

CROFTON MIDDLE
SCHOOL

SIT PLAN

2009-2011

Crofton Middle School

Mission Statement

The Crofton Middle School community (faculty, staff, parents, and community), is committed to providing a safe, instructionally challenging, and nurturing environment where each student can achieve his or her potential.

Welcome to Crofton Middle School

Home of the Eagles

Soaring to Success

CMS Goals 2010-2011

1. Engaging students in higher order thinking skills to help students more deeply understand course content.
2. Engaging students through varied learning activities and differentiated instruction to challenge.
3. Accessing the disconnected student with the belief that all students matter and that all students can learn.

↓ MSA SCORES FOR CROFTON MIDDLE SCHOOL

% Advanced and Proficient, all students

| 6th Grade | Reading | Math |
|-----------------------------|----------------|-------------|
| 2004 | 90.3 | 68.8 |
| 2005 | 90.6 | 81.7 |
| 2006 | 88.8 | 85.9 |
| 2007 | 92.0 | 86.9 |
| 2008 | 95.1 | 93.8 |
| 2009 | 93.2 | 87.8 |
| 2010 | 94.2 | 87.9 |

| 7th Grade | Reading | Math |
|-----------------------------|----------------|-------------|
| 2004 | 81.6 | 74.2 |
| 2005 | 91.1 | 87.0 |
| 2006 | 92.4 | 83.1 |
| 2007 | 90.0 | 86.5 |
| 2008 | 96.0 | 90.9 |
| 2009 | 92.7 | 92.6 |
| 2010 | 90.1 | 85.8 |

| 8th Grade | Reading | Math |
|-----------------------------|----------------|-------------|
| 2003 | 78.8 | 50.6 |
| 2004 | 85.7 | 78.1 |
| 2005 | 92.4 | 80.5 |
| 2006 | 88.2 | 89.4 |
| 2007 | 86.2 | 82.7 |
| 2008 | 91.8 | 88.5 |
| 2009 | 92.0 | 84.8 |
| 2010 | 94.0 | 88.7 |

**Crofton Middle School
School Improvement Plan
2009-2011**

Preamble

Institutionalized best practices at Crofton Middle School:

1. Use consistent research processes including notecards and outlining, and require a student research product at least once per grade level.
2. Provide opportunities for students in every student group to participate in advanced coursework.
3. Incorporate note-taking and organizational strategies into all classes to develop consistency.
4. Provide an inclusive special education program to offer grade level appropriate content to all students in the least restrictive environment.
5. Utilize strategies of PBIS to support positive student choices and consequences.
6. Conduct "How-to study" sessions with parents and students.
7. Conduct Grade 8 student meetings with counselor to review their high school program of study.
8. Perform various music performances in the community.
9. Solicit school supplies from the local community for economically disadvantaged CMS students.
10. Provide Principal's Honor Roll breakfast, Presidential Academic Awards, National Junior Art Honor Society, and the National Junior Honor Society for students and their parents to acknowledge student achievement and the home/school connection.
11. Provide opportunities for students to participate in community outreach.
12. Conduct orientation evenings for rising 6th graders in the spring and summer of each school year.
13. Utilize community partnerships to support quarterly Can-Do cards for recognition of student academic achievement and citizenship.
14. Build relationships through team building activities and collaboration.

School Improvement Plan 2009-2011

School: Crofton Middle School

Goal 1: By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.

Statement of Need: At the end of 2009 - 2010 school year, 92% of all students met the AMO in Reading on MSA with 61% scoring at an advanced level. Additionally, 86% of all students met the AMO in Math on MSA with 45% scoring at an advanced level. Crofton Middle School has met the AMO by having greater than 80.8% of all students achieve a level of proficient or higher in Reading and 71.4% of all students achieve a level of proficient or higher in Math. However, the following student groups *did not attain 80.8% proficiency in Reading and 71.4% proficiency in Math:*

- Reading
 - SPED (62.9)
 - LEP (63.6)
 - FARMS (71.6)
 - AA(77.6)
 - AI (60.0)

- Math
 - SPED (40.0)
 - LEP (59.1)
 - FARMS (52.8)
 - AA (65.1)

2005-2010 School Year MSA Scores for Reading see attached charts

2005-2010 School Year MSA Scores for Math see attached charts

Annual Objective: By the end of the 2010-2011 school year, the student groups listed above will *reach the Reading AMO of 85.6% and the Math AMO of 78.6%* regardless of racial, socio-economic, or special education status.

School Improvement Plan 2009-2011 continued

| Action Steps | EQ (linked to Statement of Need) | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date |
|---|-------------------------------------|-----------------------------|---|--|--|-----------|
| <p>All teachers will adjust classroom strategies to promote high expectations, rigor, and opportunities for intervention so that all students groups can achieve proficiency on MSA.</p> <p>1. <i>Provide targeted intervention in critical reading standards to students who:</i></p> <ul style="list-style-type: none"> ▪ <i>Score Basic on MSA and/or a stanine score of 4 and under on the Gates Test. (Soar to Success, Wilson, Corrective Reading, Skills for Success, Saturday School, Eagle's Nest, Targeted Learning Opportunities)</i> <p>2. <i>Provide targeted intervention in critical math standards to students who:</i></p> <ul style="list-style-type: none"> ▪ <i>Score Basic on MSA (Box Score, Money 8, Lunch Bunch, Skills for Success, Eagle's Nest, Saturday School, Targeted Learning Opportunities, Math Mobius)</i> | EQ | Academic Interventions TEAM | Intervention Teachers Classroom Teachers | <p>Each teacher needs a list of students MSA scores/intervention and student group</p> <p>Teacher recommendations based on Gates scores after first administration of the test</p> <p>New materials</p> <p>Clear set of standards/targets for everyone we are assessing</p> <p>Use teacher generated materials</p> | <p>Benchmarks/Unit Assessments/Common formative assessments</p> <ul style="list-style-type: none"> ❖ Math ❖ Science ❖ SS ❖ LA <p>Observations</p> <p>Walk-throughs</p> <p>Cohort Planning Minutes</p> <p>IDT Planning</p> <p>Bi-weekly monitoring of targeted student data</p> <p>Monitor specific students progress using benchmarks and attendance</p> | June 2011 |

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|--|----|---------------------|--------------------|--|---|--------------|
| <p>3. <i>Counselors will conduct a study skills/test taking skills lesson for parents and students to help students learn to study smarter, not harder</i></p> | EQ | Guidance Department | Arundel Cluster | <p>Flyers to parents</p> <p>Use of interim reports/MSA data for targeted invitations</p> <p>Arundel Cluster and accompanying resources</p> | Sign in sheets at Arundel Study Skills Fair | October 2010 |
| <p>4. <i>Co-taught teams will engage in monthly PD on the Team Teaching approach and facilitate its use in the classroom.</i></p> | EQ | DCs | Cohort/IDT Teams | Team Teaching Binder | <p>Classroom Walkthroughs</p> <p>Observations</p> <p>Cohort Planning/IDT Minutes</p> | June 2011 |
| <p>All staff members will participate in learning communities and implement strategies so that the achievement gap will be eliminated among targeted student groups (SPED, ELL, FARMS, AA, AI)</p> | | | | | | |
| <p>1. <i>Implement a leadership team comprised of administration, counselors, and department chairs</i></p> | | Principal | DCs/Administration | <p>Time to meet</p> <p>Applicable school wide data</p> | Agendas Meeting minutes | June 2011 |
| <p>2. <i>Implement a consistent cohort planning structure that will:</i></p> <ul style="list-style-type: none"> * Actively monitor targeted students * Use current data from common formative assessments to tailor instruction to individual students * Effectively plan lessons around targeted standards while incorporating the following key questions <ul style="list-style-type: none"> • What do I want my students to know | EQ | Administration | Leadership Team | <p>Time and space to meet</p> <p>Applicable data</p> <p>Cohort planning templates</p> <p>MDK12, Achievement</p> | <p>Cohort planning minutes</p> <p>Administrator attendance at cohort meetings</p> <p>DC feedback at Leadership meetings</p> | June 2011 |

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|--|----|----------------|----------------------|--|--|-----------|
| <p>about this skill or concept?</p> <ul style="list-style-type: none"> • What prior knowledge do my students already have? • What new knowledge do my students need to be successful? • How do I plan on teaching my students this new knowledge? • What do I do if students begin to struggle? | | | | Series, Dashboard | Review cohort template (process) for differentiation based on student need | |
| <p>3. <i>Implement a focused IDT structure that will:</i></p> <p>*Effectively collaborate around cross-curricular skills/standards/instructional approaches so that learning is maximized in all content areas by all students.</p> <p>*Effectively use current data in cross-curricular discussions to ensure the success of struggling learners.</p> | EQ | Administration | IDT Teams | <p>Time and space to meet</p> <p>Applicable data</p> <p>IDT Meeting templates</p> <p>MDK12, Achievement Series, Dashboard</p> | <p>IDT Meeting templates</p> <p>Administrator/counselor attendance at IDT meetings</p> <p>IDT Leader feedback at IDT Leader meetings</p> | June 2011 |
| <p>4. <i>Incorporate D.I. into daily/weekly instruction that will allow teachers to:</i></p> <p>*Address student needs by strategically designing student performance tasks that will result in differing student work products.</p> <p>*Address student needs by strategically adjusting the learning environment while still instructing students for mastery of standards.</p> <p>*Addressing student needs by strategically adapting the depth, pace, and delivery mode of what is taught and providing various avenues to students to access the content.</p> <p>*Addressing student needs by strategically creating student learning experiences that allows for different student processes.</p> | EQ | Administration | School based DI Team | <p>Differentiated Training</p> <p>Lead the Leaders conference</p> <p>Small and Large group inservice on Differentiated Instruction</p> | <p>Professional Development calendar, materials, and agendas</p> <p>Observations</p> <p>Walk throughs</p> <p>Cohort Planning/IDT Meeting minutes that reflect the following:</p> <p>Initial/ongoing assessments of student interest/readiness and growth(formative &</p> | June 2011 |

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|---|---|------------------------|--------------|-----------------------------------|---|-------------|
| | | | | | <p>summative)</p> <p>Flexibility in the management of the classroom to allow for changes to the grouping, seating, materials, time</p> <p>Re-teaching to small groups based on formative assessment</p> <p>Making content available through support(audio/video delivery of content, organizers, peer mentors, etc.)</p> <p>Tasks that are matched in complexity to student understanding and skill</p> <p>Evidence of matching activity to student learning style/interest</p> | |
| <p>5. Schedule Quarterly Parent Updates in order to:</p> <p>*Keep parents apprised of the academic progress of their students and to increase communication between home and school.</p> | | Administrator | All Teachers | Space and time to meet | <p>Newsletter outlining process</p> <p>Attendance log for Quarterly updates</p> | June 2011 |
| <p>6. Implement Reading Strategies Across the Curriculum</p> | | | | | | |
| <p>*Select Reading Strategies upon which to focus, based on needs of specific student</p> | X | Reading Teacher (elem) | Faculty | <u>A Guide to Reading Writing</u> | List of identified strategies | August 2010 |

| | | | | | | |
|--|---|---|---|--|---|--------------------------|
| groups | | Language Arts/English DC (second) | | <u>Across the Curriculum</u> | | |
| *Determine sequence for introducing reading strategies, based on student needs | X | Grade Group Leaders (elem) DCs/Lead Teachers (second) | Grade Groups Departments | List of identified strategies | Written Sequence | August 2010 |
| *Introduce reading strategies according to identified sequence, so that students will understand when to use strategies as appropriate | | Administration DCs/Lead Teachers (second) | Grade Groups Departments | Collaborative Planning Time dedicated to planning for introduction | Lesson Plans Lesson Artifacts Walk Thrus Collaborative Planning Agendas & Minutes | September 2010 & ongoing |
| *Reinforce reading strategies as appropriate, so that students will become independent in their use | X | Administration DCs/Lead Teachers (second) | Grade Groups Departments | Collaborative Planning time; common formative assessments | Lesson Plans Lesson Artifacts Walk Thrus Collaborative Planning Agendas & Minutes Benchmark Score Improvement | September 2010 & ongoing |
| <i>7. Provide Professional Development so that teachers will be able to use, teach, model and monitor the use of reading strategies</i> | | | | | | |
| *Conduct Professional Development | | Administration | Reading Teachers (elem) Reading Resource Teachers (second) | <u>A Guide to Reading Writing Across the Curriculum</u> Opening faculty meeting Collaborative Planning Time on a regular basis IDT Took Kit | Agenda Minutes PD Artifacts | August 2010 & ongoing |

| | | | | | | |
|---|--|----------------|--|---|---|------------------------|
| *Monitor implementation of reading strategies introduced in Professional Development Sessions | | Administration | Grade Group Leaders (elem) DCs/Lead Teachers (second) | Reading Strategy Look Fors | Lesson Plans Collaborative Planning Agendas & Minutes Walk Thrus Benchmark Scores | October 2010 & ongoing |
| *Evaluate effectiveness of Reading Strategies Initiative | | Administration | School Improvement Team | Implementation Data (see prior monitoring procedures) Benchmark Scores | Document matching level of implementation of reading strategies to student benchmark scores | July 2011 |

School Improvement Plan 2009-2011

School: Crofton Middle School

Goal 2: By the end of the 2011-2012 school year, there will be a *20% reduction* in the number of secondary students *receiving one or more referrals, suspensions and expulsions* for each NCLB group.

Statement of Need: As of August 20, 2010, 90.75% of CMS students received one or fewer referrals during the 2009-2010 school year; 19% of CMS students received one or more referrals. African American students account for 13.8% of the total population, but they account for 27% of the referrals. Additionally, FARMS students account for 9% of the student group, but they account for 17.2% of the referrals. Furthermore, a disproportionate number of African American students (37%), Hispanic students (32%), and FARMS students (35%) received referrals relative to the total of students in the student group. Lastly, 54.6% of all referrals last year were for disrespect in the classroom.

Number of Referrals in 2009-2010 School Year

| Student Groups | Number of Students Enrolled 2009-2010 | Number of Students With Referrals 2009-2010 | Percents 2009-2010 |
|------------------|--|--|-----------------------|
| Native American | 5 | 0 | 0 |
| Asian | 93 | 9 | 9.6 |
| African American | 162 | 60 | 37 |
| Hispanic | 44 | 14 | 32 |
| White | 863 | 138 | 16 |
| TOTAL | 1167 | 221 | 19 |
| FARMS | 109 | 38 | 35 |
| SPED | 70 | 18 | 26 |
| LEP | 22 | 2 | 10 |

CMS School Improvement Plan 2009-2011

Number of Suspensions in 2009-2010 School Year

| Student Groups | Number of Students Enrolled 2009-2010 | Number of Students With Suspensions 2009-2010 | Percents 2009-2010 |
|-------------------------|--|--|---------------------------|
| Native American | 5 | 0 | 0 |
| Asian | 93 | 5 | 5 |
| African American | 162 | 30 | 18.5 |
| Hispanic | 44 | 8 | 18 |
| White | 863 | 50 | 6 |
| Total | 1167 | 91 | 8 |
| FARMS | 109 | 29 | 26.6 |
| SpEd | 70 | 14 | 20 |
| LEP | 22 | 0 | 0 |

Annual Objective: By the end of the 2010-2011 school year, Crofton Middle School will reduce the disproportionate number of referrals occurring in the FARMS, Hispanic, and AA student groups by 20%. Additionally, Crofton Middle School will reduce the number of referrals labeled as disrespect by 20%. Lastly, Crofton Middle School will reduce the number of referrals by grade by 20%.

| Action Steps | EQ (linked to Statement of Need) | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date |
|---|---|---|------------------------|--|--|-------------|
| <p>Engage all students and teachers in building a positive school culture so that behavioral expectations are clarified and relationships are built.</p> <p><i>1. Implement a school wide PBIS program to include the new Peace Initiative and Bullying Program.</i></p> | EQ | Assistant Principal | PBIS Committee | Periodic and applicable faculty meetings | Calendar of PBIS Peace Initiative action steps. Advisory lesson plans Peacemaker award recipients Reduction in bullying incidents at school | June 2011 |
| <p><i>2. A selected group of students, based on 09-10 behavioral and academic data, will participate in a mentoring program to improve academically, socially, and behaviorally.</i></p> | EQ | Gym Teacher Counselor Administrator | PBIS Committee | Ongoing incentives | List of interventions implemented SWIS and SASI Data | June 2011 |
| <p><i>3. Provide opportunity through daily/weekly Eagle's Nest advisory program for the school community to build inter-and intra-</i></p> | EQ | Guidance Administration Teachers | All Teachers | Ongoing inservice for staff on advisory topics | Documentation of advisory lessons with teachers Walk throughs | June 2011 |

| <i>personal communication.</i> | | | | | Observations | |
|---|----|---------------------|----------------------------|--|--|-----------|
| <p>4. Implement school wide academic and behavioral structures so that the number of referrals and suspensions in all student groups decreases.</p> <p>*Address student academic and behavioral concerns through a structured and strategic IDT process. *Address student academic and behavioral concerns through a structured and strategic RST process. *Address student discipline concerns by following a structured discipline flow chart throughout the building.</p> | EQ | Assistant Principal | Administration/IDT Leaders | Academic and behavioral data that is current and ongoing | SWIS, SASI, and DMR data IDT meeting minutes Appropriate Faculty meeting minutes | June 2011 |
| <p>5. Guidance will triangulate data points to target specific students for academic and behavioral interventions</p> <p>*Specific students will be chosen according to attendance, academic achievement, and discipline data.</p> | EQ | Guidance | Guidance | Attendance, discipline, and academic data | Documentation of lessons, activities, interventions, strategies, and conferences with students Sharing data at leadership team meetings | June 2011 |

School Improvement Plan 2009-2011

School: Crofton Middle School

Goal 3: By the end of the 2011/2012 school year, Anne Arundel County Public Schools will increase the percentage of partnerships with faith-based and/or community organizations from the current baseline by 30% in each of the four school clusters (north, west, central and southern county cluster of schools) for community-based and/or community sponsored academic and social support options for African American, Hispanic, FARMS and special education (NCLB student groups) students.

Statement of Need: Crofton Middle School has formed over twenty partnerships with faith based and community businesses over the past four school years. Due to increased enrollment and changing demographics, CMS continues to need increased community partners to support the school community.

Community Partnerships for 2003-2010 School Years

| | | |
|-----------|-----------------|---|
| 2003-2004 | 11 Partnerships | Skate Zone, McDonald's, Chick-Fil-A, Friendly's, Taco Bell, Giant, Safeway, Cate's Custard, Kiwanis, Art Shows, Interfaith Ministries |
| 2004-2005 | 14 Partnerships | Skate Zone, McDonald's, Chick-Fil-A, Friendly's, Taco-Bell, Giant, Safeway, Cate's Custard, Rita's Ice, Bead Shack, Target, Kiwanis, Art Shows, Interfaith Ministries |
| 2005-2006 | 19 Partnerships | Skate Zone, McDonald's, Chick-Fil-A, Friendly's, Taco-Bell, Giant, Safeway, Cate's Custard, Rita's Ice, Bead Shack, Target, Ledo's Pizza, Cold Stone Creamery, Xpress It, Kiwanis, Parades, Art Shows, Interfaith Ministries, Mid Atlantic Community Church |

| | | |
|-----------|-----------------|---|
| 2006-2007 | 20 Partnerships | Skate Zone, McDonald's, Chick-Fil-A, Friendly's, Taco-Bell, Giant, Safeway, Cate's Custard, Rita's Ice, Bead Shack, Target, Ledo's Pizza, Cold Stone Creamery, Xpress It, Office Depot, Kiwanis, Parades, Art Shows, Interfaith Ministries, Mid Atlantic Community Church |
| 2007-2008 | 24 Partnerships | Eddie's Place, Skate Zone, Chick-Fil-A, Friendly's, Taco Bell, Cate's Custard, Rita's Ice, Bead Shack, Cold Stone Creamery, Xpress It, Office Depot, Kiwanis, Café Decore, Interfaith Ministries, Mid Atlantic Community Church, Damon's, Art Shows, parades, Safeway, Giant, McDonald's, Chipolte, Dunkin Donuts, Domino's, Fins Restaurant |
| 2008-2009 | 35 Partnerships | Eddie's Place, Skate Zone, Chick-Fil-A, Friendly's, Taco Bell, Cate's Custard, Rita's Ice, Bead Shack, Cold Stone Creamery, Xpress It, Office Depot, Kiwanis, Café Decore, Interfaith Ministries, Mid Atlantic Community Church, Damon's, Art Shows, parades, Safeway, Giant, McDonald's, Chipolte, Dunkin Donuts, Domino's, Ledos, Vocellis, Orioles, Fins Restaurant, Fox 45 TV, Bowie Baysox, Black Eyed Susan Florist, Disabled Veterans of Bowie, Northrop Grumman, Dance Supplies Etc., Galaxy Enterprises, Inc., Teri Winslow (The Capital), Atlanta Bread, Subway |

| | | |
|-----------|-----------------|--|
| 2009-2010 | 25 Partnerships | Eddie's Place, Chick-fil-a, Skate Zone, Vince's Deli, The Bead Shack, Xpress It, Damon's of Crofton, Rita's Italian Ice, Coldstone Creamery, Mid-Atlantic Community Church, Interfaith Ministry, Café Décor, Taco Bell, Cluck-U, Kiwanis of Crofton, Friendly's, McDonalds, Giant, Safeway, Chipotle, Dunkin Donuts, Domino's Pizza, Fins Restaurant, Papa John's, Super Suppers |
|-----------|-----------------|--|

Annual Objective: Crofton Middle School will continue to maintain and enhance the number of community business partnerships and partnerships with faith-based and community organizations to promote an engaging learning environment to increase academic achievement.

| Action Steps | EQ (linked to Statement of Need) | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date |
|---|-------------------------------------|---|---|---|---|-----------|
| <p>In order to strengthen community partnerships so that student learning is maximized, Crofton middle school will contact the following:</p> <p><i>A. local church groups;</i> <i>B. businesses, and</i> <i>C. Community organizations about participating in partnerships so that student performance and citizenship</i></p> | EQ | <p>A.SIT Community Partnership TEAM;</p> <p>B.PTO President; Can-Do Coordinator;</p> <p>C. Individual teachers as</p> | <p>A.SIT Community Partnership TEAM;</p> <p>B.PTO; Guidance secretary; staff as needed; Business Round Table representative</p> | <p>A. and B. Persons to write or call groups and businesses; School letterhead; Printing Can-Do cards; letters to students and parents;</p> | <p>A.and C.SIT Community Partnership TEAM minutes;</p> <p>A.,B., and C. Increased media coverage of CMS community activities</p> <p>A.,B., and C. Yearly Community Partnerships report submitted to the Board</p> | June 2011 |

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|---|--|--|---|---|---|------------------|
| <p><i>skills are maximized. (Can-Do cards, Legislative Day, Veteran's Day, International Night)</i></p> | | <p>needed</p> | <p>(Asst. Prin.) C.Teachers as needed (Ex. Social Studies, SGA, etc.)</p> | <p>A.Names and addresses of partnerships</p> | <p>of Education</p> | |
| <p><i>2.Monthly focus in newsletter for:</i></p> <p>*One or two church groups or businesses that participate in partnerships</p> <p>*Members of the CMS school community who are recognized positively in the local media</p> | | <p>SIT Community Partnership TEAM, and secretary</p> | <p>SIT Community Partnership TEAM; Secretary</p> | <p>Log from secretary or designee indicating who donated to school, what they donated, and who SIT can contact for more information.</p> <p>Copies of local media when Crofton Middle community members are highlighted</p> | <p>Copies of articles from newsletters; CMS media portfolio</p> | <p>June 2011</p> |
| <p><i>3. Create and regularly (monthly) maintain a link on the CMS web site that focuses on public relations and community outreach.</i></p> | | <p>SIT Community Partnership TEAM; Administration & staff; PTO officers; Computer technology</p> | <p>SIT Community Partnership TEAM with identified CMS Webmaster.</p> | <p>Tech support to teach webmaster how to update web content.</p> <p>SIT Community Partnership</p> | <p>Include date of update on all postings</p> | <p>June 2011</p> |

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|---|----|---|--------------------------------------|---|--|--------------|
| | | staff; Representative from business community | | TEAM to collect information and write articles/submit photos/videos | | |
| <i>4. Invite parents and community members to participate in school programs and events including mentoring and building connections with students. *WATCH DOGS</i> | EQ | SIT Community Partnership TEAM; Administration & staff | SIT Community Partnership TEAM | Committee to help make connections to business partners and community members Time to meet | List of members of the WATCH DOGS program List of events/activities in which WATCH DOGS helped or assisted | June 2011 |

**School Improvement Plan
Data Sets
2010-2011**

Crofton Middle School

| Indicator | District Baseline | Student Groups | 05-06 Actual | 06-07 Actual | 07-08 Target | 07-08 Actual | 08-09 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|---|--|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards. | Baseline: June 2006 – 75.4% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Reading standards. | All | 89.7 | 89.5 | 92.0 | 94.3 | 95.0 | 92.6 | 94.1 | 92.6 | 94.5 |
| | | Af Am | 77.8 | 73.6 | 79.6 | 83.7 | 85.0 | 85.5 | 88.4 | 77.6 | 85.6 |
| | | Na Am | 100.0 | 100.0 | 100.00 | 100.0 | 100.0 | -- | 100.0 | 60.0 | 85.6 |
| | | Asian | 88.9 | 95.1 | 95.5 | 95.2 | 96.0 | 93.0 | 94.4 | 93.1 | 94.8 |
| | | Hisp | 76.9 | 90.5 | 92.0 | 85.7 | 92.0 | 80.1 | 84.1 | 90.7 | 93.0 |
| | | White | 91.3 | 90.9 | 92.0 | 95.7 | 96.0 | 91.2 | 92.9 | 95.5 | 96.6 |
| | | LEP | - | 33.3 | - | - | 50.0 | 40.0 | 52.0 | 63.6 | 85.6 |
| | | Farms | 66.7 | 60.9 | 66.9 | 69.1 | 72.0 | 74.8 | 79.8 | 71.6 | 85.6 |
| SpEd | 55.7 | 58.5 | 64.5 | 62.5 | 65.0 | 71.6 | 77.3 | 62.9 | 85.6 | | |
| By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards. | Baseline: June 2006 – 71.4% of students have performed at the proficient or advanced level of achievement on the Maryland School Assessment Math standards. | All | 86.2 | 85.5 | 90.0 | 91.1 | 93.0 | 88.4 | 90.7 | 87.0 | 90.3 |
| | | Af Am | 67.8 | 61.6 | 67.6 | 73.3 | 79.3 | 71.9 | 77.5 | 65.1 | 78.6 |
| | | Na Am | 66.7 | 100.0 | 100.0 | 100.0 | 100.0 | -- | 100.0 | N/A | 78.6 |
| | | Asian | 89.3 | 97.6 | 98.0 | 97.7 | 98.0 | 94.6 | 95.7 | 93.1 | 94.8 |
| | | Hisp | 46.2 | 66.7 | 72.7 | 75.0 | 81.0 | 74.5 | 79.6 | 79.1 | 84.3 |
| | | White | 88.9 | 88.0 | 90.0 | 93.3 | 95.0 | 94.5 | 95.6 | 90.7 | 93.0 |
| | | LEP | 33.3 | 33.3 | 40.0 | 50.0 | 60.0 | 40.0 | 52.0 | 59.1 | 78.6 |
| | | Farms | 65.1 | 55.6 | 62.0 | 71.4 | 75.0 | 72.4 | 77.9 | 53.8 | 78.6 |
| SpEd | 41.4 | 47.7 | 52.0 | 47.9 | 55.0 | 60.3 | 68.2 | 40.0 | 78.6 | | |

SIP Data Sets 2010-2011 CMS continued

| Indicator | District Baseline | Student Groups | 05-06 Actual | 06-07 Actual | 07-08 Target | 07-08 Actual | 08-09 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|---|---|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math. | Baseline: June 2006 – 32% of students in all grades 3 – 8 performing at the Advanced level on the MSA Reading | All | 52.2 | 49.1 | 55.0 | 66.1 | 70.0 | 60.9 | 73.9 | 61.5 | 73.9 |
| | | Af Am | 30.0 | 21.8 | 27.8 | 39.5 | 45.0 | 35.6 | 57.1 | 37.9 | 43.9 |
| | | Na Am | 33.3 | 33.3 | 39.3 | 50.0 | 55.0 | -- | 100.0 | 20.0 | 35.0 |
| | | Asian | 51.9 | 73.2 | 80.0 | 88.1 | 90.0 | 71.8 | 81.2 | 62.2 | 76.5 |
| | | Hisp | 38.5 | 38.1 | 44.1 | 53.6 | 58.0 | 36.9 | 57.9 | 39.1 | 45.1 |
| | | White | 55.0 | 51.3 | 56.0 | 68.5 | 72.0 | 65.4 | 76.9 | 67.2 | 76.9 |
| | | LEP | - | 33.3 | - | - | - | 0.0 | 33.3 | 9.1 | 30.1 |
| | | Farms | 26.2 | 15.2 | 21.2 | 21.4 | 28.0 | 32.1 | 54.7 | 37.1 | 43.5 |
| | | SpEd | 10.0 | 13.9 | 19.9 | 20.8 | 28.0 | 12.9 | 41.9 | 16.1 | 33.1 |
| By the end of the 2011/2012 school year, 50% of all students in each NCLB student group in all grades 3-8 will be performing at the Advanced level on the MSA Reading and Math. | Baseline: June 2006 – 31% of students in all grades 3 – 8 performing at the Advanced level on the MSA Math | All | 40.7 | 44.3 | 50.3 | 52.5 | 55.0 | 48.5 | 65.7 | 45.3 | 55.3 |
| | | Af Am | 14.4 | 14.0 | 20.0 | 18.6 | 25.0 | 18.2 | 45.5 | 17.4 | 33.7 |
| | | Na Am | - | - | - | 100.0 | 100.0 | -- | 100.0 | N/A | 50.0 |
| | | Asian | 50.0 | 70.7 | 75.0 | 69.8 | 75.0 | 60.5 | 75.5 | 54.4 | 64.4 |
| | | Hisp | 23.4 | 9.5 | 15.5 | 28.6 | 32.0 | 34.2 | 56.1 | 28.3 | 39.1 |
| | | White | 43.9 | 47.5 | 53.5 | 56.2 | 60.0 | 52.9 | 68.6 | 50.5 | 60.5 |
| | | LEP | - | 33.3 | - | - | - | 0.0 | 33.3 | 9.1 | 29.5 |
| | | Farms | 9.3 | 11.1 | 17.1 | 16.7 | 20.0 | 19.2 | 46.1 | 15.8 | 32.9 |
| | | SpEd | 4.3 | 4.6 | 10.6 | 6.3 | 12.0 | 2.9 | 35.2 | 4.9 | 27.5 |
| By the end of the 2011/2012 school year, 70% of students will have completed at least one World and Classical Language class by the end of their eighth grade year. | Baseline to be established in 2007/2008. Grade 8 only enrolled in MP4 of the school year. | All | 51.5 | 49.3 | 60.0 | 67.9 | 70.0 | 63.8 | 65.9 | 66.0 | 68.0 |
| | | Af Am | 42.1 | 25.9 | 30.0 | 38.2 | 45.0 | 38.0 | 48.6 | 72.0 | 74.0 |
| | | Na Am | 0.0 | 0.0 | 50.0 | 100.0 | 100.0 | 100.0 | 100.00 | 0 | 35.0 |
| | | Asian | 42.9 | 57.1 | 70.0 | 84.6 | 90.0 | 82.0 | 85.0 | 65.0 | 68.0 |
| | | Hisp | 20.0 | 0.0 | 50.0 | 62.5 | 70.0 | 43.0 | 52.0 | 57.0 | 63.5 |
| | | White | 53.8 | 52.2 | 70.0 | 71.0 | 75.0 | 67.0 | 68.0 | 81.0 | 83.0 |
| | | LEP | 0.0 | 0.0 | - | - | - | - | - | 0 | 35.0 |
| | | Farms | 22.2 | 16.7 | 20.0 | 16.7 | 20.0 | 23.3 | 38.3 | 29.0 | 49.5 |
| | | SpEd | 3.8 | 4.8 | 15.0 | 20.0 | 25.0 | 0.0 | 23.3 | 2.0 | 36.0 |

SIP Data Sets 2010-2011 CMS continued

| Indicator | District Baseline | Student Groups | 05-06 Actual | 06-07 Actual | 07-08 Target | 07-08 Actual | 08-09 Target | 08-09 Actual | 09-10 Target | 09-10 Actual | 10-11 Target |
|---|--|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| By the end of the 2011/2012 school year, 100% of eighth grade students will be technology literate as outlined by the Maryland Technology Literacy Standards for Students. | Baseline to be established in 2008/2009 Grade 7 to be tested | All | - | - | - | - | - | - | - | - | - |
| By the end of the 2011/2012 school year, all schools will demonstrate less than 1.5% of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education. | County Average 1.27% | Af Am | N/A | N/a | 1.5% | 1.29 | 1.00 | 1.57 | 1.5 | 2.00 | 1.5 |
| By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more referrals for each NCLB group. | June 2006: 13,521 referrals June 2007 406 June 2008 418 June 2009* 531 *student population increased by 24% June 2010 780 | All | 15.7 | 15.2 | 12.0 | 14.4 | 10.0 | 19.5 | 17.2 | 16.6 | 13.0 |
| | | AfAm | 35.4 | 33.7 | 31.0 | 32.5 | 20.0 | 42.9 | 38.0 | 31.5 | 25.2 |
| | | Na Am | 50.0 | 33.3 | 13.0 | 0.0 | 0.0 | 66.7 | 57.8 | 0.00 | 0.00 |
| | | Asian | 13.8 | 14.3 | 10.0 | 16.2 | 10.0 | 13.4 | 12.6 | 9.6 | 7.6 |
| | | Hisp | 40.0 | 26.1 | 20.0 | 21.5 | 15.0 | 22.0 | 22.0 | 30.6 | 24.5 |
| | | White | 12.8 | 12.6 | 10.0 | 12.0 | 10.0 | 16.5 | 14.4 | 13.8 | 11.0 |
| | | LEP | 25.0 | 50.0 | 20.0 | 25.0 | 10.0 | 0.0 | 20.0 | 25.0 | 20.0 |
| | | Farms | 47.9 | 41.3 | 30.0 | 50.0 | 30.0 | 30 | 30.0 | 40.5 | 32.4 |
| SpEd | 35.0 | 34.7 | 25.0 | 40.0 | 25.0 | 33 | 31.3 | 31.0 | 24.8 | | |

Crofton Middle School
Community Engagement
SIP 2010-2011

Indicator 1: By 2009-2010 (and on a yearly basis thereafter), each school will host a minimum of two student activities, meetings, parent-teacher conferences, etc., in its community.

Indicator 2: By 2009-2010 (and on a yearly basis thereafter), each feeder system will host at least one non-traditional parental involvement activity in each feeder system involving elementary, middle, and high schools each year.

Crofton Middle School will be involved in several community activities during the 2010-2011 school year.

- We partnered with the Arundel feeder schools to host the Arundel Education Expo at Waugh Chapel Community Center in August, 2010. We had student work displayed for art, math, science, language arts, social studies, and world and classical languages.
- We will partner with the South River feeder schools for the South River Education Expo in the spring of 2011 and have performances by the Band, Chorus, and Dance. The National Junior Art Honor Society students will be making jewelry and providing face painting for the kids. The DI Club will showcase their projects and student work for each subject area will be on display.
- Crofton Middle School will be hosting its first International Night during the 2010-2011 school year. There will be presentations by different embassies and school families.
- Crofton Middle School will host a "ChickFilA Night" in November, 2010, to provide and opportunity for parents to meet faculty and staff and have an opportunity to interact and ask questions.
- Crofton Middle School will host an information night at the Crofton Library in January/ February 2011 for 8th grade parents and students to discuss requirements for high school.

2009/2010 ATTENDANCE REPORT

| Months | Percentage |
|------------------------|--------------|
| August/September | 97.05 |
| October | 92.75 |
| November | 95.43 |
| December | 94.30 |
| January | 96.13 |
| February | 96.04 |
| March | 95.76 |
| April | 95.41 |
| May | 94.72 |
| June | 95.08 |
| Monthly Average | 95.63 |

| Ethnicity | Yearly Percentage |
|------------------|--------------------------|
| African/American | 95.39 |
| White | 95.62 |
| American Indian | 86.12 |
| Hispanic | 95.14 |
| Asian | 97.06 |
| Special Ed | 94.5 |
| 504 | 94.6 |
| FARMS | 92.3 |