** to meet the unique needs of every learner
- **High-quality, standards-aligned instructional programs** that promote consistent understanding and effective teaching across all classrooms

By emphasizing these areas, we aim to create an inclusive, supportive, and academically rigorous learning environment where every student has the opportunity to thrive. With your continued support, we believe we can help our students reach their fullest potential.

Thank you for partnering with us in your child's education.

Sincerely,

Arthur Middleton Elementary School

Data Summary

English Language Arts Data Overview

In grades 3–5, **23% of students at Arthur Middleton Elementary School (AMES)** scored **proficient or higher** on the English Language Arts (ELA) MCAP assessment. This performance is below both the **Charles County average of 37%** and the **Maryland state average of 46%**.

The proficiency rate of 23% indicates that a significant portion of students are not meeting grade-level expectations in reading, writing, and language.

Variation in performance between grade levels points to possible gaps in vertical alignment, pacing, or instructional consistency.

Kindergarten for the 2024-2025 participated in the Dual Language program where they were learning to read and write Spanish. Students had direct instruction on Spanish letters, sounds and syllables. Students were tested on letter naming, first sound phonemes, phoneme segmentation and nonsense words. 130 students were screened for the Fall, Winter and Spring. In the Fall 34 students were at risk for letter naming and first sound fluency. In the winter, 88 students were at risk for letter naming, first sound phonemes, nonsense words and phoneme segmentation. In the Spring, students were assessed again on letter name, phoneme segmentation and nonsense words and only 80 students were considered at risk for the Spring. The amount of at-risk students increased from 34 to 88 from Fall to Winter, the contributing factors are the addition of sub-tests that included, phoneme segmentation and nonsense words. Since students were learning foundational skills in Spanish, they had a difficult time with segmenting words or decoding nonsense words because they were lacking the English foundational skills since they were learning Spanish first.

Needs: Intervention in Spanish and to test students both in English and Spanish to get an accurate understanding of where they are in their learning.

At the end of the 2024-2025 school year Middleton students who are on or above grade level according to IReady went from 26% in the Fall of 2024 to 48% in the Spring of 2025. Students who were below grade level went from 75% in the Fall of 2024 to 51% in the Spring of 2025. Middleton students have made tremendous growth in reading.

Needs: 271 students performed At or Above Grade Level. Although we made progress there are still 200 students who are performing below grade level.

Mathematics Data Overview

The school went from **10% on or above grade level to 39% on or above grade level based on iReady data. This is 222 students. We decreased from 50% one grade level below to 40% one grade level below. We decreased from 41% at least two grade levels below to 21% at least two grade levels below. The school made 93% progress towards the annual typical growth goal.**

We have 61% of students who are considered below grade level in math. This is 348 students. We have 21% of students who are considered at-risk in math

Large Percentage of Beginning Learners: Over one-third of students are performing significantly below grade level, highlighting a need for more intensive intervention and foundational skill reinforcement.

Achievement Gaps: The wide distribution between proficient and beginning learners points to inconsistencies in how effectively instruction meets the needs of diverse learners.

On the 2024 Math MCAP, 40% of students at Arthur Middleton Elementary scored proficient or higher, outperforming both the Charles County average (23%) and the Maryland state average (34%). However, 35% of Arthur Middleton students fell into the Beginning Learner category, which is higher than both the county (28%) and state (22%) averages. This indicates a widening gap between the highest and lowest performing students.

School Problem of Practice & Smart Goals

ELA Smart Goal

- **Middleton Elementary will increase the number of students meeting or exceeding proficiency on MCAP ELA assessment from 41% to 51% by June 2026.**

Mathematics Smart Goal

- **Middleton Elementary will increase the number of students meeting or exceeding proficiency on MCAP Math assessment from 23% to 30% by June 2026**



Charles County
Public Schools

Working together to achieve excellence for every student.

Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Weekly collaborative planning sessions will be held to create standard aligned questions that will produce student discourse through use of accountable talk and question stems

Cycle of Professional Learning # 1 Overview

- ILT/Administration/Classroom Teachers – collaborate on student data and classroom best practices for instruction that focus on/align with questioning and student discourse, teachers come prepared with homework to where they are experts of a standard or set of standards. Teachers collaborate and discuss questions that should be asked or questions about the standard and how to address the standard through higher order questions to ask students
- Process continues and we begin looking at units and modules and assessments in order to backwards map questions that align with the standards
- Teachers will utilize Collaborative learning Team meetings to implement best practices during classroom instruction that focus on/align with questioning and student discourse



Charles County
Public Schools

Working together to achieve excellence for every student.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
September Goal - 100% of classrooms will have established visibility of learning intentions/targets	75% of students will be able to pass End of Unit assessments and CLT chosen cool downs
End of October – 65% of teachers will ask provoking questions (remembering, understanding, applying, analyzing, evaluating, and creating – Bloom’s Taxaonomy)	75% of students will be able to pass module assessments to show understanding.
January – 100% of classroom teachers will transition from collaborative partners to collaborative facilitators during the CLT process	Overall student discourse will improve as a result of students understanding the standards and the questions that align with them

Cycle 1: Outcomes

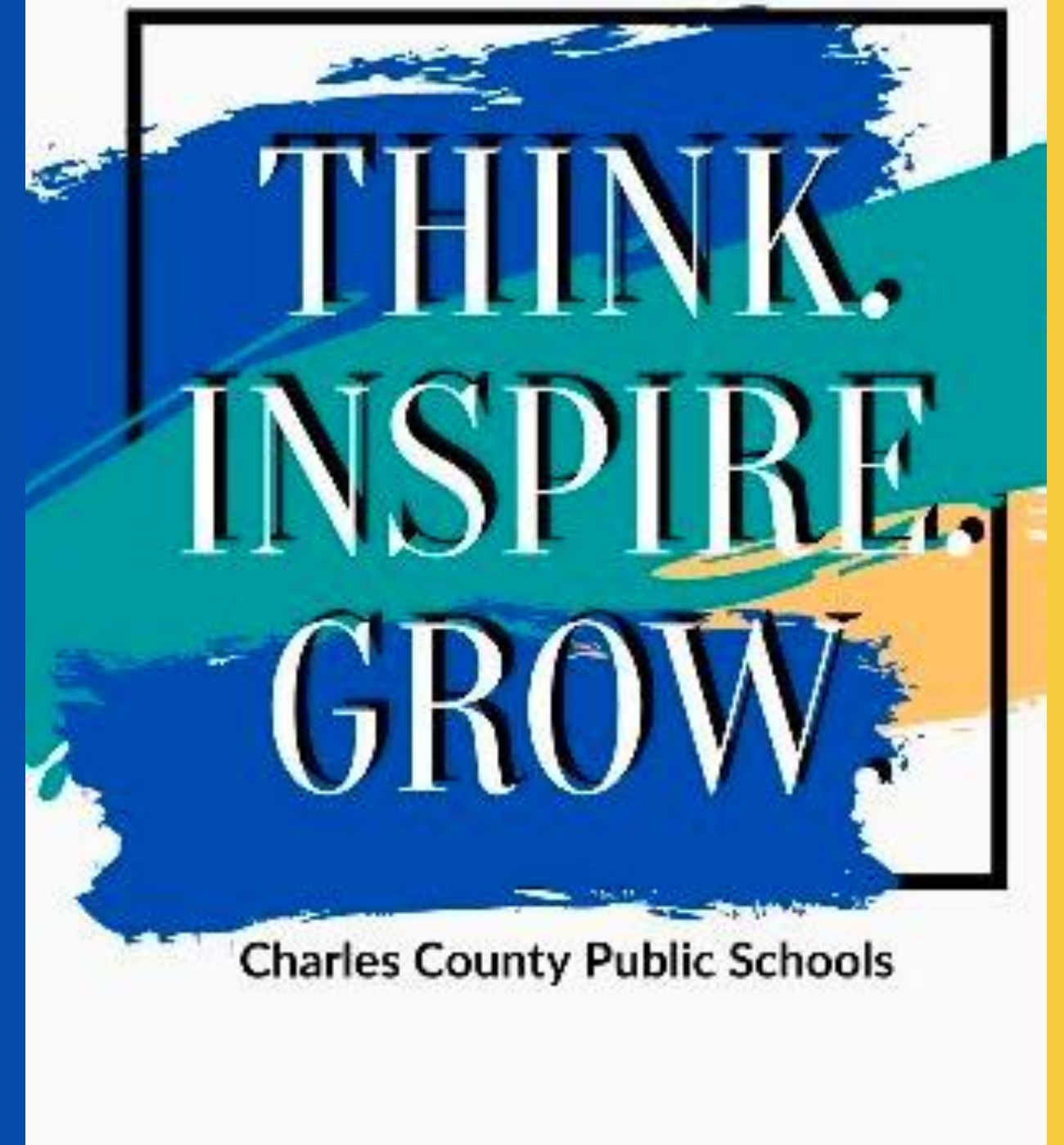
Cycle Areas of Growth	Cycle Celebrations
<p>Teachers are meeting weekly with the Instructional Leadership Team (ILT) during collaborative planning sessions, as well as during long-range planning sessions in October. These meetings focus on reviewing lessons and formative assessments to determine next steps for instruction. We are steadily increasing the number of teachers engaged in this collaborative process.</p> <p>As part of our instructional focus, teachers are working to enhance student engagement and understanding by scaffolding standard aligned questions and incorporating sentence stems to promote meaningful academic discourse. These strategies help students articulate their thinking more clearly and participate more actively in classroom discussions. While we continue to see progress, the pacing of lessons and consistent delivery of instruction with fidelity remain areas for growth. Targeted support and professional development are ongoing to strengthen these instructional practices across all classrooms.</p>	<p>Teachers are increasingly embracing collaborative planning by coming prepared with pre-work that includes unpacking the standards and aligning their questions to those standards. This intentional planning is designed to promote deeper thinking and increase opportunities for student discourse.</p> <p>As a result, students are beginning to verbalize their thinking more effectively, using question stems provided by their teachers to guide and support academic conversations in the classroom.</p>

Next Steps

- We will utilize our walk-through tool to continue to monitor teacher and student growth for Cycle 1.
- Teachers will participate in PLT Peer To Peer Classroom Visits by October 31st.

Charles County
Public Schools
Culture & Climate Cycle 1

**Arthur Middleton
Elementary School**



Culture & Climate Overview

Data Overview

Physical attacks on adults and peer to peer continues to be an area of concern. Students show difficulty with regulating their emotions.

Culture & Climate Area of Focus

In Pre-K through 5th grade, 30% of student dispositions involve negative physical interaction, both student-to-student and student-to-teacher. These incidents are largely due to the inconsistent implementation of classroom management strategies, particularly during non-instructional times of the day such as lunch, recess, and transitions to and from classes and areas of the building.

Smart Goal

Students in grades Pre-K through 5th at AMES will reduce their negative physical interaction, both student-to-student and student-to-teacher by 10% by the end of SY 25/26 as measured by physical attack infractions/referrals in Synergy data base.

Action Steps

1

Review PBIS data monthly to identify students who are struggling with negative peer-to-peer relationships and provide these students with additional small group support/strategies

2

Classroom teacher and counselor partnerships on strategies to reduce negative peer-to-peer relationships (ex. Peer Mediation)

3

Weekly collaborative team planning sessions with staff (counselor, grade level teams, ILT, and Administration) to review expectations and discuss concerns

4

Teachers will utilize Zones of Regulation Self-Check and Move This World daily and the Counselor will provide SEL Lessons throughout the school year (on-going)

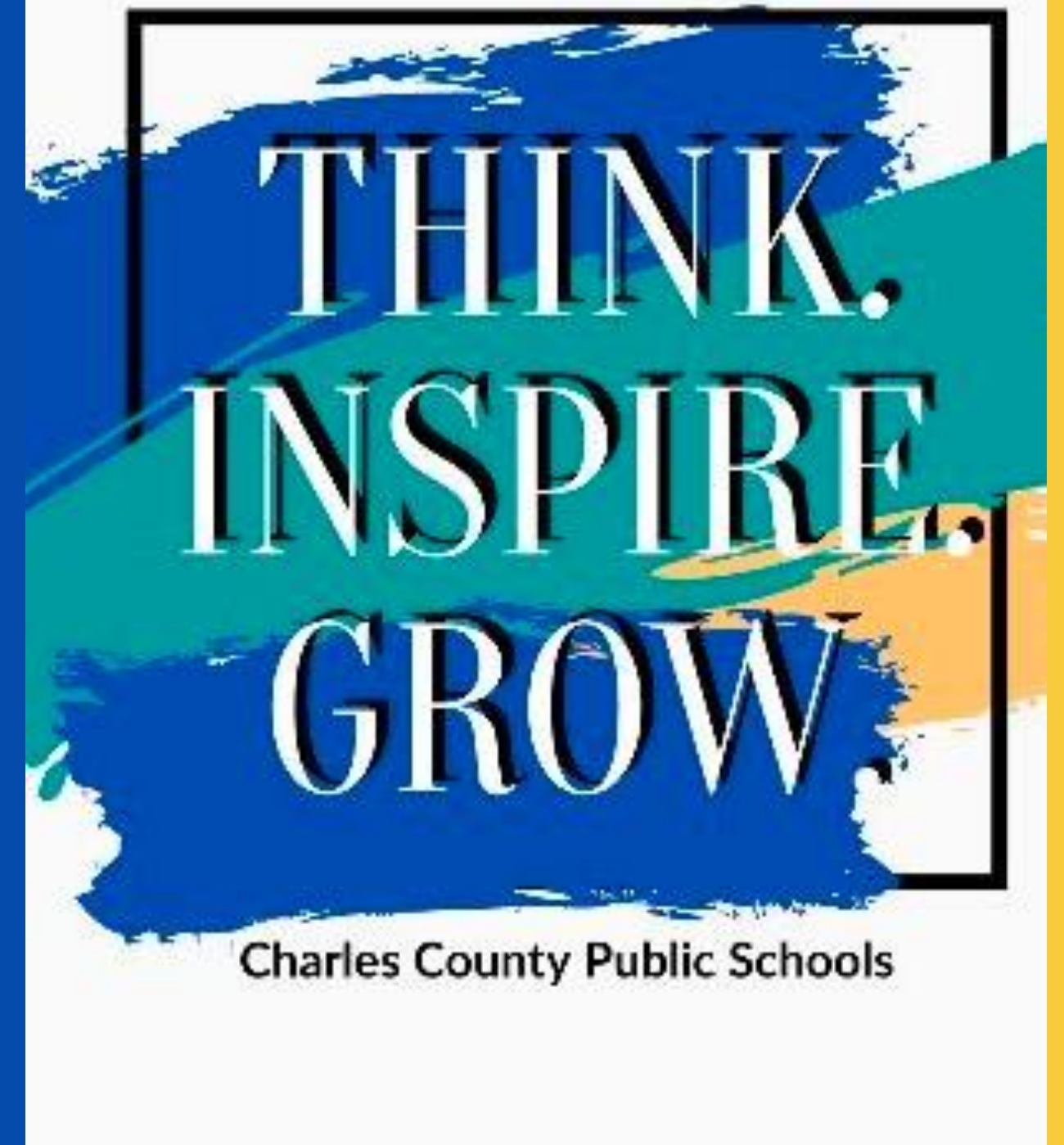
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>During collaborative planning sessions and through schoolwide professional development, there is an increase in teacher's knowledge and use of best practices in behavior management.</p> <p>Through the use of our Check In Check Out system, there is an increase in student ownership, reflections, and self-regulation strategies to help guide positive peer to peer and student to staff interactions.</p>	<p>Teachers have started using move this world and the zones of regulation check in's consistently to support behavior management.</p> <p>The school counselor has begun classroom lessons focused on self-regulation strategies to help students understand the need for self-reflection and positive peer to peer interactions.</p>

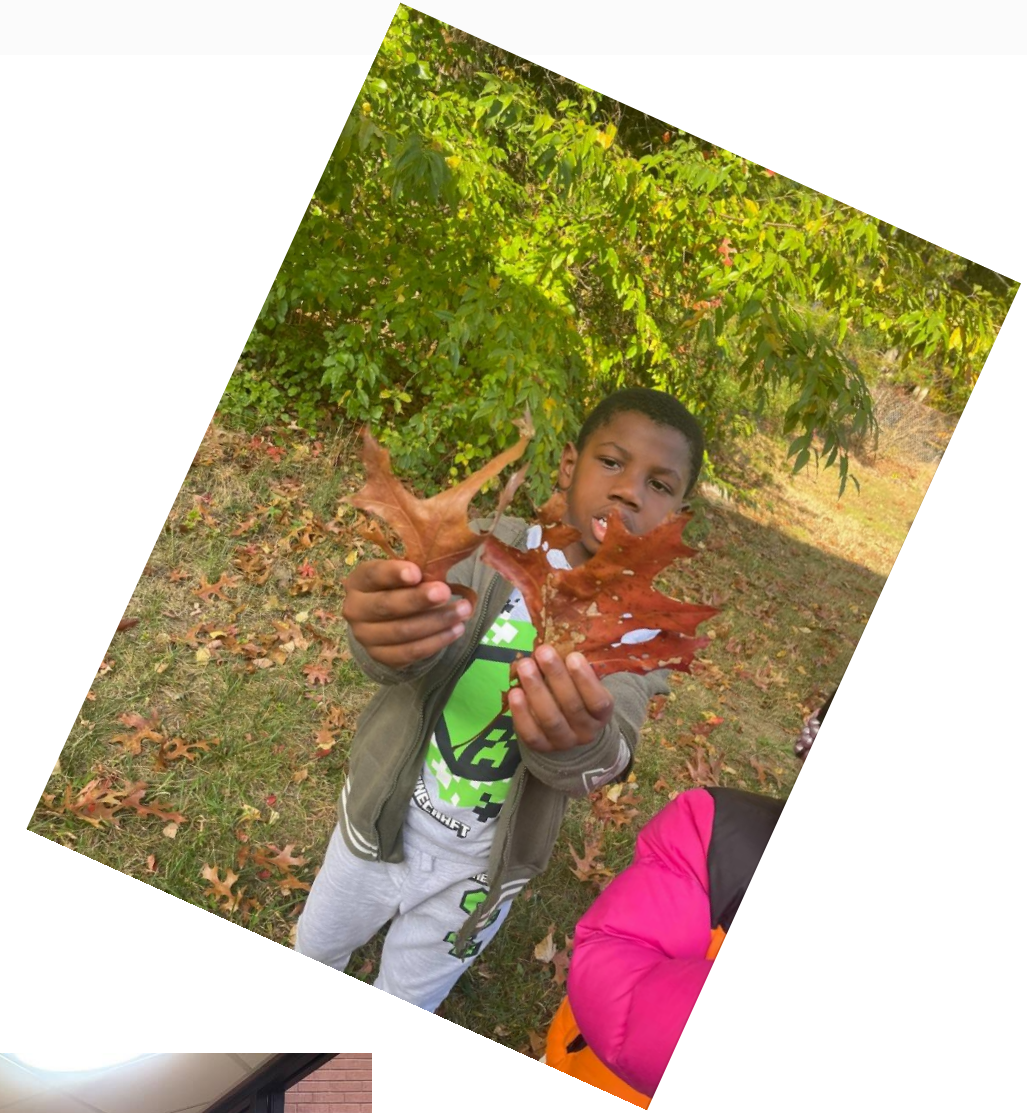
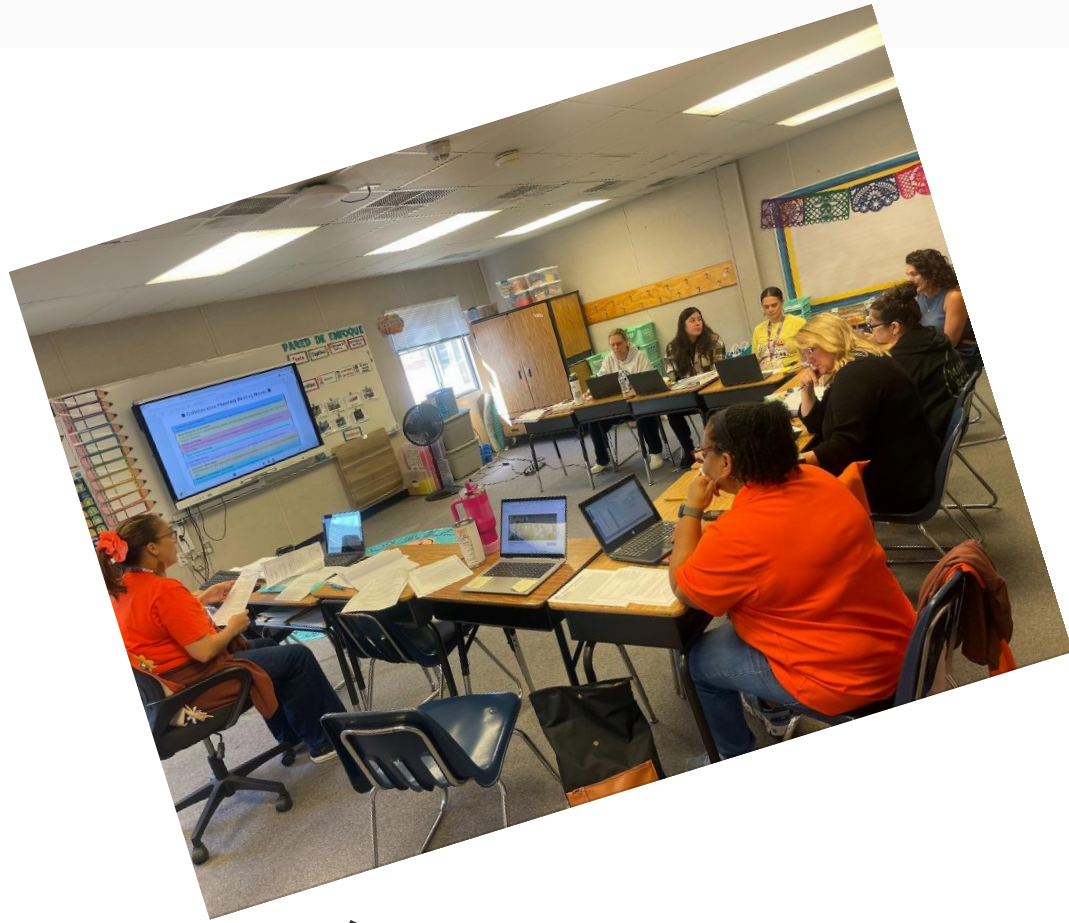


Charles County
Public Schools
School Improvement Plan
Cycle 2

**Arthur Middleton
Elementary School**



Ascending to success, one bold flight at a time!



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Continue weekly collaborative planning sessions will be held to create standard aligned questions that will produce student discourse through use of accountable talk and question stems

Cycle of Professional Learning # 2 Overview

- ILT/Administration/Classroom Teachers – collaborate on student data and classroom best practices for instruction that focus on/align with questioning and student discourse, teachers come prepared with homework to where they are experts of a standard or set of standards. Teachers collaborate and discuss questions that should be asked or questions about the standard and how to address the standard through higher order questions to ask students
- Process continues and we begin looking at units and modules and assessments in order to backwards map questions that align with the standards
- Teachers will utilize Collaborative learning Team meetings to implement best practices during classroom instruction that focus on/align with questioning and student discourse

Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
By the beginning of March, teachers will demonstrate at least a 10% increase in the use of questions targeting higher-order thinking skills, specifically in the areas of applying, analyzing/evaluating, and creating.	65% of students will be able to pass End of Unit assessments and CLT chosen cool downs
By the beginning of March, 80% of teachers will transition from collaborative partners to collaborative facilitators during the CLT process.	Overall student discourse will improve as a result of students understanding the standards and the questions that align with them
	65% of students will be able to pass module assessments to show understanding of grade level skills.

Cycle 2: Outcomes

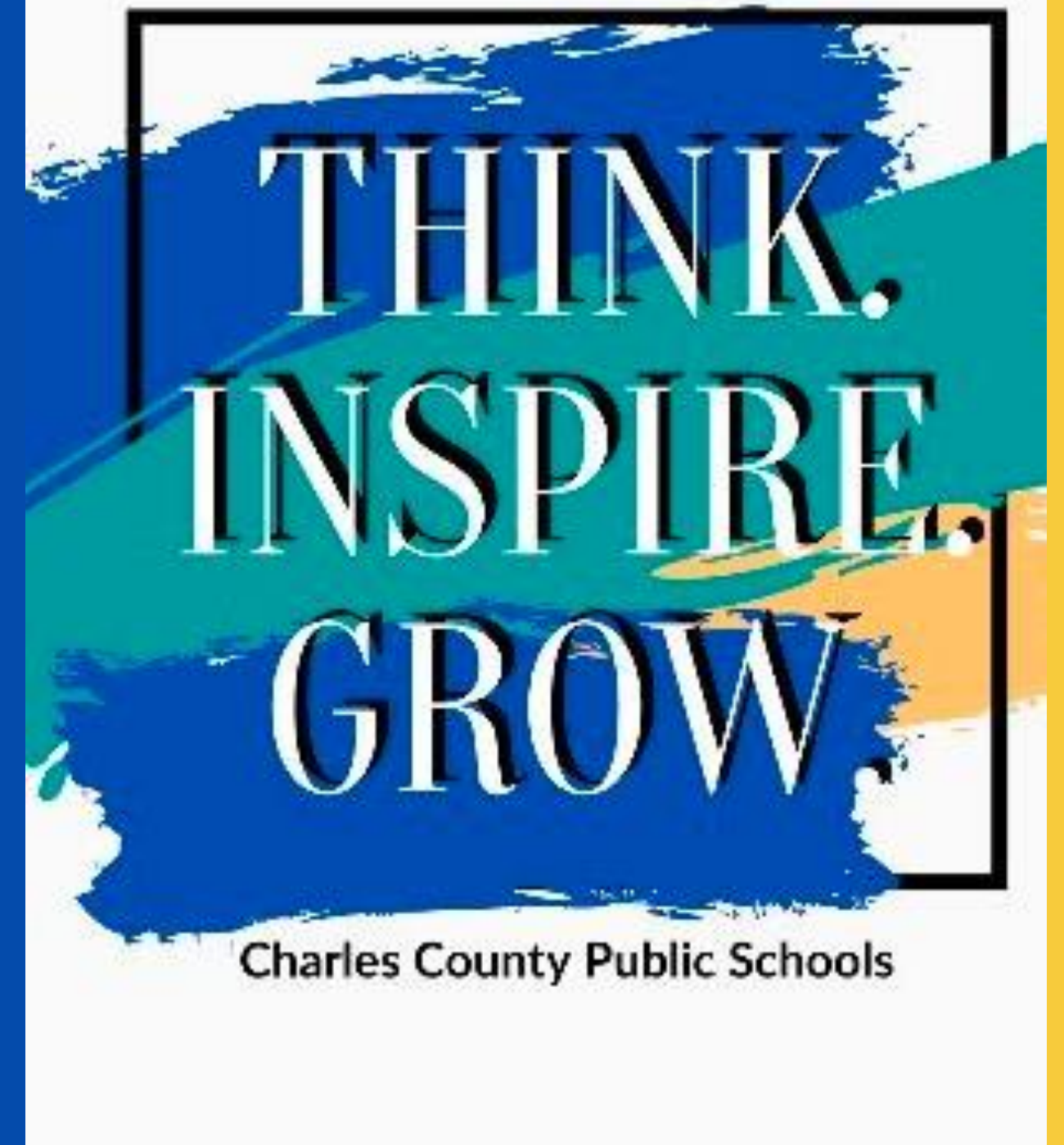
Cycle Areas of Growth	Cycle Celebrations
<p>Teachers are meeting weekly with the Instructional Leadership Team (ILT) during collaborative planning sessions, as well as during long-range planning sessions in January. These meetings focus on reviewing lessons and formative assessments to determine next steps for instruction. We are steadily increasing the number of teachers engaged in this collaborative process.</p> <p>As part of our instructional focus, teachers are working to enhance student engagement and understanding by scaffolding standard aligned questions and incorporating sentence stems to promote meaningful academic discourse. These strategies help students articulate their thinking more clearly and participate more actively in classroom discussions. While we continue to see progress, the pacing of lessons and consistent delivery of instruction with fidelity remain areas for growth. Targeted support and professional development are ongoing to strengthen these instructional practices across all classrooms.</p>	<p>Teachers are increasingly embracing collaborative planning by coming prepared with pre-work that includes unpacking the standards and aligning their questions to those standards. Staff are also working from the student perspective and finding common misconceptions to guide their planning. This intentional planning is designed to promote deeper thinking and increase opportunities for student discourse. As a result, students are beginning to verbalize their thinking more effectively, using question stems provided by their teachers to guide and support academic conversations in the classroom. Lastly, we had 92% of our classrooms with standards/learning intentions posted.</p>

Next Steps

- We will continue to utilize our walk-through tool to continue to monitor teacher and student growth for Cycle 2.
- Teachers will participate in PLT Peer To Peer Classroom Visits by January 20th.

Charles County
Public Schools
Culture & Climate Cycle 2

Arthur Middleton
Elementary School



Culture & Climate Overview

Data Overview

Physical attacks on adults and peer to peer continues to be an area of concern. Students show difficulty with regulating their emotions.

Culture & Climate Area of Focus

In Pre-K through 5th grade, 30% of student dispositions involve negative physical interaction, both student-to-student and student-to-teacher. These incidents are largely due to the inconsistent implementation of classroom management strategies, particularly during non-instructional times of the day such as lunch, recess, and transitions to and from classes and areas of the building.

Smart Goal

Students in grades Pre-K through 5th at AMES will reduce their negative physical interaction, both student-to-student and student-to-teacher by 10% by the end of SY 25/26 as measured by physical attack infractions/referrals in Synergy data base.

Action Steps

1

Review PBIS data monthly to identify students who are struggling with negative peer-to-peer relationships and provide these students with additional small group support/strategies

2

Classroom teacher and counselor partnerships on strategies to reduce negative peer-to-peer relationships (ex. Peer Mediation)

3

Weekly collaborative team planning sessions with staff (counselor, grade level teams, ILT, and Administration) to review expectations and discuss concerns

4

Teachers will utilize Zones of Regulation Self-Check and Move This World daily and the Counselor will provide SEL Lessons throughout the school year (on-going)

Culture & Climate Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• Currently 38% of dispositions are physical in nature to include student to adult and student to student as measured by physical attack infractions.• Only 20% of our teachers are implementing Move This World weekly with fidelity	<ul style="list-style-type: none">• Check In Check Out is in full swing with most students meeting their goals at 70% or above.• Only 16% of the dispositions are major infractions• 3% of the student population are students of concern and are being addressed through Tier 2/3 interventions• Teachers are inputting tier 2 and tier 3 data in the progress monitoring tool with fidelity



This Journey is Only Just the Beginning!!!



Cycle 3: Change Practice & Cycle of Professional Learning

Change Practice

- Continue to hold weekly collaborative planning sessions to create standard aligned questions that will produce student discourse through use of accountable talk, sentence stems, and planning discourse strategies such as the QSSSA strategy.

Cycle of Professional Learning # 3 Overview

- ILT/Administration/Classroom Teachers – collaborate on student data and classroom best practices for instruction that focus on/align with questioning and student discourse, teachers come prepared with homework to where they are experts of a standard or set of standards and student misconceptions for the student activities/work. Teachers collaborate and discuss questions that should be asked or questions about the standard and how to address the standard through higher order questions to ask students and possible scripts based off of student responses.
- Process continues and we begin looking at units and modules and assessments in order to backwards map questions that align with the standards
- Teachers will utilize Collaborative learning Team meetings to implement best practices during classroom instruction that focus on/align with questioning and student discourse



Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
By June 12, 70% of teachers will utilize QSSSA strategy in order to increase student-to-student discourse.	By June 12, there will be a 10% increase in student-to-student discourse observed in classrooms.

Cycle 2: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<p>Teachers are meeting weekly with the Instructional Leadership Team (ILT) during collaborative planning sessions, as well as during long-range planning sessions in March. These meetings focus on reviewing lessons and formative assessments to determine next steps for instruction. We are steadily increasing the number of teachers engaged in this collaborative process.</p> <p>As part of our instructional focus, teachers are working to enhance student engagement and understanding by scaffolding standard aligned questions and incorporating sentence stems to promote meaningful academic discourse. These strategies help students articulate their thinking more clearly and participate more actively in classroom discussions. While we continue to see progress, the pacing of lessons and consistent delivery of instruction with fidelity remain areas for growth, along with the amount of student-to-student discourse vs. student to teacher discourse. Targeted support and professional development are ongoing to strengthen these instructional practices across all classrooms.</p>	<p>Teachers are increasingly embracing collaborative planning by coming prepared with pre-work that includes unpacking the standards and aligning their questions to those standards. Staff are also working from the student perspective and finding common misconceptions to guide their planning. This intentional planning is designed to promote deeper thinking and increase opportunities for student discourse. As a result, students are beginning to verbalize their thinking more effectively, using academic question stems provided by their teachers to guide and support academic conversations in the classroom. Lastly, we had an increase in the amount of higher level questioning occurring in classrooms.</p>

Next Steps: We will continue to utilize our walk-through tool to continue to monitor teacher and student growth for Cycle 3 (this has been adjusted to focus more on student to student discourse). During two of the monthly staff meetings, we are switching gears to allow time for vertical alignment and QSSSA role play and script professional development. Teachers will participate in PLT Peer To Peer Classroom Visits by June 12th.

Charles County
Public Schools
Culture & Climate Cycle 3

Arthur Middleton
Elementary School



Culture & Climate Overview

Data Overview

Physical attacks on adults and peer to peer continues to be an area of concern. Students show difficulty with regulating their emotions.

Culture & Climate Area of Focus

In Pre-K through 5th grade, 30% of student dispositions involve negative physical interaction, both student-to-student and student-to-teacher. These incidents are largely due to the inconsistent implementation of classroom management strategies, particularly during non-instructional times of the day such as lunch, recess, and transitions to and from classes and areas of the building.

Smart Goal

Students in grades Pre-K through 5th at AMES will reduce their negative physical interaction, both student-to-student and student-to-teacher by 10% by the end of SY 25/26 as measured by physical attack infractions/referrals in Synergy data base.

Action Steps

1

Review PBIS data monthly to identify students who are struggling with negative peer-to-peer relationships and provide these students with additional small group support/strategies

2

Classroom teacher and counselor partnerships on strategies to reduce negative peer-to-peer relationships (ex. Peer Mediation)

3

Weekly collaborative team planning sessions with staff (counselor, grade level teams, ILT, and Administration) to review expectations and discuss concerns

4

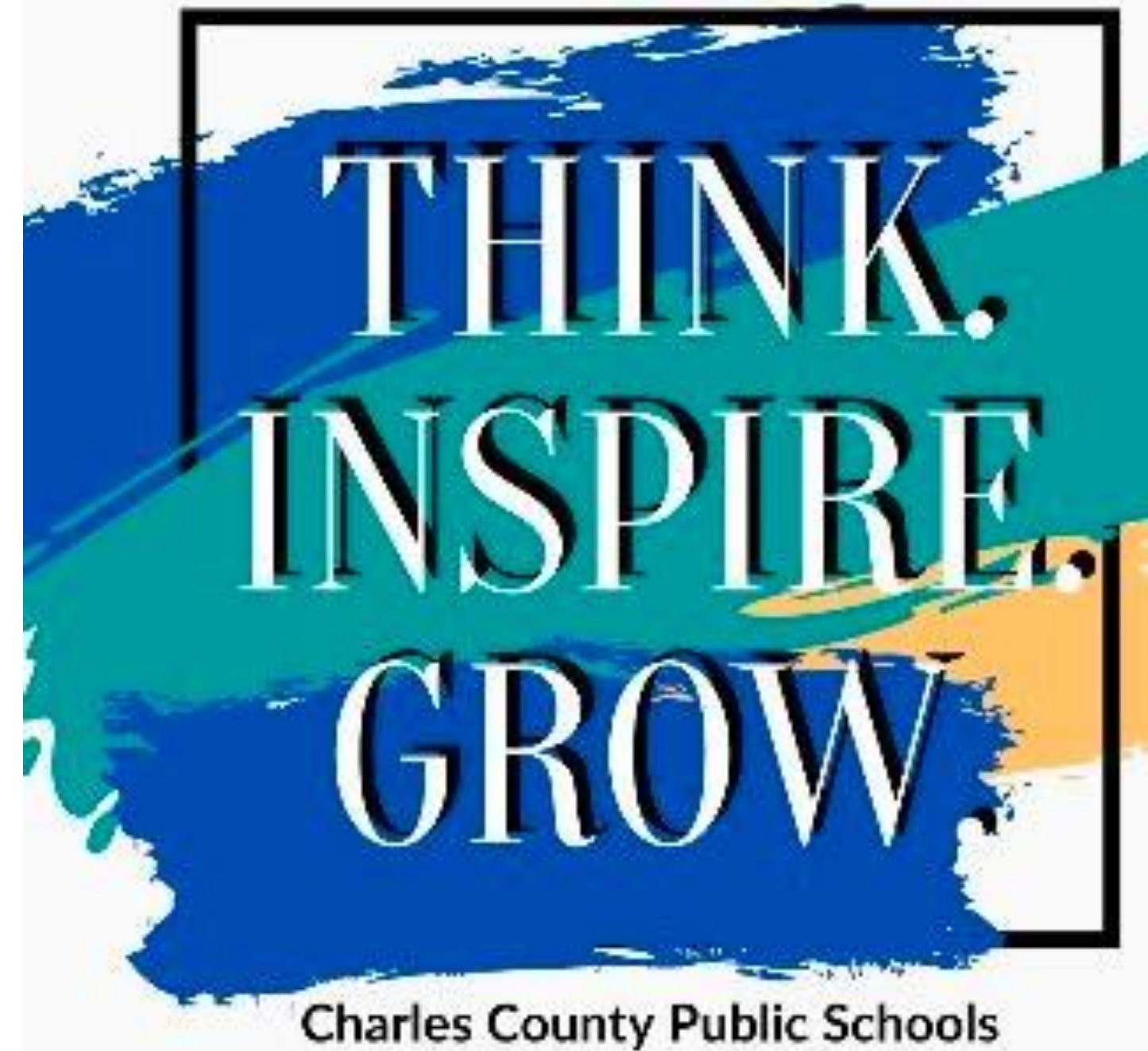
Teachers will utilize Zones of Regulation Self-Check and Move This World daily and the Counselor will provide SEL Lessons throughout the school year (on-going)

Culture & Climate Cycle 3: Outcomes

Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• Check In Check Out is in full swing with 75% of the students meeting their goals at 70% or above.• 14% of the dispositions are major infractions decrease of 2% from Cycle 1• 63% of our CICO students are meeting or exceeding an average of 80% on their charts (15/24 students) increase of 2% from Cycle 1• Currently we are at 43% with fidelity of Move This World which is a 13% increase from Cycle 1	<p>Currently 43% of dispositions are physical in nature to include student to adult and student to student as measured by physical attack infractions. This is an increase of 5% from Cycle 1 & 2</p>

- **Next Steps:** Counselor will continue with lessons based on SEL and positive peer to peer and peer to adult interactions to reduce negative physical interactions.
- 26/27SY counselor will hold restorative practice sessions to reduce negative interactions from peer to peer and peer to adult.

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!