

School Improvement Plan 2010-2011 Crofton Elementary School

Goal 1: By the end of the 2010-2011 school year, 50% of all students in grades 3-5 at Crofton Elementary will be perform at the Advanced level in reading and mathematics as defined by the Maryland School Assessment and eliminate the achievement disparities among all student groups.

Statement of Need: While MSA 2010 test results indicate that 51.2% of White students, 57.1% Hispanic and 53.8% of Asian/Pacific Islander students scored advanced, the following student groups are in need of academic growth in Reading: African American 29.4%, FARMS 21.4% and Special Education 10.5%.

Objective 1: Reading: By the end of the 2010-2011 school year, the number of students in all NCLB groups scoring at advanced will increase by 5%.

Institutionalized Strategies/Items: The teachers and staff at Crofton Elementary School are implementing the following programs and instructional practices in the area of reading so that all children achieve their maximum potential: Maryland State Curriculum, *Open Court Reading 2002*, AACPS Writing Curriculum grades 1-5, Explicit Instruction lessons including modified BCRs for advanced students, use of higher level questioning and thinking skills, modifications to address the needs of identified “at-risk” and “highly-able” students, augmentations to instruction using novels including literature circle discussions, *Images* magazines, National Geographic Magazines, rigorous and relevant advanced programs and materials, instruction pertaining to brief constructed responses (BCRs) using the BATS strategy, 6+1 Traits of Writing, rigorous vocabulary instruction, active learning strategies, Interactive Read Aloud time scheduled into instruction, Reading Incentive programs, and on-going student assessment/screening to diagnose students’ strengths and weaknesses.

Strategy: Plan and deliver an effective language arts program that meets the needs of all students.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Continue to provide differentiated language arts instruction so that all students in each NCLB group will maximize their potential.	X	Reading Teachers	Instructional Staff	<ul style="list-style-type: none"> • MOI • Common Planning Times 	<ul style="list-style-type: none"> • Classroom Observations • Lesson Plans • MSA Scores 	June 2011
Implement rigorous instruction using identified advanced materials and programs with all students.	X	Reading Teachers	Instructional Staff	<ul style="list-style-type: none"> • ALPS MOI • Planning Time 	<ul style="list-style-type: none"> • Classroom Observations • Lesson Plans 	June 2011
Implement reading strategies across the curriculum so that students scoring at the advanced level increases.	X	Reading Teachers	Instructional Staff	<ul style="list-style-type: none"> • MOI • Common Planning Times 	<ul style="list-style-type: none"> • Classroom Observations • Lesson Plans 	June 2011
Provide staff development so that teachers will be able to use, teach, model, and monitor the use of reading strategies.	X	PLC Planning Team	Instructional Staff	<ul style="list-style-type: none"> • Common Planning Time 	<ul style="list-style-type: none"> • Staff Development Power Point Presentations 	June 2011

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Goal 1: By the end of the 2010-2011 school year, 50% of all students in grades 3-5 at Crofton Elementary will be perform at the Advanced level in reading and mathematics as defined by the Maryland School Assessment and eliminate the achievement disparities among all student groups.

Statement of Need: While MSA 2010 test results indicate that 51.2% of White students, 57.1% Hispanic and 53.8% of Asian/Pacific Islander students scored advanced, the following student groups are in need of academic growth in Math: African American 22.2%, FARMS 28.6% and Special Education 10.5%.

Objective 2: Mathematics: By the end of the 2010-2011 school year, the number of students in all NCLB groups scoring at advanced will increase by 5%.

Institutionalized Strategies/Items: The teachers and staff at Crofton Elementary School are implementing the following programs and instructional practices in the area of math so that all children achieve their maximum potential: Maryland State Curriculum, *enVision Math Program*, student ability grouping (grades 1-5), differentiated homework distribution, use of manipulatives, whole group and small group instruction, use of higher level questioning and thinking skills, modifications to address the needs of identified “at-risk” and “highly-able” students, rigorous and relevant advanced programs and materials , cooperative teaching and planning with special education and talent development teachers, active learning strategies, and additional instruction with math facts, and on-going student assessment/screening to diagnose students’ strengths and weaknesses.

Strategy: Plan and deliver an effective mathematics program that meets the needs of all students.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Continue to provide differentiated mathematics instruction so that all students in each NCLB group will maximize their potential.	X	Math Committee	Instructional Staff	<ul style="list-style-type: none"> • MOI • Planning Times 	<ul style="list-style-type: none"> • Classroom Observations • Lesson Plans • MSA Scores 	June 2011
Implement rigorous instruction using identified advanced materials and programs with all students.	X	Math Committee TD Teacher	Instructional Staff	<ul style="list-style-type: none"> • ALPS MOI • Planning Time • Staff Development 	<ul style="list-style-type: none"> • Classroom Observations • Lesson Plans 	June 2011
Continue to implement a Math Facts Mastery Program in grades K-5 so that all students are able to master basic math fact operations.	X	Elementary Team Leaders Math Committee	Instructional Staff	<ul style="list-style-type: none"> • MOI • Planning Times • Volunteers 	<ul style="list-style-type: none"> • Classroom Observations • Lesson Plans 	June 2011

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Goal 2: By the end of the 2010-2011 school year, all students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Statement of Need: Our records/data indicate that a majority of discipline referrals occur outside the classroom environment.

Objective: By the end of the 2010-2011 school year, Crofton Elementary will create a safe and supportive learning environment that promotes accelerated achievement for all student groups as measured by a 5% decrease in the rate of discipline referrals that occur outside the classroom environment.

Institutionalized Strategies/Items: The teachers and staff at Crofton Elementary School are implementing the following programs and instructional practices so that all children achieve their maximum potential: establishment of relationships with all students, classroom guidance lessons, school-wide use of "Give Me Five" rules, consistent expectations/rules in the cafeteria and on the playground, Second Step Curriculum, Core Essentials Character Education Program, lunch groups and/or small group counselor with the School Counselor, use of positive reinforcement for appropriate behaviors, adequate duty coverage and an established attendance committee, use of the Raptor system for school security, provide volunteer training

Strategy: Provide all students at Crofton Elementary School a safe, positive, and supportive environment.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Continue to implement a school wide incentive program reinforcing positive behaviors outside the classroom.	X	School Counselor	Entire Staff	<ul style="list-style-type: none"> Poster Charts Cafeteria Procedures 	<ul style="list-style-type: none"> Discipline Data 	June 2011
Continue to recognize students' positive behavior by naming Crofton Cubbies each week.	X	Administration	Entire Staff	<ul style="list-style-type: none"> Supplies and Incentives 	<ul style="list-style-type: none"> Newsletter Posted Awards 	June 2011
Continue to implement classroom lessons to address conflict resolution and bullying.	X	School Counselor	Entire Staff	<ul style="list-style-type: none"> Second Step Materials Core Essentials Program Classroom Guidance Lessons 	<ul style="list-style-type: none"> Discipline Data Lesson Plans 	June 2011

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Goal 4: By the end of the 2010-2011 school year, all Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Statement of Need: Our records/data indicate that not all NCLB student groups are represented in our community activities.

Objective: By the end of the 2010-2011 school year, Crofton Elementary will establish partnerships with parents and community organizations that include all NCLB student group representation, to promote accelerated achievement in a welcoming school environment.

Institutionalized Strategies/Items: The teachers and staff at Crofton Elementary School in conjunction with parents and the community are implementing the following programs and practices so that all children achieve their maximum potential: Partnership with Chick-Fil-A – character education, Paw Printers, Junior Achievement, community outreach programs – donations, Hop-a-thon – Cystic Fibrosis, food and clothing drives, effective communication with parents and community (weekly online and monthly by print), Back-to-School Night, meet the teacher afternoon, Parent/Teacher conferences and conferences as needed, transition meetings between elementary, middle, and high schools, community collaboration/increase business partnerships – Online Auction, Game Night, PM Book Fair, Teacher Recognition, Holiday Workshop, Skate Night, Ledo Pizza Night (monthly) and Read Across America Day.

Strategy: Provide a family-friendly, welcoming environment for all members of the community.

Action Steps	EQ (linked to Statement of Need)	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
Continue to provide educational and social activities and programs in order to encourage parent and community involvement	X	Administration	PTA School staff	<ul style="list-style-type: none"> • Specialized Speakers • Funding 	<ul style="list-style-type: none"> • Attendance Records • Meeting Agendas 	June 2011
Continue to increase attendance of parents and staff at PTA and CAC functions.	X	Administration	CAC/PTA	<ul style="list-style-type: none"> • Child Care Staffing 	<ul style="list-style-type: none"> • Attendance Records 	June 2011