

Crofton Woods Elementary
2010-2011
School Improvement Plan



Goal I: Academic Achievement

Reading

Goal: By the end of the 2010-2011 school year, 98% of all students in grades 3-5, at **Crofton Woods Elementary** will perform at the proficient and advanced level in reading as defined by the Maryland School Assessment. We will eliminate the achievement disparities among all student groups. We will increase the percentage of students performing at advanced in each grade level by 5% when compared to the % advanced in 2010.

Statement of Need: During the 2009 – 2010 school year, Crofton Woods Elementary School met the AYP standards as measured by 2010 Maryland State Assessment. Assessments indicate:

1. In the third grade, 94.3% of students scored in the *proficient* and *advanced* combined levels on MSA Reading. 33.0% of third grade students scored at the *advanced* level.
2. In the fourth grade, 98.9% of the students scored in the *proficient* and *advanced* combined levels on the MSA Reading. 52.7% of fourth grade students scored at the *advanced* level.
3. In the fifth grade, 97.0% of students scored in the *proficient* and *advanced* combined levels on the MSA Reading. 80.2% of fifth grade students scored at the *advanced* level.
4. Analysis of data from 2008-2010 indicates the need to close the achievement group among student groups.

MSA Student Group Performance **READING**

Student category	2007-08				2008-09				2009-10			
	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%
All	1.7	40.1	58.2	98.3	3.6	41.6	54.8	96.4	3.3	41.5	55.2	96.7
African American	8.3	66.7	25.0	91.7	23.1	61.5	15.4	76.9	7.1	85.7	7.1	92.9
American Indian/Alaskan Native	NULL	100.0	NULL	100.0	NULL	NULL	100.0	100.0	NULL	NULL	100.0	100.0
Asian/Pacific Islander	NULL	36.4	63.6	100.0	7.7	23.1	69.2	92.3	NULL	60.0	40.0	100.0
Hispanic	NULL	50.0	50.0	100.0	10.0	60.0	30.0	90.0	10.0	30.0	60.0	90.0
White	1.5	38.4	60.1	98.5	2.1	41.2	56.8	97.9	3.1	38.8	58.1	96.9
ELL	NULL	NULL	NULL	NULL	100.0	NULL	NULL	NULL	NULL	100.0	NULL	100.0
FARMS	NULL	66.7	33.3	100.0	25.0	62.5	12.5	75.0	12.5	75.0	12.5	87.5
SPED	7.7	61.5	30.8	92.3	22.2	55.6	22.2	77.8	22.2	55.6	22.2	77.8

5. In Kindergarten, 92% of students performed at grade level, 4% scored strategic, and 4% scored intensive on the DIBELS May 2010 benchmark.
6. In First grade 77% of the students scored at grade level, 20% scored strategic, and 3% scored intensive on the DIBELS May 2010 benchmark.

Objective: By the end of 2010 – 2011, 98 % of students will perform at or above the proficient level in Reading on the Maryland State Assessments. Students in grades three, four and five will be assessed with the MSA. Performance in student groups will vary no more than 10 percentage points from the highest performing student group.

READING

MSA Student Group	2009-10	2011 GOAL
	Prof/Adv%	Prof/Adv%
All	96.7	98
African American	92.9	88
American Indian/Alaskan Native	100.0	100
Asian/Pacific Islander	100.0	100
Hispanic	90.0	88
White	96.9	98
ELL	100.0	88
FARMS	87.5	88
SPED	77.8	88

Reading Goals for 2011: % Advanced will increase by 5%
 Grade 3 - 38% Grade 4 - 58% Grade 5 - 85%

By the end of 2010-2011, 80% of the Kindergarten students will perform at grade level on the DIBELS benchmark. 80 % of the students in grade one will perform at grade level on the DIBELS benchmark.

Institutionalized Strategies/Items:

1. Refine the implementation of the Reading/Language Arts program in grades K-5, including the writing curriculum.
2. Schedule time within the Professional Learning Community schedule in order to expand teacher knowledge of the Maryland State Curriculum and develop lessons that are fully aligned to the curriculum standards
3. Analyze student data from designated county and state assessments and Web Achievement in order to identify students targeted for proficiency and students targeted for advanced and identify instructional implications. Data sources include:
 - Kindergarten – T.O.O.L, Maryland Model for Readiness, DIBELS, OCR unit assessments
 - First Grade – DIBELS, Oral Fluency assessments, Writing Spree and Dictation, OCR assessments, Rigby Benchmark Kit data

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- Second, Third, Fourth, and Fifth Grades – OCR assessments, Oral Fluency assessments, AACPS Reading Benchmarks (item analysis on Web Achievement Series), MSA [grades 3-5]
4. Analyze student work samples for targeted students, identify strengths and weaknesses, and design targeted instruction to accelerate achievement to advanced level
 5. Provide appropriate intervention programs, according to Tier 1, 2 and 3, to meet needs of lower performing and special education students.
 6. Provide regularly planned differentiated staff development opportunities, including new teacher support topics, based upon staff needs.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Compact instruction in order to provide additional time for differentiated instruction in order to accelerate academic achievement to advanced	Classroom Teachers Reading Teachers	Classroom Teachers Reading Teachers	William & Mary Touch Pebbles Socratic Seminar OCR Classics Novels Staff Dev. Questioning Models	Weekly schedules Grade level team meetings with reading teacher	Monthly
Use formative assessment data to identify and target group/individual students' strengths and weaknesses so that we can improve student performance	Reading Teacher Classroom Teacher Administration	Classroom Teacher	Planning Time Formative Assessment strategies	Plan books – evidence of formative assessment Observations Student Portfolios for Basic students Targeted Students Lists	Monthly
Refine implementation and alignment of State Curriculum in order to improve instruction	Classroom Teachers Reading Teacher Administration	Classroom Teachers SPED teachers Cultural Arts Reading Teachers Media Specialist Administration	VSC Toolkit Reader's Handbooks Staff Development	Observations Assessment Analysis Item analysis on Web Achievement Series	Quarterly

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Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
SOAR Action Step: Provide Professional Development so that teachers will be able to use, teach, model, and monitor the use of reading strategies	Reading Teacher Administration	Classroom Teachers SPED teachers	Comprehension Toolkit	Grade level team meeting with reading teacher Observations	Quarterly
Utilize vertical teams in the form of School Improvement Sub-Committees and cross grade planning so that we can provide a more cohesive program.	Administration	Sub-Committee Members Classroom Teachers	Meeting Times Planning Times	SIT Sub-Committee Meeting Agendas and Minutes SIT Agenda	Monthly

Goal I: Academic Achievement

Mathematics

Goal: By the end of the 2010-2011 school year, 98% of all students in grades 3-5, at Crofton Woods Elementary School will perform at the proficient and advanced level in mathematics as defined by the Maryland School Assessment. We will eliminate the achievement disparities among all student groups.

Statement of Need: During the 2009 – 2010 school year, Crofton Woods Elementary School met the AYP standards as measured by 2010 Maryland State Assessment. Assessments indicate:

1. In the third grade, 97.1 % of students scored in the *proficient and advanced* combined levels on the MSA Mathematics. 43.6% of third grade students scored at the *advanced* level.
2. In the fourth grade 97.8% of the students scored in the *proficient and advanced* combined levels on the MSA Mathematics. 72.0% of fourth grade students scored at the *advanced* level.
3. In the fifth grade, 97.0% of the students scored in the *proficient and advanced* combined levels on the MSA Mathematics. 49.5% of fifth grade students scored at the *advanced* level.
4. Analysis of data from 2008-2010 indicates the need to close the achievement group among student groups.

MSA Student Group Performance MATH

Student category	2007-08				2008-09				2009-10			
	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%	B%	P%	A%	Prof/Adv%
All	5.4	49.0	45.6	94.6	5.0	43.1	52.0	95.0	2.7	42.8	54.5	97.3
African American	25.0	58.3	16.7	75.0	15.4	61.5	23.1	84.6	NULL	78.6	21.4	100.0
American Indian/Alaskan Native	50.0	50.0	NULL	50.0	NULL	50.0	50.0	100.0	NULL	NULL	100.0	100.0
Asian/Pacific Islander	NULL	45.5	54.6	100.0	7.7	38.5	53.9	92.3	NULL	46.7	53.3	100.0
Hispanic	NULL	50.0	50.0	100.0	NULL	50.0	50.0	100.0	NULL	40.0	60.0	100.0
White	4.6	48.7	46.8	95.4	4.5	42.0	53.5	95.5	3.1	41.1	55.8	96.9
ELL	NULL	NULL	NULL	NULL	100.0	NULL	NULL	NULL	NULL	100.0	NULL	100.0
FARMS	33.3	66.7	NULL	66.7	12.5	75.0	12.5	87.5	12.5	81.3	6.3	87.5
SPED	30.8	53.9	15.4	69.2	33.3	44.4	22.2	66.7	22.2	55.6	22.2	77.8

Objective: By the end of 2010 – 2011, 98% of students will perform at or above the proficient level in Mathematics on the Maryland State Assessments. Students in grades three, four and five will be assessed with the MSA. Performance in student groups will vary no more than 10 percentage points from the highest performing student group.

MATH

MSA Student Group	2009-10	2011 GOAL
	Prof/Adv%	Prof/Adv%
All	97.3	98
African American	100.0	88
American Indian/Alaskan Native	100.0	88
Asian/Pacific Islander	100.0	98
Hispanic	100.0	98
White	96.9	97
ELL	100.0	88
FARMS	87.5	88
SPED	77.8	88

Mathematics Goal for 2011: Advanced = 57 %

Institutionalized Strategies/Items:

1. Implement Pearson enVision Mathematics Program and Calendar Math in grades K-5, M³ Mathematics Program in grades 3-5 and Calendar Math.
2. Analyze student data from designated county and state assessments and Web Achievement in order to identify students targeted for proficiency and students targeted for advanced and identify instructional implications. Data sources include:
 - Kindergarten and First Grade– incorporated in daily lesson plans
 - Second, Third, Fourth, and Fifth Grades –AACPS Topic Tests and Benchmark Assessments
3. Analyze student work samples for identified focus students, identify strengths and weaknesses, and design targeted instruction to accelerate achievement to advanced level

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Provide staff development opportunities in order to accelerate performance of talented students.	Math Lead Teachers Talent Dev. Teacher Administration	Classroom Teachers, Special Education Teachers, Math Lead Teachers, Talent Dev. Resource Teacher, Administration	Mathematics Resource Teacher Talent Dev. Resource Teacher	Staff Development Schedule Staff Development Feedback Forms	On an as needed basis based on feedback
Compact instruction and implement Hands On Equations and M ³ Programs for grades 3-5 in order to accelerate achievement for targeted focus and cluster (TD) student groups.	Classroom Teachers, Lead Math Teachers, Talent Dev. Resource Teacher, Administration	Classroom Teachers, Lead Math Teachers, Talent Dev. Resource Teacher, Administration	G/T Resource staff Enrichment materials	Talent Development Chapter Pre-Tests Collaborative Grading	Determined by AACPS Pacing guide for each Grade level
Refine implementation and alignment of State Curriculum in order to improve instruction	Classroom Teachers SPED teachers Math Resource Teachers Media Specialist Administration	Classroom Teachers SPED teachers Math Resource Teachers Media Specialist Administration	VSC Toolkit-clarifications, sample assessments/ Public Release Items Staff Development	Item analysis on Web Achievement Series	Quarterly

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Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Provide appropriate intervention programs and co-teaching opportunities including Math Club so that we can address the needs of lower performing students.	Classroom Teachers, Special Education Teachers, Lead Math Teachers, Special Education Teachers, Administration, SIT Subcommittee	Classroom Teachers, Special Education Teachers, Lead Math Teachers, Special Education Teachers, Administration	Mathematics Resource Teacher, Differentiated instructional materials Collaborative work with S. R. High School students	County Assessment Scores Collaborative Grading Standardized test Scores (Pre/Post)	Determined by AACPS Assessment schedule for each grade level
Use formative assessment data to identify and target group/individual students' strengths and weaknesses so that we can improve student performance	Math Sub-Committee Classroom Teacher Administration	Classroom Teachers	Planning Time Formative Assessment strategies	Plan books – evidence of formative assessment Observations Student Portfolios for Basic students Targeted Students Lists	Monthly
SOAR Action Step: Implement Reading Strategies Across the Curriculum in order to improve students ability to read and understand problems	Math Sub-Committee Talent Dev. teacher	Classroom Teachers	Problem solving activities	Plan books – evidence of problem solving instruction Observations	Monthly

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Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Utilize vertical teams in the form of School Improvement Sub-Committees and cross grade planning so that we can provide a more cohesive program.	Administration	Sub-Committee Members Classroom Teachers	Meeting Times Planning Times	SIT Sub-Committee Meeting Agendas and Minutes SIT Agenda	Monthly
Improve students' computation skills by developing grade level programs designed to help students master and retain basic math facts	Math Sub Committee	Classroom Teachers	Meeting Times Planning Times Touch Math / kinesthetic program	Observation	Quarterly

Science

Goal: By the end of the 2010-2011 school year, 93% of all students in grade 5 at Crofton Woods Elementary School will perform at the proficient and advanced level in science as defined by the Maryland School Assessment. We will eliminate the achievement disparities among all student groups.

Statement of Need:

During the 2008-2009 school year 87.1% of fifth grade students scored at the proficient and advanced level in Science as defined by the Maryland School Assessment.

During the 2009-2010 school year 91.2% of fifth grade students scored at the proficient and advanced level in Science as defined by the Maryland School Assessment; 24.5% of fifth grade students scored at the advanced level.

Objective:

By the end of the 2010-2011 school year, 93% of students in grade 5 will achieve at least proficiency level on the Maryland State Assessment (MSA) in Science. Performance in student groups will vary no more than 10 percentage points from the highest performing group.

By the end of the 2010-2011 school year, 90% of students will perform at or above the proficient level in Science on the Anne Arundel County/Chapter Assessments using the Macmillan-McGraw Hill textbook.

Institutionalized Strategies/Items:

1. Implement the MacMillan-McGraw Hill Science Program in Grades 2-5,
2. Provide Staff Development Opportunities
3. Monitor and maintain materials in Science Lab
4. Utilize the Science Lab for science instruction so that students have opportunities to collect and analyze data and interpret results
5. Monitor materials/reading levels of texts and modify instruction based on AIS/504 Plans and IEPs so that we can accelerate student achievement

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Implement lessons that use contents of informational text along with experimental data and graphic information so that students develop proficiency in using both informational text as well as data and graphic information to interpret experimental results	Classroom Teachers	Classroom Teachers	Problem Based Science activities Science Resource Teacher	Plan Book Observation	Ongoing
SOAR Action Step: Implement Reading Strategies Across the Curriculum in order to improve student performance	Classroom Teachers	Classroom Teachers	Science text	Plan books –	Ongoing
Integrate Science with Media and other content areas so that students receive multiple experiences with content area instruction/information	Sp. Ed. Teachers Classroom Teachers	Sp. Ed. And Classroom Teachers	Planning Time	Informal Observation	Ongoing
Use formative assessment data so that we can improve student performance	Classroom Teacher Administration	Classroom Teachers	Planning Time Formative Assessment strategies	Plan books – evidence of formative assessment Observations	October, January, and May

Arts Integration

Goal: To build on our implementation of an Arts Integration program that we began two years ago by expanding the understanding of what true Arts Integration means, by modeling Arts Integration lessons, and by encouraging greater school-wide participation in Arts Integration.

Statement of Need: Instruction and student achievement improves when teachers are able to provide students with multiple modes for attaining knowledge and demonstrating learning and competency. Arts Integration enables students to learn using their particular strengths and makes content more accessible.

Objective: Develop teacher understanding of effective arts integration instruction and provide models for planning arts integration instruction.

Institutionalized Strategies:

1. Participation in the World Artist's Experience and Artist in Residence programs
2. Integrating content area themes and topics into cultural arts lessons
3. System for communicating staff needs to cultural arts staff so that cultural arts teachers can gather resources and assist in the development of arts integration lessons

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Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Work with technology so that we can develop electronic files of arts integration lessons	Arts Integration Sub-Committee Computer Tech	Arts Integration Sub-Committee Computer Tech	Time to create electronic file system Model arts integration lessons	Review on-line files for content	ongoing
Use staff development and appropriate resources so that teachers can develop and refine their understanding of fine arts curriculum	Cultural Arts Team Arts Integration Sub-Committee	Cultural Arts Team Arts Integration Sub-Committee	Guest Presenters, including staff Art Cart Books	Staff Devl. Schedule	quarterly
Implement DIG Days (Discover, Integrate, and Grow) to accelerate academic achievement to advanced	Classroom Teachers Cultural Arts Staff	Classroom Teachers, Cultural Arts Staff	Compacted instruction Planning Time	Grade level schedules and meetings	quarterly
Identify opportunities for student produced publications, such as a school-wide student newsletter or literary journal, so that students have the opportunity to publish integrated arts products	Administration School Instructional Staff	Classroom teachers Cultural Arts Teachers	Funding Publisher	Final product	June
Have staff members share successful arts integration lessons so that teachers can see model lessons	Cultural Arts Staff Administration	Classroom And Cultural Arts	Staff Development Time	Staff Devl. Schedule	quarterly

Goal II: Safe and Orderly

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 *No Child Left Behind (NCLB)* student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Goal: By no later than June 2011, Crofton Woods Elementary School will create a safe, positive, and supportive learning environment that promotes accelerated achievement for all student groups as measured by a 0.5 % decrease of students absent from school 12 or more times.

Statement of Need: During the past 3 years Crofton Woods maintained a satisfactory attendance rate at an average of 96.1 % with an average of only 2.2% students absent 20 or more days. Discipline referrals were at a minimum; 3% of Crofton Woods’ student population received discipline referrals in 2009-2010. The school has a very active PTA, CAC, and volunteer program.

Crofton Woods Absences					
YEAR	STUDENTS	> 20 #	> 20 %	>= 12 #	>= 12 %
2009-10	566	15	3	99	17
2008-09	567	11	2	84	15
2007-08	572	12	2	73	13

Attendance		
YEAR	STUDENTS	%
2009-10	566	95.7
2008-09	567	96.2
2007-08	572	96.5

2009-10 Referrals & Suspensions				
Student category	Referral #	Referral %	Suspended #	Suspended %
All	20	3	2	0.35
African American	2	7	NULL	NULL
Asian/Pacific Islander	NULL	NULL	NULL	NULL
White	18	4	2	0.40
FARMS	3	11	NULL	NULL
SPED	2	8	NULL	NULL

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Objective: By the end of 2010 – 2011 attendance will maintain a 95% excellence rating. The number of students with 12 or more days absent will decrease by .5 % as compared to the 2009-2010 school year. Discipline data will remain at a minimum.

Institutionalized Strategies/Items:

Maintain guidelines established in the School Crisis and Emergency Management Plan binder.

Schedule monthly attendance meetings designed to review attendance issues.

Continue to implement Second Step and No Put Downs Programs.

Provide safe and orderly lunch/recess periods.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Monthly Attendance Meetings	Assistant Principal	A.P., Counselor, Nurse, Attn. Sec, PPW, Faculty Rep	Attendance Data	Monthly formal reviews Weekly updates	Last Tuesday of each month
Guidance Directed Conflict Resolution Program	School Counselor	Counselor	Scheduled lessons	Monthly	Ongoing

Goal III: Community Engagement

Goal: By no later than June 2011, Crofton Woods Elementary School will establish community partnerships to promote accelerated achievement in a welcoming school environment, as determined by attendance participation at Parent Conferences in November and Parent Volunteer Data and to develop students Civic Literacy.

Objective: By the end of 2010-2011, Crofton Woods will increase students’ awareness of their civic roles and responsibilities and will establish community partnerships with a variety of organizations.

Institutionalized Strategies/Items: Maintain Maryland Department of Education Outstanding Parent Volunteer Program recognition. Provide parent information sessions to increase awareness of county and school curriculum programs. Collaborate with PTA to conduct “Meet the Artist Night”. Continue to implement ‘Outreach’ programs through the Student Government Association, and Human Relations Committee. Continue to collaborate with private industries through guidance and administration to provide materials of instruction for students. Maintain partnership with Kiwanis Club sponsorship of K-Kids Club in 4th and 5th grades.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Continue to implement parent volunteer program Support PTA in the implementation of the “Woody’s Backpack” and Parent Resource List so that parents are aware of school events	PTA Exec. Board, Guidance Counselor, Teachers	Parent Volunteer Coord. Team – 6 Parents	Electronic communication Volunteer Coordinator	On – going monthly meeting with CWES staff liaisons Volunteer Sign in logs	Spring 2011
Collaborate with CAC in order to conduct curriculum information evening event for parents.	CAC, Guidance Counselor, Teachers	Administration CAC chairperson	Location Guest Speakers	Schedule	June 2011
Support PTA/Guidance initiative related to learning styles type indicators in order to increase student achievement	PTA, Guidance Counselor, Teachers	Guidance Counselor	Grant Funding and Learning Styles Assessments	Review student assessment data from the learning style assessments – Gr. 3,4, and 5	January 2011- May 2011

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Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Implement Green Schools initiatives in order to develop students' civic responsibilities	Administration	School staff	Student Recycling Club ABITIBI Dumpster	SIT Meeting Agendas and Minutes	January 2011 and May 2011
Continue to schedule monthly visits to a Convalescent Center in order to develop partnerships outside the school building	Special Education Teacher	Special Education Teacher	Transportation	School-wide Calendar	
Coordinate mathematics tutoring program for students with demonstrated need with cluster high school in order to increase student achievement	Counselor Administration	Counselor Administration Teacher Leaders	Student Service Learning Volunteers	Volunteer Sign-In Logs	June 2011
Continue partnership with Anne Arundel Community College students in order to support student achievement.	Counselor Administration Reading Teacher	Counselor Administration Reading Teachers	Student Service Learning Volunteers	Volunteer Sign-In Logs	June 2011
Continue to pursue partnerships/fundraising opportunities to enhance student learning.	Technology Committee PTA	Technology Committee PTA Classroom Teachers	Funding	PTA Grant Committee Administration	June 2011