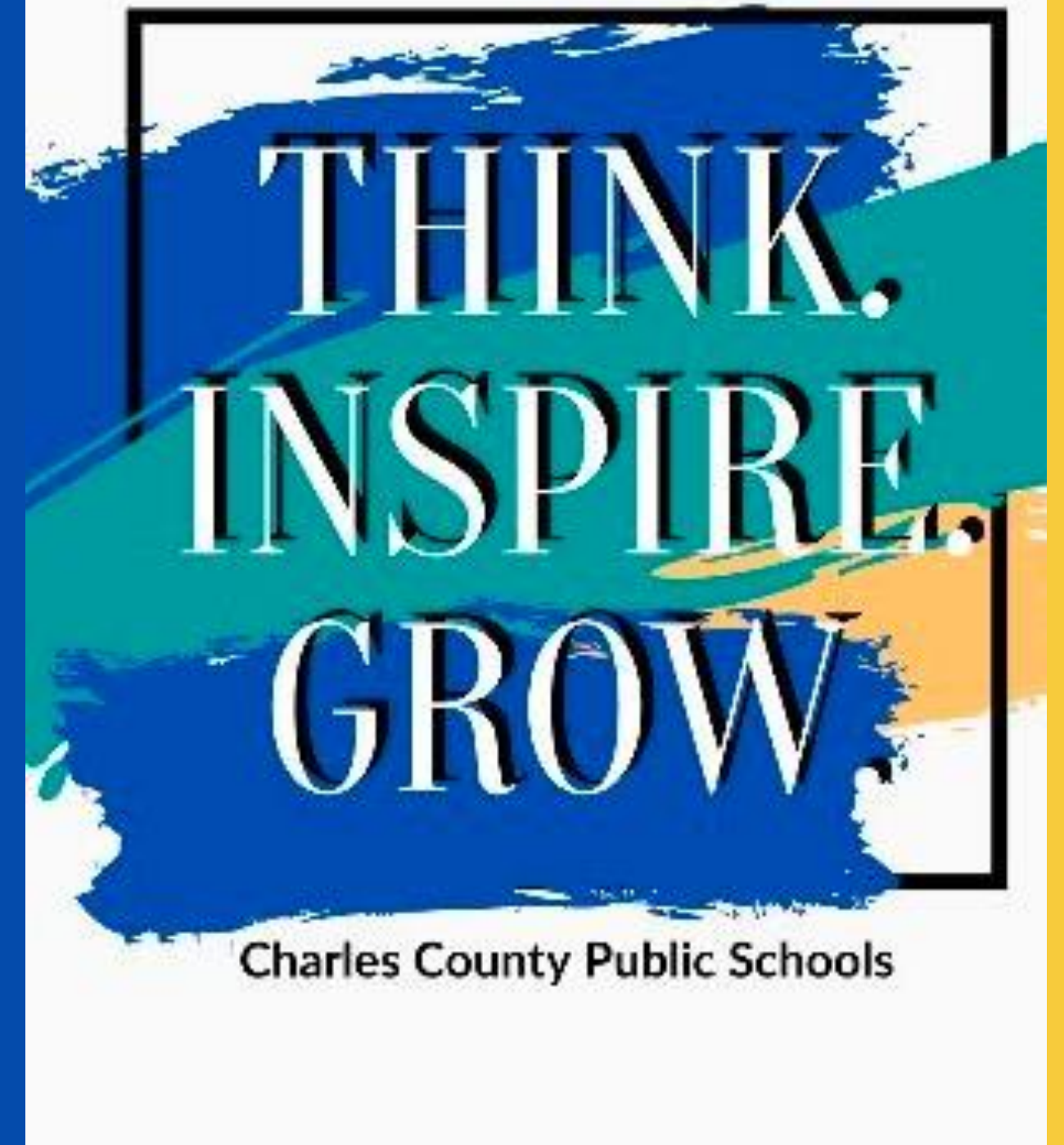


**Charles County
Public Schools
School Improvement Plan
Cycle 1**

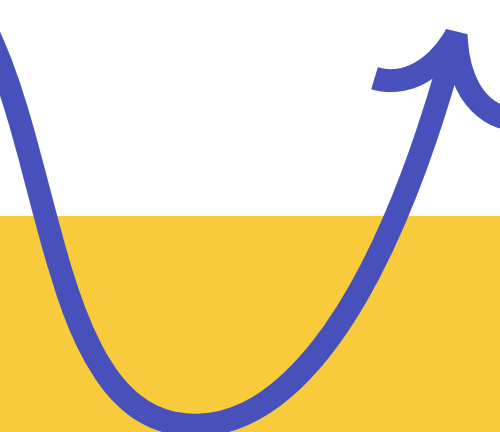
**Benjamin Stoddert
Middle School**





Why Continuous School Improvement

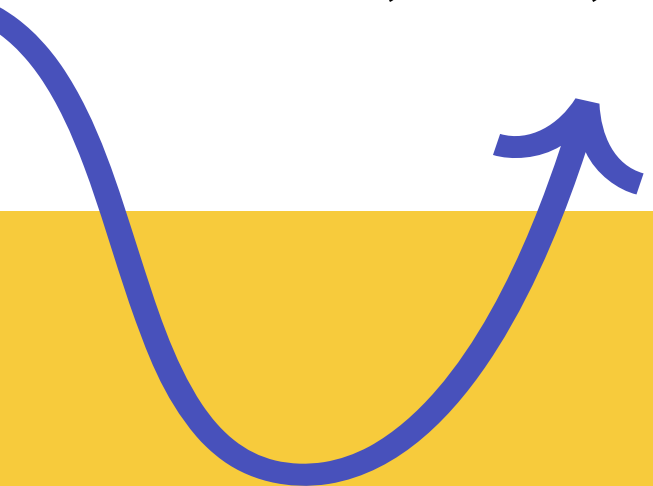
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom,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

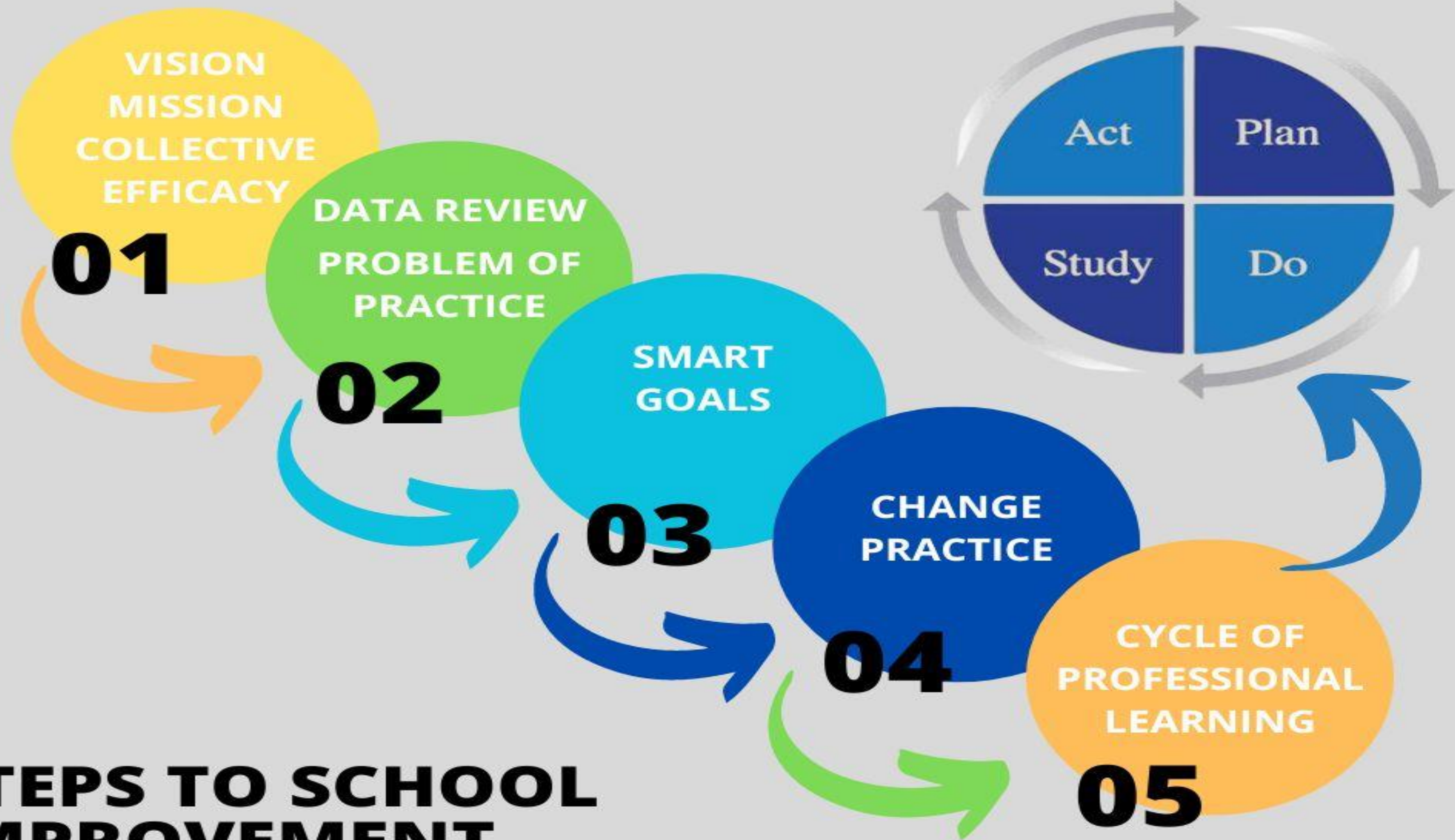
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence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



Benjamin Stoddert Middle School

Vision & Mission

Vision: Our vision is to become a leading middle school—one that embraces diversity, promotes academic rigor, and fosters holistic development. We strive to create a safe and inclusive space where scholars are motivated to pursue excellence, embrace challenges, and are ultimately positioned to achieve their goals and positively impact our community.

Mission: Our mission is to cultivate a supportive, inclusive learning environment where scholars challenge themselves to achieve academic success and personal growth. We are committed to empowering our scholars to become confident and compassionate leaders. We are wonderfully diverse and strive to nurture the unique strengths of each individual through collaboration and a commitment to high expectations.



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Area of Focus

Dear Stallion Nation Parents and Guardians,

Our school is focused on helping all students reach proficiency in reading and math. We are strengthening instruction by supporting teachers in planning engaging lessons that build deep understanding, using classroom data to guide instruction, and helping students take greater ownership of their learning. By working together—teachers, students, and families—we aim to ensure every student grows academically and feels confident in their progress.

Benjamin Stoddert was identified in 2022 as an Additional Targeted Support and Improvement (ATSI) school by MSDE for an underperforming student group, students with disabilities. We have put in place strategies to support these students, including providing high quality intervention programs and additional materials and resources for small group instruction.

This year we are turning up the heat in Stallion Nation! Thank you for your continued partnership in your child's education.

Sincerely,

Marquelle Peavy
Principal



Data Summary

English Language Arts Data Overview	Mathematics Data Overview
iReady: 42% of all students achieved typical growth by the winter assessment	iReady: 34% of all students achieved typical growth by the winter assessment
iReady: <ul style="list-style-type: none">6th Grade: 14% achieved stretch growth by spring7th Grade: 19% achieved stretch growth by spring8th Grade: 18% achieved stretch growth by spring	iReady: <ul style="list-style-type: none">6th Grade: 12% achieved stretch growth by spring7th Grade: 15% achieved stretch growth by spring8th Grade: 17% achieved stretch growth by spring
26% of all students were proficient on MCAP	7% of all students were proficient on MCAP



School Problem of Practice & Smart Goals

ELA Smart Goal

- 34% of students will achieve proficient on the MCAP ELA assessment (8% increase)

Mathematics Smart Goal

- 15% of students will achieve proficient on the MCAP math assessment (8% increase)

ATSI Smart Goal

- 50% of all reading and math intervention students will reach their stretch growth by the spring iReady assessment



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Lesson Plan Reflection and Refinement

Cycle of Professional Learning # 1 Overview

- Revise lesson planning documents and redefine collaborative planning structures
- Participate in AVID professional learning modules (Focused Note-Taking, Feedback Fundamentals)
- ILT and administrators calibrate feedback structures and protocols; provide continuous feedback on lesson planning and delivery
- Introduce student portfolios to 1. encourage student agency, and 2. encourage teachers to analyze student work and provide transformational feedback

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
More frequent collaborative planning meetings to allow for time to be spent on long-range planning, using data to drive instruction, and weekly lesson preparation.	Modified board elements will encourage student reflection on lesson purpose and skill acquisition.
Revised lesson planning documents (and board elements) will encourage teacher reflection on lesson purpose and skill acquisition.	Portfolios will serve as a tool for students to reflect on progress and set academic goals focused on ensuring they meet/exceed the demands of the standards.
AVID professional learning modules will improve instruction by adding to teachers' toolkits	Improved academic performance in reading and math

Cycle 1: Outcomes

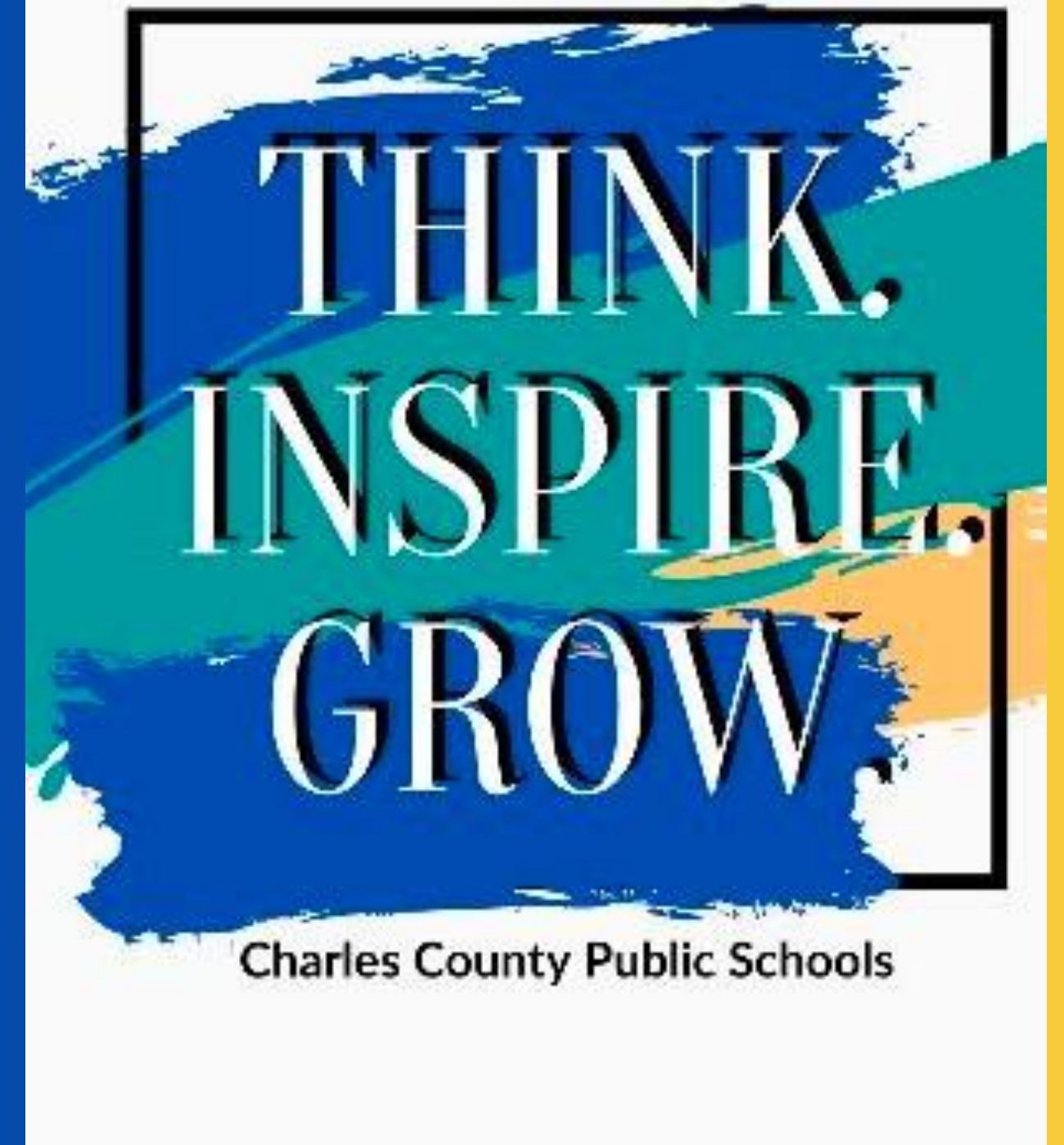
Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">• "Lesson reflection" and "next steps/lesson adjustments" portion of the lesson plan is weak (also known as the "Study" and "Act" phases)	<ul style="list-style-type: none">• (Lag data) Improved scores in almost all areas on the MD Report Card, leading to an increase in the school's star rating• Improved quality of lesson plans as evidenced by walkthrough data• Improvement in Science county common assessment scores (8-10% increase as compared to SY 24-25)• Collaborative planning facilitators' survey yielded positive results (Very comfortable in their role, especially on the "Plan" and "Do" aspects of the Plan-Do-Study-Act cycle)

Next Steps

- Collaborative planning facilitator training #2 to address the Study and Act phase of lesson planning
- PD on formative assessment

**Charles County
Public Schools
Culture & Climate
Cycle 1**

**Benjamin Stoddert
Middle School**



Culture & Climate Overview

Data Overview

Disruptions represents the highest number of major referrals (nearly half)

Culture & Climate Area of Focus

Creating a Positive and Focused Learning Environment

Our school is committed to fostering classrooms where learning is engaging, focused, and respectful. We are working to strengthen positive behavior supports and help students develop the self-management and collaboration skills needed for success. By reinforcing clear expectations and celebrating positive choices, we aim to create a school environment where every student can learn without distraction and feel proud of their growth.

Smart Goal

By June 2026, the number of major referrals for disruption will decrease by 25%.

Action Steps

- 1 BASE lessons in ISI/GROW to target behavior
- 2 House leader training (and recurring meetings)
- 3 Needs assessment- Parent, student, staff
- 4 Professional learning during grade-level team meetings to discuss the implementation of current Tier 1 strategies
- 5 PBIS house meetings with recurring agenda; review attendance, referrals, and grade data in class first, then discuss strategies to improve in the house meeting
- 6 Counselor lessons

Cycle 1 Culture and Climate: Outcomes

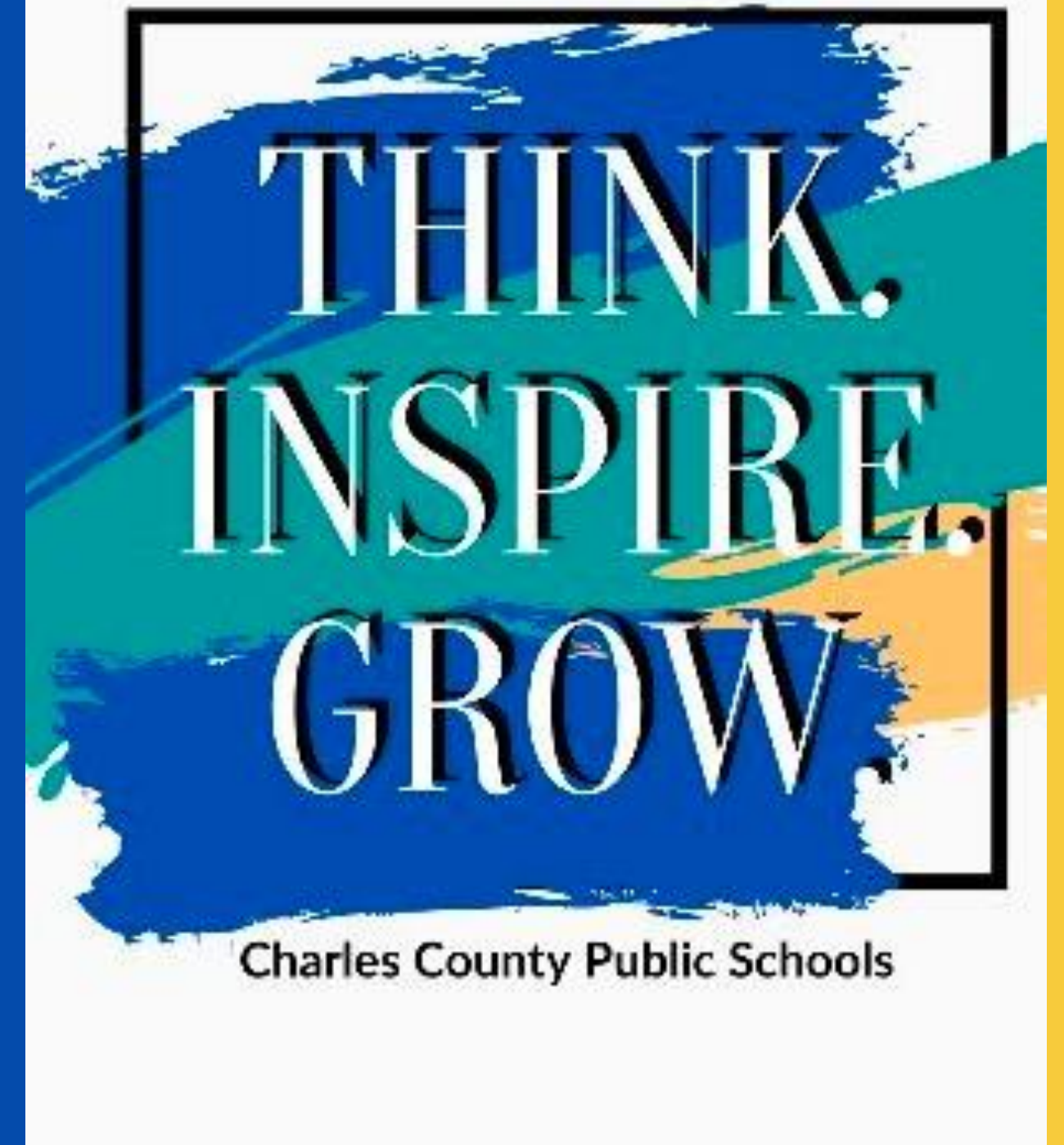
Cycle Areas of Growth	Cycle Celebrations
<ul style="list-style-type: none">Continued classroom disruptions for repeat offendersInconsistent implementation of Tier 1 strategies for teachers in years 1-2Inconsistent use of house points across grade levels and teachers	<ul style="list-style-type: none">In the top 10% of the county for decreased suspensions compared to SY 24-25PBIS house meetings included data analysis and goal-setting (reviewed attendance, referrals, and grade data, then discussed strategies to improve in the house meeting)Rewards for referral-free scholars and those with perfect attendance

Next Steps

- Review of house points distribution in staff meeting
- New teacher support for new year reset activities
- Review support plans for repeat offenders

**Charles County
Public Schools
School Improvement Plan
Cycle 2**

**Benjamin Stoddert
Middle School**



Cycle 2: Change Practice & Cycle of Professional Learning

Change Practice

- Continued- Lesson Plan Reflection and Refinement
- Emphasis on formative assessment

Cycle of Professional Learning #2 Overview

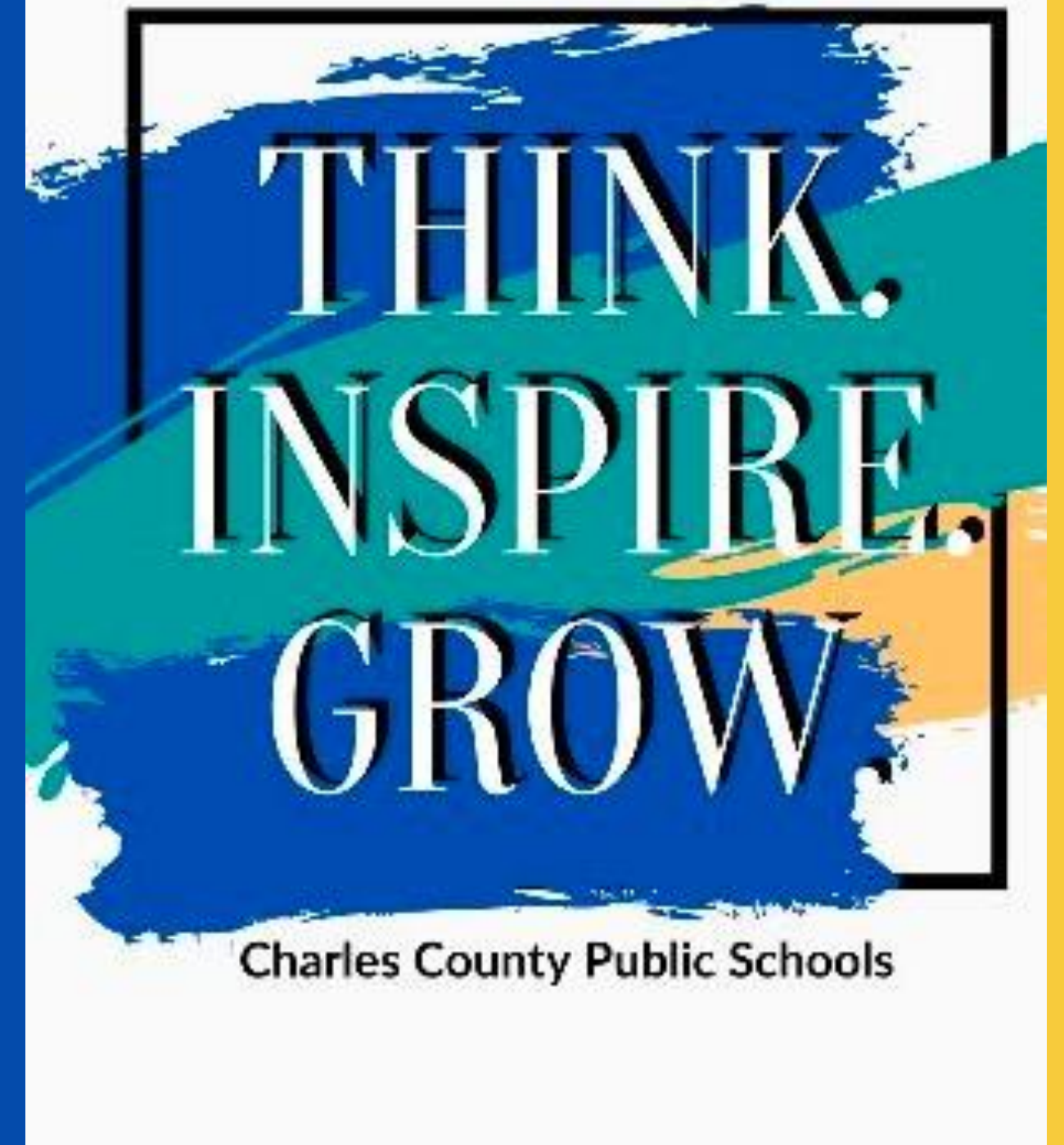
- Collaborative planning facilitator training #2- Focus on the study and act phase
- Begin creating the Stallion Stable (Teacher toolbox/video library). Video #1- Film 6th grade collaborative planning
- PD on collecting and analyzing formative assessment data
- APLM on Costa's Levels of Questioning, as well as teacher protocol for training scholars to articulate their point of confusion and assist one another rather than relying on the teacher
- MCAP prep lessons in Literacy and Math Lab classes

Cycle 2: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
More frequent use of formative assessment	Improved academic performance, especially in core content areas
More effective collaborative planning meetings to include data analysis and lesson adjustments to meet the needs of scholars.	More student-led lessons (less rescuing by the teacher, more student ownership)
Broadening of the teacher toolkit through the Stallion Stable	
AVID professional learning modules will improve teachers' use of questioning	
AVID professional learning modules will shift lessons from teacher-led to student-led	

**Charles County
Public Schools
Culture & Climate
Cycle 2**

**Benjamin Stoddert
Middle School**

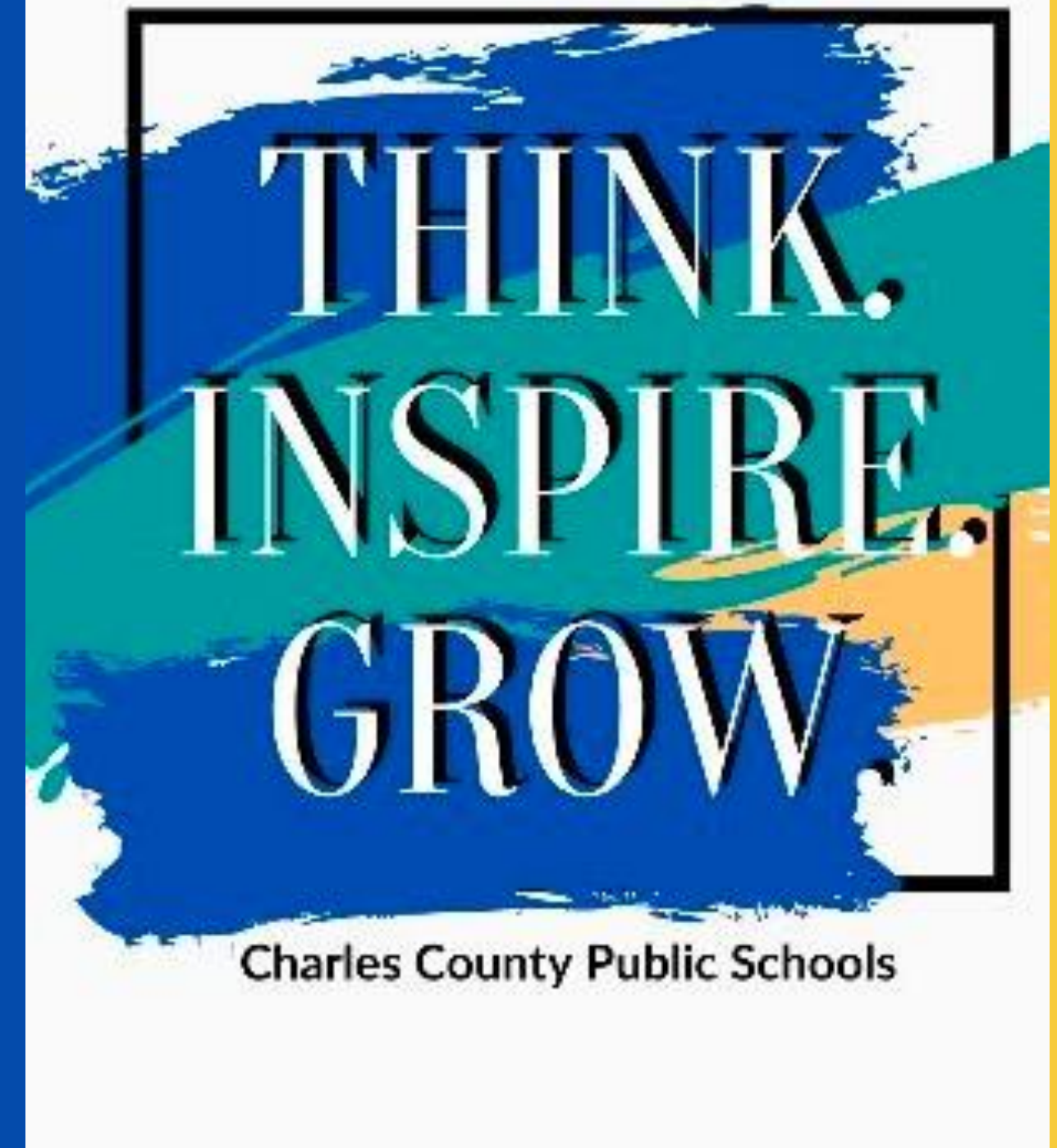


Action Steps

- 1 Meet with new teachers to conduct current needs assessment
- 2 Targeted professional learning for new teachers (years 1-2) on new year reset activities
- 3 Modeling lessons for new teachers on establishing expectations and Tier 1 strategy implementation
- 4 Targeted counselor/admin joint lessons to address discipline trends
- 5 Continue PBIS house meetings with recurring agenda; review attendance, referrals, and grade data in class first, then discuss strategies to improve in the house meeting
- 6 Additional leadership trainings for scholars

**Charles County
Public Schools
School Improvement Plan
Cycle 3**

**Benjamin Stoddert
Middle School**



Cycle 3: Change Practice & Cycle of Professional Learning

Change Practice

- Continued- Lesson Plan Reflection and Refinement
- Emphasis on formative assessment

Cycle of Professional Learning #3 Overview

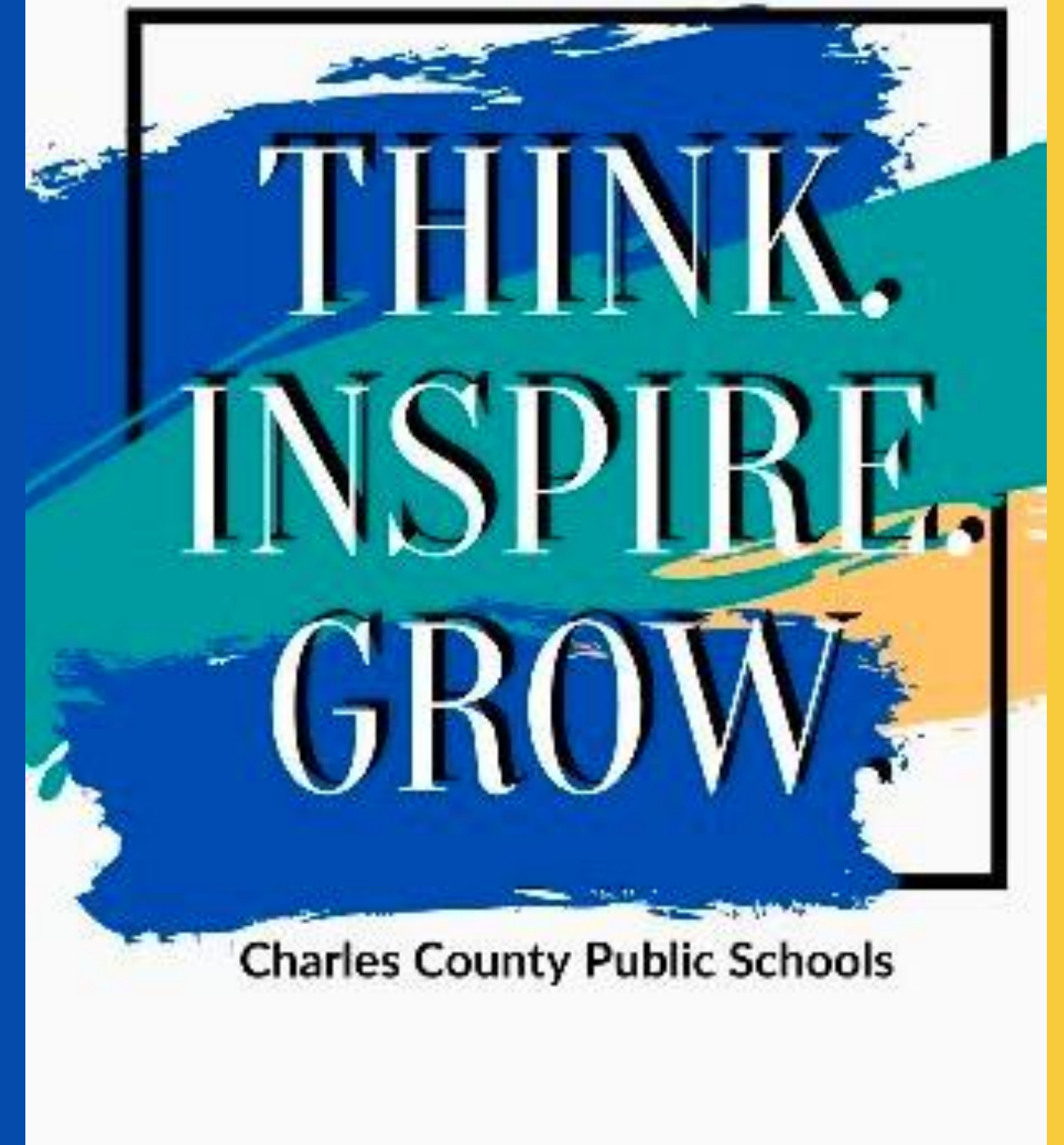
- Introduce “The Last Lap” initiative where teachers will implement common formative assessments, analyze data, and strategically lesson plan to address gaps on a two-week cycle.
- Provide time for vertical planning to kick off “The Last Lap”
- Mini data dives in collaborative planning with support from ILT and administrators
- Direct feedback provided to teachers on “The Last Lap” pivots by ILT and administrators

Cycle 3: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Regular use of formative assessment	Improved academic performance, especially in core content areas
Assist teachers with creating quick and easy common formative assessments	Increased awareness and reflection of current academic performance
Strengthen teachers' ability to plan to pivot based on data	

**Charles County
Public Schools
Culture & Climate
Cycle 3**

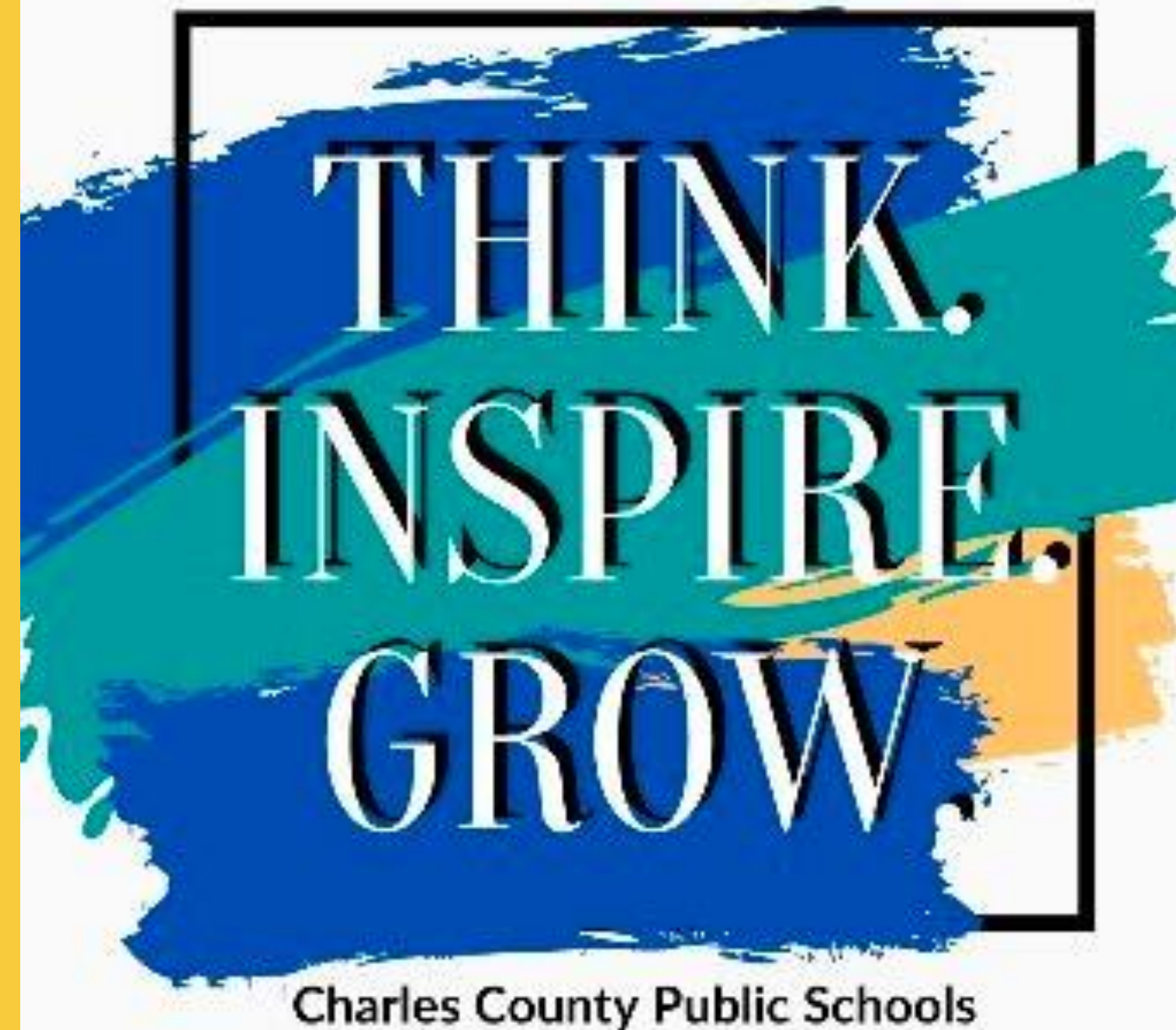
**Benjamin Stoddert
Middle School**



Action Steps

- 1 Continue PBIS house meetings with recurring agenda; review attendance, referrals, and grade data in class first, then discuss strategies to improve in the house meeting
- 2 Continue House Mania events to build competition
- 3 Reward staff for consistently giving House points.
- 4 Provide additional leadership opportunities for scholars
- 5 Staff and student feedback surveys on PBIS activities throughout the school year
- 6 Compile end of year attendance, discipline, and grade data and compare to SY 24-25

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!