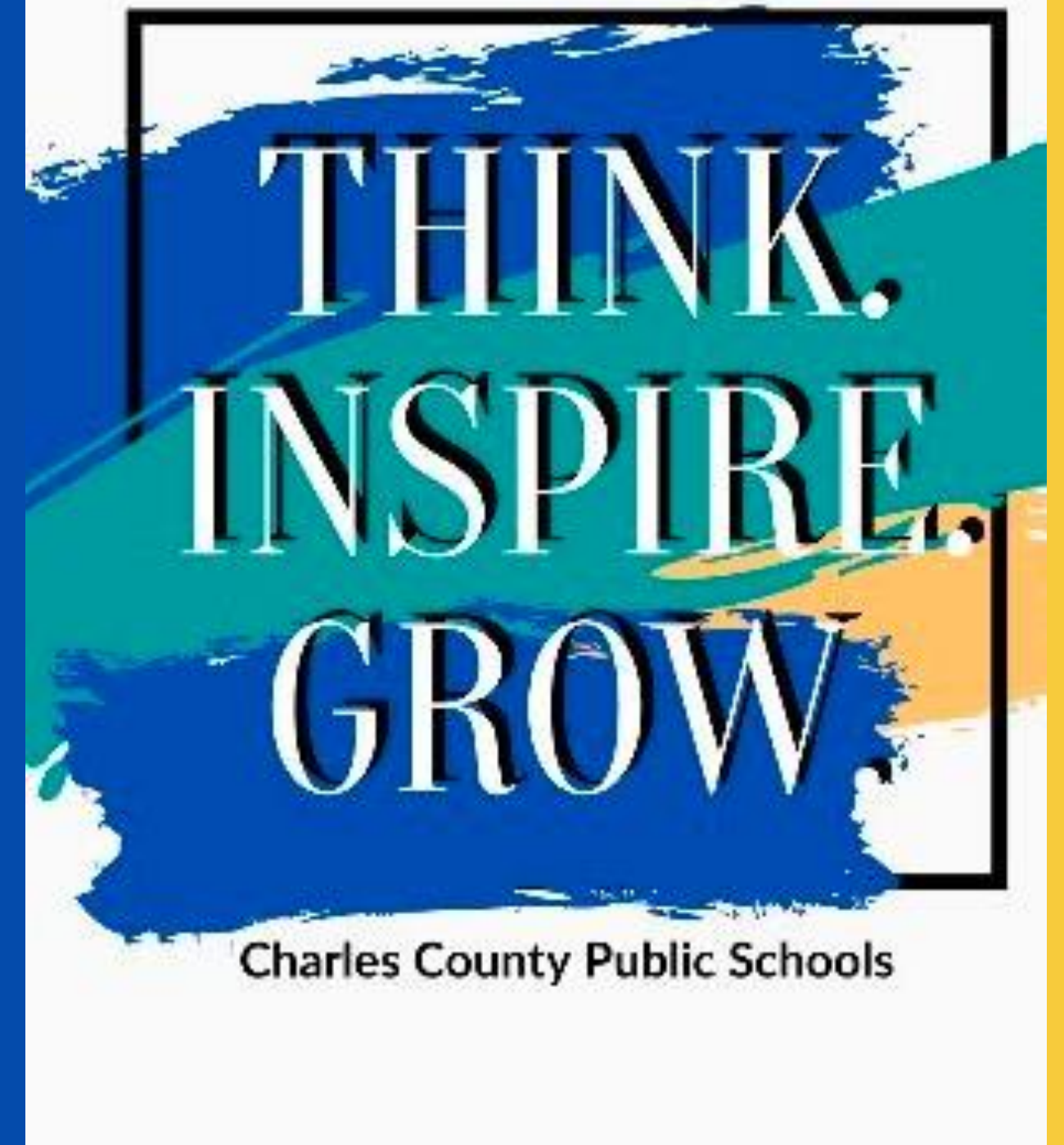


Charles County
Public Schools
School Improvement Plan
Cycle 3

Dr. Samuel A. Mudd
Elementary School



Welcome to the Home of the Dragons

From the classroom to hallways to the community events, Dr. Mudd is the place to be! We are always finding ways to learn and celebrate learning in our school.



Cycle 3: Change Practice & Cycle of Professional Learning

Change Practice

Implementation and monitoring of standards-aligned small group instruction supported through collaborative planning, ILT-led coaching, and behavior systems that protect instructional time.

Cycle of Professional Learning # 3 Overview

- Planning for small groups with fidelity
- Grouping students and selecting standards using formative data
- Planning differentiated independent work aligned to the lesson goal
- Using walkthrough feedback to strengthen implementation and protect instructional time



Charles County
Public Schools

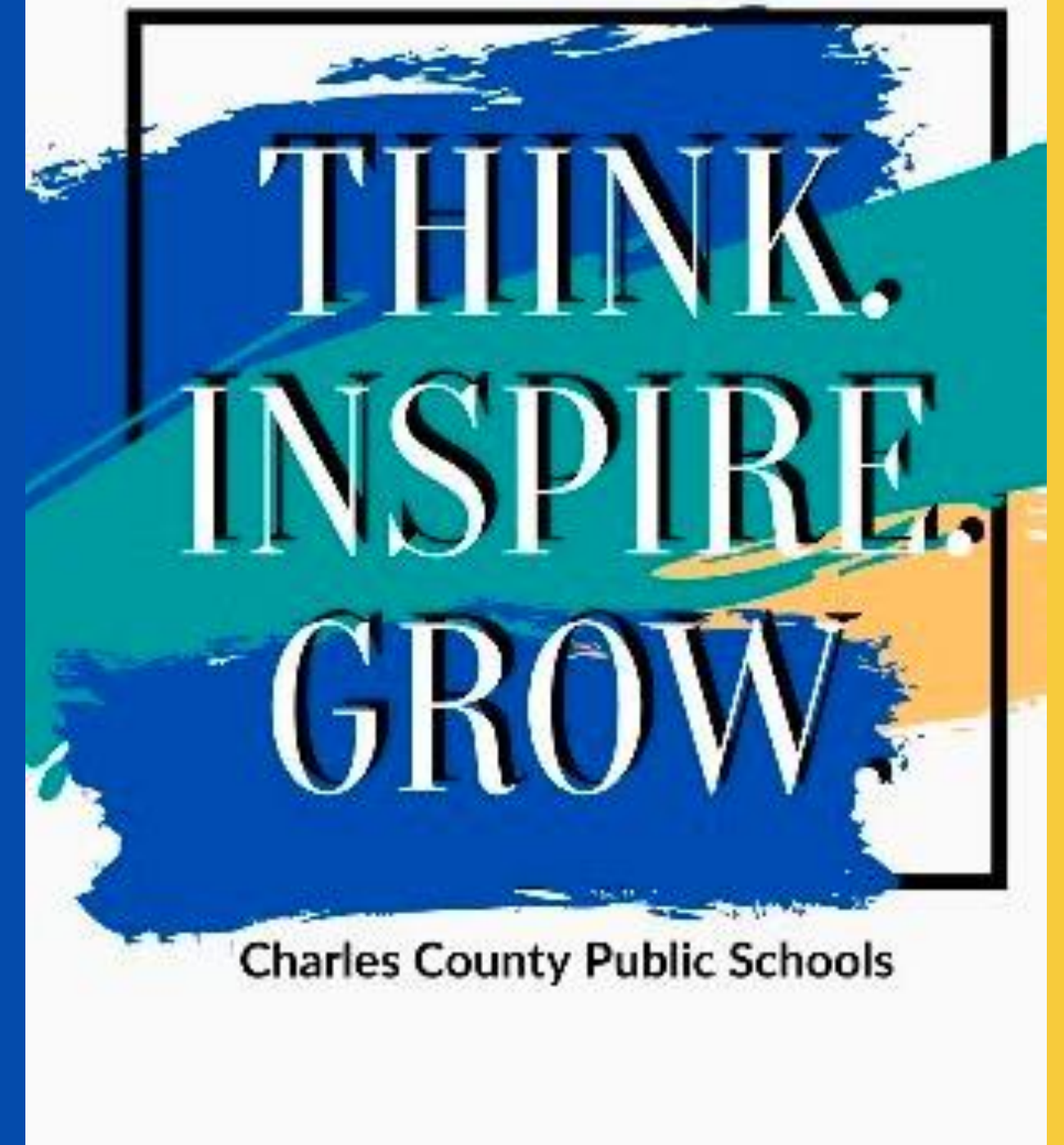
Working together to achieve excellence for every student.

Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Visible lesson plans/ open lesson materials during instruction	Engagement in differentiated independent work
Completed small group planning documents available for review	Standards aligned student tasks
Small group plans aligned to standards and student needs	Participation in discussion or written response tasks
Differentiated independent tasks connected to the lesson objective	Completion of meaningful work during small groups
Formative checks embedded in planning and instruction	Improved transitions and protected instructional time
Walkthrough and planning review data showing increased consistency in implementation	Walkthrough evidence of student engagement

Charles County
Public Schools
Culture & Climate Cycle 3

Dr. Samuel A. Mudd
Elementary School



Culture & Climate Overview

Data Overview

After reviewing data of chronically absent students in all grades, these are reasons why students are absent:

- Lack of transportation if students miss the bus, poverty area of students who are missing school
- Parents keep their child home due to discipline and suspicion issues. Parents do not send their child to school so they do not have to keep getting phone calls or so their child does not get in trouble at school.
- Some students have health issues and in certain seasons do not come to school based on their parents' opinions.
- Students do not want to come to school because school is hard. Parents are allowing students to make the decision to stay home

Culture & Climate Area of Focus

35% of our students are chronically absent, which impacts their academic growth, social-emotional development, and overall school success.

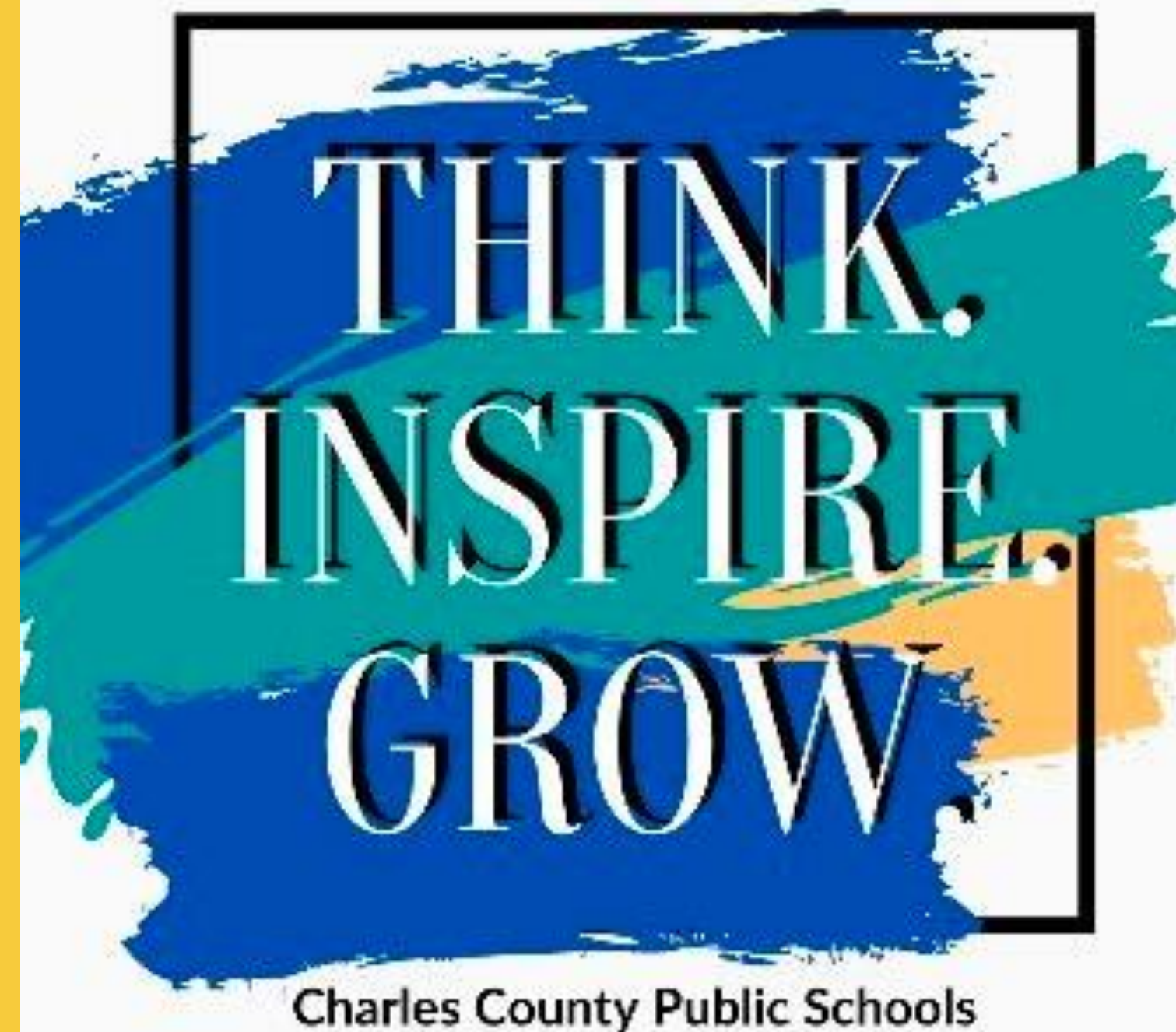
Smart Goal

Reduce chronic absenteeism to below 15% within one school year.

Action Steps

- 1 Family letters about CICO and attendance incentives
- 2 Ongoing review of chronic absenteeism supports in Synergy
- 3 Attendance updates in school newsletters
- 4 May Madness attendance campaign
- 5 Attendance reminders and family polls through social media and paper updates

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!