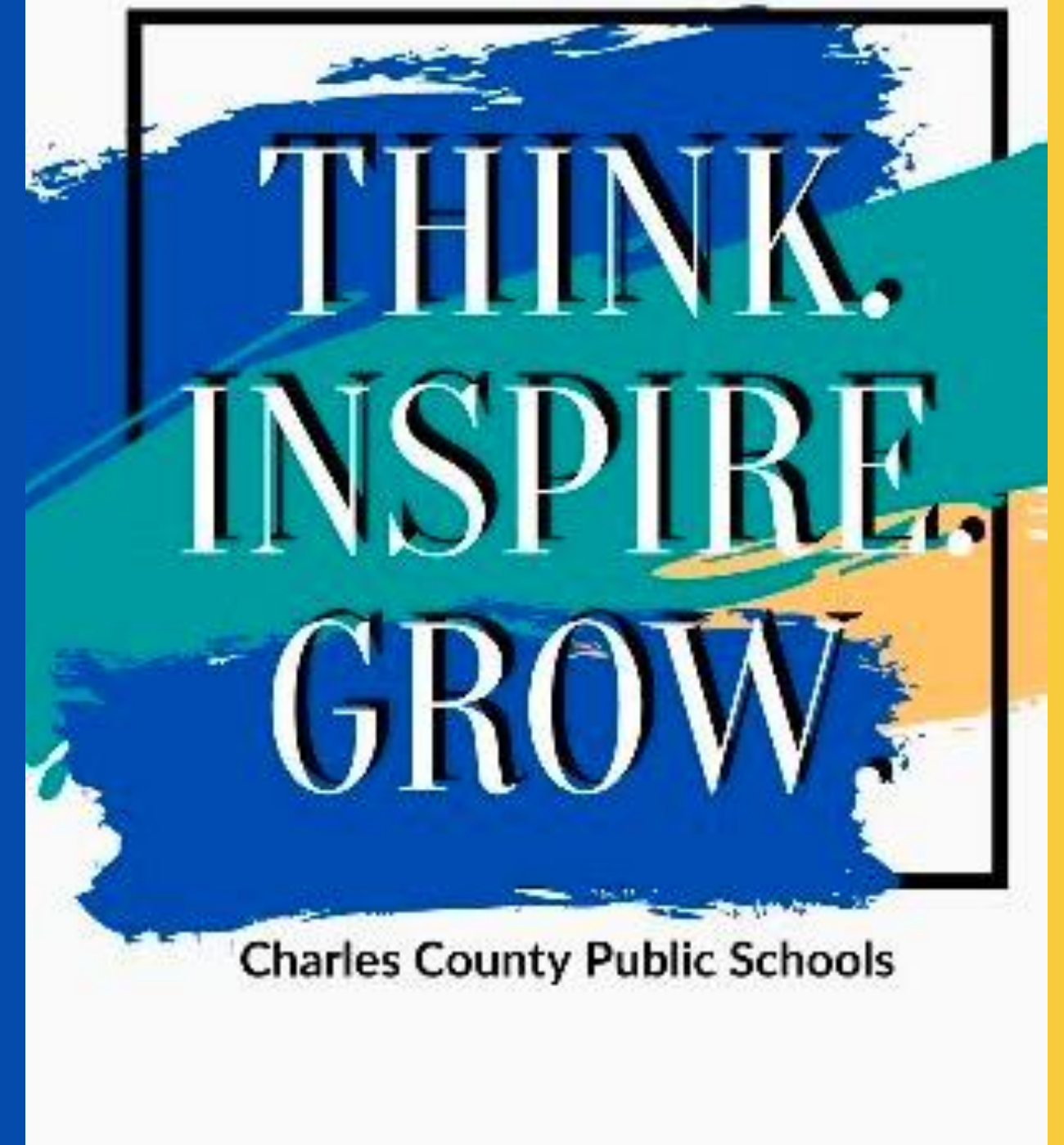


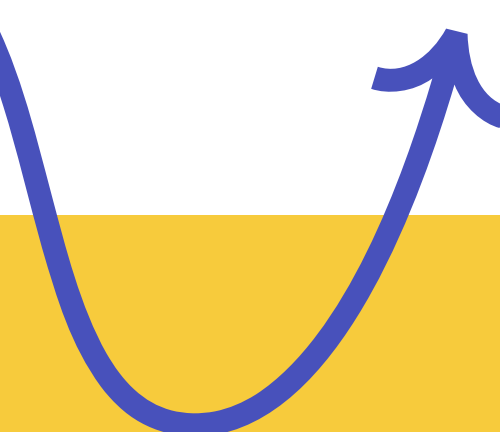
Charles County
Public Schools
School Improvement Plan
Cycle 3

T.C. Martin Elementary



Why Continuous School Improvement

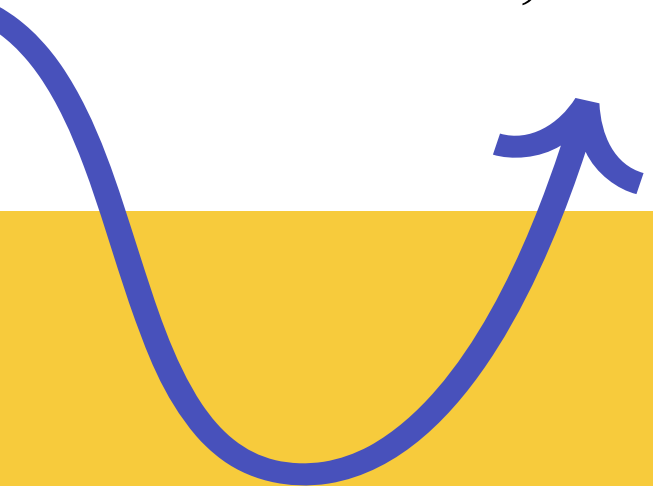
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

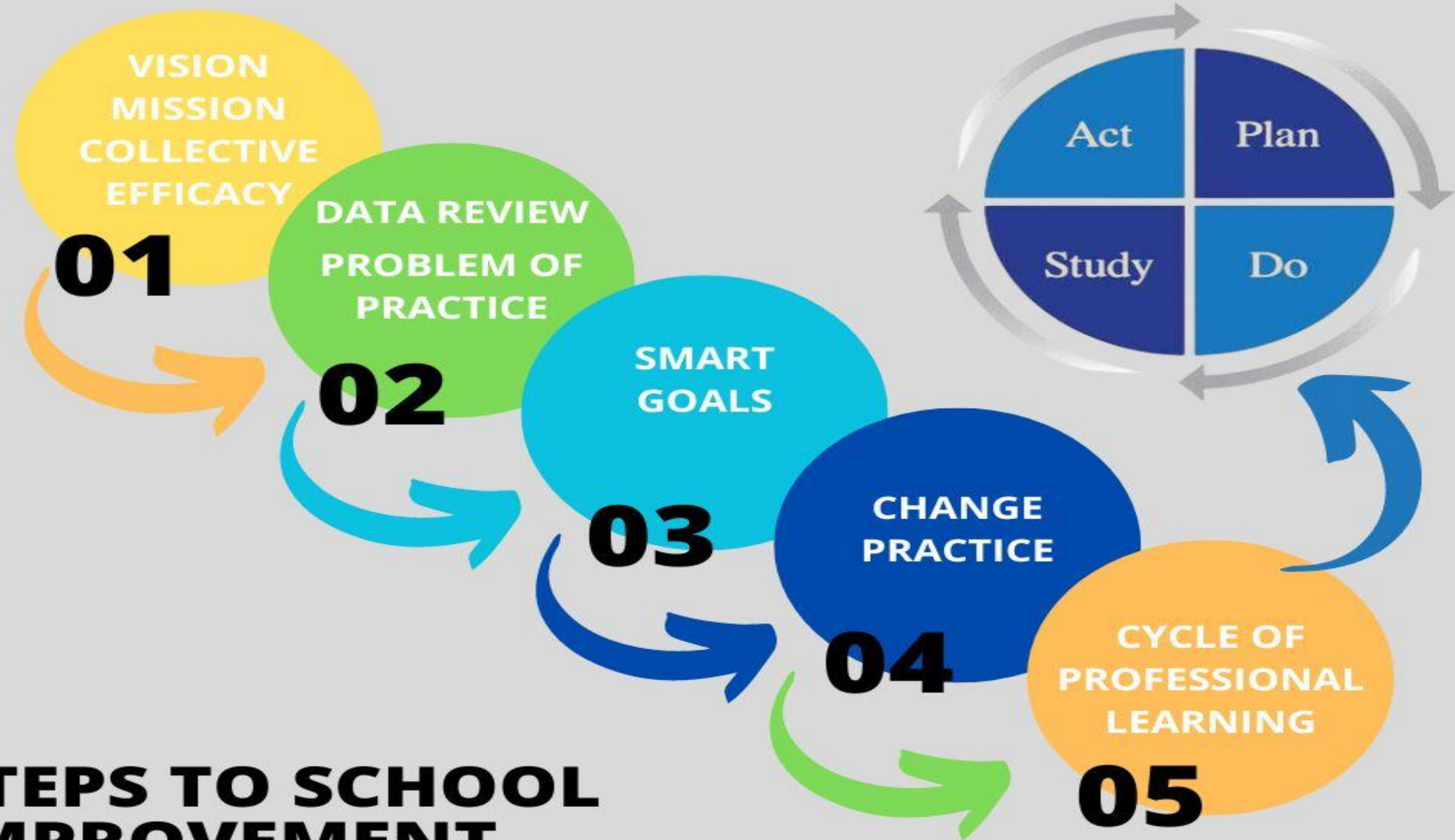
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



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!



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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.



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Cycle 2: 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 what they were learning.	69% of students could tell you what they were learning.
35% of students could tell you why they were learning it.	44% of students could tell you why they were learning it.
35% of students could tell you how they will know they have learned it.	26% of students could tell you how 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 <u>discourse strategies observed</u> .	Turn and talk, table discussions, and peer praise were observed.

T.C. Martin Peer Observation Schedule, SY 25-26

Monday	Tuesday	Wednesday	Thursday
2/23	2/24	2/25	2/26
<p>Emory → Wilt 9:50-10:00 (5th Grade Math)</p> <p>A. Hojnowski → Roberson 10:20-10:30 (3rd Grade Reading)</p> <p>Grace → Lancaster 10:30-10:40 (1st Grade SG Math)</p> <p>J. Hojnowski → Lydon 10:30-10:40 (4th Grade SG Math)</p> <p>Black → Kanterman 11:10-11:20 (Pre-K Literacy)</p> <p>Howard → Buck 12:55-1:05 (Kindergarten Content)</p> <p>Caron → Brady 1:50-2:00 (4th Grade Reading)</p> <p>Garner → Sanderson 1:30-1:40 (2nd Grade Math)</p>	<p>Herscher → A. Hojnowski 9:40-9:50 (2nd Grade SG Reading)</p> <p>Baker → Carlson 9:40-9:50 (1st Grade Reading)</p> <p>Thacker → Brady 10:30-10:40 (4th Grade SG Math)</p> <p>Buck → Herscher 11:40-11:50 (1st Grade Math)</p> <p>Lydon → Wilt 11:50-12:00 (5th Grade Reading)</p> <p>Messam → J. Hojnowski 2:15-2:25 (5th Grade SG Reading)</p> <p>Brady → Garner 2:15-2:25 (3rd Grade Math)</p>	<p>Jenkins → Pobst 9:40-9:50 (4th Grade Math)</p> <p>Burroughs → Husick 10:30-10:40 (1st Grade SG Math)</p> <p>Wilt → Bryner 10:30-10:40 (4th Grade SG Math)</p> <p>Friason → Baker 11:40-11:50 (1st Grade Math)</p> <p>Kanterman → Friason 12:55-1:05 (Kindergarten Content)</p> <p>Roberson → A. Hojnowski 1:30-1:40 (2nd Grade Math)</p> <p>Pobst → Jenkins 2:15-2:25 (3rd Grade Math)</p> <p>Genua → Sammartino 2:20-2:30 (3rd Grade Math)</p>	<p>Husick → A. Hojnowski 9:40-9:50 (2nd Grade SG Reading)</p> <p>Ullmann → Kanterman 10:00-10:10 (Pre-K Small Groups)</p> <p>Lancaster → Burroughs 9:40-9:50 (2nd Grade SG Reading)</p> <p>Sammartino → Lydon 9:40-9:50 (4th Grade Math)</p> <p>Sanderson → Jenkins 10:20-10:30 (3rd Grade Reading)</p> <p>Carlson → Herscher 11:40-11:50 (1st Grade Math)</p> <p>Bryner → Thacker 11:50-12:00 (5th Grade</p>

Peer Observation Data

		<ul style="list-style-type: none"> Students asked questions on how to indent a paragraph Students worked together to show their different ways to make the number 37 with tens and ones "I grouped the tens together and then the ones" Students used key vocabulary in group discussion to solve equation
Students use academic vocabulary in their oral explanations or writing.	21/29 Classrooms (72%)	<ul style="list-style-type: none"> Students recalled vocabulary from last week Students used vocabulary to describe their clock Students labeled the plane with vocabulary words discussed Students explaining what achievement means- 3 students gave definitions and examples. Applied text features to real world connections Students used the words: perimeter, length, sides, shapes, area (orally) in their discussion. Students described that a fraction is part of a whole; numerator and denominator; fold the strip once to make 2 parts. "The numerator is what is shaded." "There are two parts and both of them are shaded in." "Equals" and "doubles" "Some are not cut evenly"; "Some are cut in half" Students were using descriptive and transitioning words in their writing; they applied their vocabulary into their writing pieces Students said they had ____ tens and ____ ones in their explanations Students were able to explain and use language about place value and knowing that the digit in the tens place meant "many tens." They said "plus" and "equal" when explaining their answers. Students used words like <i>finance, need, want, budget, save</i> Students explained how to multiply and by what power to make the decimal a whole number. Thirds, halves, partition, fraction pieces

Teachers scaffold learning aligned to the task and provided students with feedback.	23/29 Classrooms (79%)	<ul style="list-style-type: none"> Teacher broke down hard vocabulary with body motions. How many parts are broken into quarters on the clock? Struggling students asked to explain their thinking. Scaffolded questioning: what are we going to have to do with only two documents? What is our focus? Underline that. Provided feedback on how students can use items in the text to understand a feature or vocabulary. Teacher provided list of words; find spelling patterns; underline finds; students work with partners to find patterns while teacher supports students with practice. Shapes → perimeter → how do we find perimeter, asked questions to clear up misconceptions between area and perimeter Teacher modeled <i>decoding</i> while students modeled <i>encoding</i>; white boards utilized Partition fraction strip model; connected different fraction models Teacher discussed adjectives and how the sentence needs a subject. Provided a strategy for students to organize their fractions and diagrams. Graphic organizers, word banks, computers—and immediate feedback to students Providing page numbers Highlighting similarities; providing feedback during discussion Teacher asked about different ways to make the number 37. Asking students to explain what they did; asking if anyone else had another way; students came to the board to explain; teacher provided feedback from each different strategy that was shared Directions broken into clear steps; teacher circulated around the room giving feedback Diverse groups for discussion on how to solve equation
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Student Actions	Classrooms	Evidence
Students ask probing or clarifying questions.	17/29 Classrooms (59%)	<ul style="list-style-type: none"> "So we need to fold it 3 times?" "Should I trace over the fold?" "Why does the hour hand move?" "Why is it 2:45 and not 3:15?" "Can you find perimeter on a 3-D shape?" "Can a fence be a perimeter?" "How do I know if it's even?" "Do we have to draw a line? That shows two equal parts." Students ask each other to clarify comparisons "How can I add this detail?" "Where can I look?" "Where do I write similarities?" "Can you count to make sure it's right?" "Can I break it apart in a different way?" "What is it's something you really want but also kind of a need?" (Higher-order thinking observed) "I'm not sure how I got the correct answer."—There was a discussion to explain thinking.
Students engage in peer-to-peer discourse.	24/29 Classrooms (83%)	<ul style="list-style-type: none"> Turn and talk ✓✓✓✓✓✓✓✓ Mix and mingle with clocks; students spoke to one another about why their hands were where they were. Table talk- What achievements have you achieved? Think-pair-share ✓ Small group peer discussion finding spelling patterns Shoulder partners Partners ✓ Phone a friend to expand on answers; student described strategies for partitioning Students discussed whether sentences were fragments or run-on sentences. Students grouped according to their opinions/reasoning Mix and Match; "I put these together"—"I agree with you because.." Agree/Disagree symbols Students getting into groups to discuss how they would "group" things together and why

Teachers model and prompt students through questioning.	27/29 Classrooms (93%)	<ul style="list-style-type: none"> Teacher annotated problem on the board Teacher asked probing questions when students could not answer questions correctly. "Count together" with the teacher What should 3 equal parts look like? Are those equal parts? "What are parts of the clock?" "How can we tell the difference between hour and minute?" Teacher activating prior knowledge: "What is a dream? Do you have to be asleep when you dream?" Teacher asked students to note a difference with this DBQ compared to previous ones. Identifying text features prompted by questions "What sounds do you hear in the words..?" "Do they all have the same spelling pattern?" Guiding students to convert feet to miles; strategies to convert measurements Asked questions; used a sentence starter for students having difficulty Teacher wrote words on a board; asked phonics questions; followed the UFLI slideshow and lesson. Restating student answer and asking to expand; A fraction is ____ of a Are the pieces the same? What is the difference? "What made you change your answer?" "How did you get there?" "What is the difference between this student's thinking and yours?" Modeled how to make words on the board What are synonyms? What are antonyms? Teacher asked, "how many tens?" and "How many ones?" What have we been learning about place value? What is a "need" and what is a "want?" Thumbs up/thumbs down- "What does peaceful look like?" How do we approach this problem differently from the last problem?
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PLT Peer Observation Data Collection

- 33 Peer Observations Scheduled
- 29 Peer Observations Completed

Teacher Actions	Classrooms	Evidence
Teachers use academic vocabulary throughout instruction.	28/29 classrooms (97%)	<ul style="list-style-type: none"> Math vocabulary: length, width, proper units "Tower of 10" Partition; rectangle; equal parts Minutes; half past; quarter 'til Reading vocabulary: pilots and cockpit DBQ Prompt: What is an achievement? Text features—identifying in the text. Spelling patterns Conversions; miles to yards Perimeter; length; shape; rectangle Phonics terms: <i>plural</i> and <i>r-controlled vowels</i> Partitioning shapes using fractions; equal parts Fragment—run-on sentence Numerator; denominator "Even"; "Equal" Synonyms and suffixes Displayed list of words to use when comparing and contrasting "Tens" and "Ones" Show me "enormous" (students using big arms) Use of place value vocabulary: tens, ones, digit Break apart and friendly numbers language Social Studies vocabulary discussed: income, expenses, and saving Launching vocabulary with question: <i>What does peaceful mean?</i> Math vocabulary: multiply; equation, factors, product Broke down learning goal (hole vs. whole)/partition/equal parts

Cycle 2: 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.

Cycle 3: 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: small group restructuring to support targeted instructional support that elevates discourse and writing..

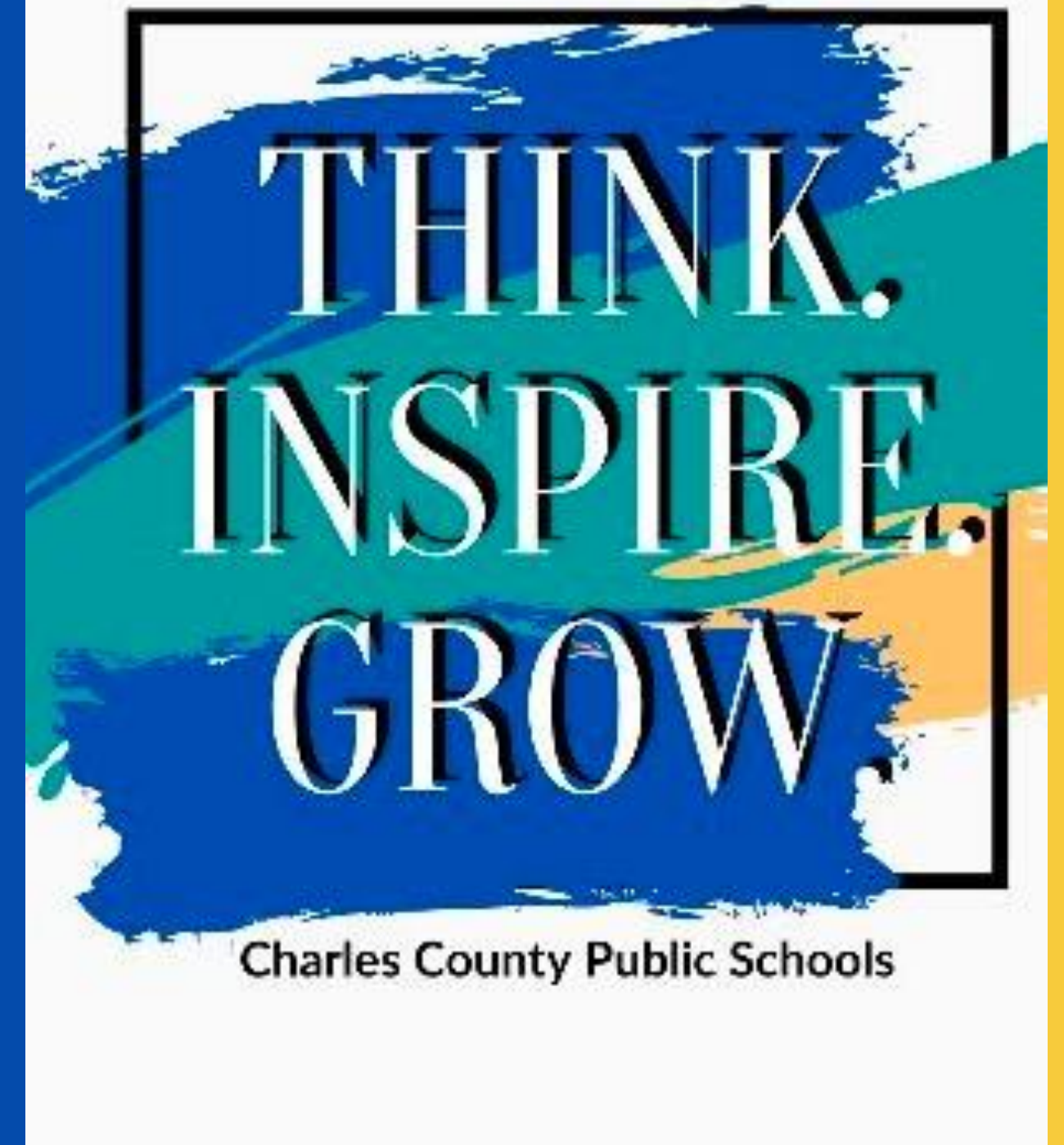
Cycle 3: Anticipated Outcomes

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.



Charles County
Public Schools
Culture & Climate Cycle 3

T.C. Martin Elementary



By **June 2026**, our school will improve behavior outcomes and strengthen school climate by **reducing classroom behavior referrals from 92 to 64 (30%)** and **recess referrals from 28 to 20 (30%)**. This will be achieved through consistent implementation of schoolwide behavior expectations, explicit teaching and reteaching of routines, and increased use of proactive behavior supports across all settings. Progress will be monitored monthly through referral data.

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.



Discipline Data

From August 2025 to March 2026.

Infractions by grade level

GRADE	VIOLATIONS
01	Major Physical Attack on Student
01	Major Disruption
01	Major Physical Attack on Student
01	Major Physical Attack on Student
01	Major Physical Attack on Student
01	Major Disruption
01	Major Disruption
01	Major Disruption
01	Major Physical Attack on Student
01	Major Disruption - Persistently distracts from learning envir - Major
01	Major Disruption
01	Major Disruption
01	Major Disruption

02	Major Physical Attack on Student
02	Major Physical Attack on Adult
02	Major Physical Attack on Adult
02	Major Physical Attack on Adult
02	Major Physical Attack on Adult - Intentional physical aggressive toward adult
02	Major Physical Attack on Adult
02	Major Physical Attack on Adult
02	Major Physical Attack on Adult
02	Major Physical Attack on Student

03	Major Verbal/Physical Gestures Threatening Student
03	Major Verbal/Physical Gestures Threatening Student
03	Major Verbal/Physical Gestures Threatening Student - Physical or gesture threat to student
03	Major Fighting
03	Major Verbal/Physical Gestures Threatening Student
03	Major Physical Attack on Student
03	Major Verbal/Physical Gestures Threatening Student
03	Major Fighting

04	Major Fighting
04	Major Physical Attack on Student
04	Major Fighting
04	Major Physical Attack on Student
04	Major Physical Attack on Adult - Intentional physical aggressive toward adult
04	Major Disrespect
04	Major Disrespect
04	Major Disrespect
04	Major Physical Attack on Student

05	Major Physical Attack on Student
05	Major Disrespect
05	Major Bullying/Harassment
05	Major Physical Attack on Student
05	Major Bullying/Harassment
05	Major Disrespect - Major/repeated Intentional Offensive Gestures/Comm
05	Major Disruption
05	Major Physical Attack on Student
05	Major Disruption
05	Major Physical Attack on Student
05	Major Verbal/Physical Gestures Threatening Student - Verbal or written threat to student
05	Major Physical Attack on Student
05	Major Disruption
05	Major Disrespect

This data includes repeat offenders

To date, there have been a total of 36 students who received referrals

Infractions by grade level

KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Adult
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Adult
KD	Major Physical Attack on Student
KD	Major Disruption
KD	Major Physical Attack on Adult
KD	Major Physical Attack on Student
KD	Major Physical Attack on Adult
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Student
KD	Major Physical Attack on Adult
KD	Major Physical Attack on Adult
KD	Major Disruption
KD	Major Physical Attack on Student



This data includes repeat offenders

PD4	Major Disruption
PD4	Major Physical Attack on Adult
PD4	Major Disruption



To date, there have been a total of 36 students who received referrals

Dispositions

Suspensions:
5 students

ISI:
23 students

**Loss of
Privilege:**
30 students

Parent conferences with administration, student, teacher, and counselor have also been used as interventions.

Social and Emotional Learning (SEL)

74% of our regular classroom teachers use Move This World three or more times per week.

Every teacher has at least used Move This World multiple times during the year, so every student has had exposure to MTW.

Mrs. Roberts use Move This World for class lessons in grades 3-5.

Culture & Climate Cycle 2: 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.</p> <p>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.</p> <p>Monthly parent newsletter updates to include discipline data (previous slide) and strategies for families to reinforce positive behavior.</p> <p>Increase participation in MTW SEL usage with teachers.</p>

Next Steps

- Continued data tracking and review with all stakeholders.

School Climate

Cycle 3 (April 13– June 5) School Climate Action Steps:

- *What practices, if done by everyone, could serve as an umbrella to help us achieve our SMART goal?*
- *What action steps will generate improvement?*

Action Step(s)	Individual(s) Responsible	Timeline
<p>Teachers will increase usage of Move This World platform by 5% (75% usage to 80%) usage rate by June 17, 2026.</p> <p>Administration to host ongoing discipline review meetings with a goal to review process for initiating referrals and use of curtesy notes.</p> <p>Counselor will intentionally teach and reference behavior support lessons as well as host lunch groups to help our early grade levels regulate.</p> <p>Administration to share data with school community via newsletters.</p> <p>Teachers & staff will reflect on the effectiveness of strategies used and adjust practices based on student needs.</p>	<p>Discipline committee team / All Classroom Teachers School Counselor / Classroom/ Admin</p>	<p>Timeline for completion April 13 – June 5</p>



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Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Adults)	Anticipated Outcomes (Students)
Teachers will increase usage of Move This World platform by 5% (75% usage to 80%) usage rate by June 17, 2026.	98% of students will remain referral free for the school 2025 – 2026 school year.
Administration to host ongoing discipline review meetings with a goal to review process for initiating referrals and use of curtesy notes.	98% of students will be able to participate in quarterly PBIS BIG events 3 rd and 4 th quarter.
Counselor will intentionally teach and reference behavior support lessons as well as host lunch groups to help our early grade levels regulate.	Students will use MTW strategies to support self-regulation as evidenced through discipline data.
Administration to share data with school community via newsletters.	KG Students will participate small group targeted supports for behavior strategies
Teachers & staff will reflect on the effectiveness of strategies used and adjust practices based on student needs.	Reduction in major physical attacks on students across grade levels April – June.

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!