



Crofton Middle School 2019-2020 School Improvement Plan

AACPS Goal: *To ensure that every student meets or exceeds standards as achievement gaps are eliminated.*

Elevate ALL Students...Eliminate ALL Gaps



Driving Values

I. All Means All

II. Ready, Set, Launch! All Students are Prepared for College, Career, and Community

Our School's Story

Crofton Middle School opened its doors for the first time in 1982 as a *Junior High School*. This means it served students in grades 7-9. About ten years after it opened, we became Crofton *Middle School*, serving students in grades 6-8. The population of Crofton Middle School has steadily increased for the last decade. Originally a school of about 800 students, we are now projected for a student enrollment of 1350 students for the fall of 2019. Thankfully, our build has grown as well as our population. In 1998, eight classrooms were added, and 2015 ten more classrooms were constructed. For the 2019-20 school year, we will also have three "portable" classrooms to help accommodate the increasing population. Crofton Middle School is now the second largest middle school in our county. Crofton Middle School students have, for years, transitioned to either Arundel High School or South River High School upon leaving eighth grade. Soon we will have our own high school to attend. In August 2020, the Crofton area high school will be complete, and our students will remain together as they matriculate to ninth grade and attend high school. This has been a long-awaited occurrence and the Crofton community is very excited about having their very own high school. We expect that the connection Crofton Middle and Crofton High schools have will be a very strong bond.

CMS always ranks among the top 5 middle schools in AACPS for academic success. Both students and faculty members expect high achievement. The faculty and staff of CMS combines fresh leadership with traditional practices. As our population and school building grows in diversity and size, so does our staff with members living both in and beyond the local community. We strive to be a faculty who are caring, inclusive and highly qualified working collaboratively to elevate all students. Crofton Middle School holds tightly to the tenants of the middle school concept.

As with all schools, CMS is challenged to increase our success on standardized tests. Our records show that we are generally in fifth place within the county for our performance on the PARCC. We feel that GROWTH is the significant factor for our students and our SIP math and Language Arts goal addresses this. As such, we are looking to increase the percentage of students in proficiency levels 4 and 5 for both Math and Language Arts MCAP.

The climate survey data from the years 2016-2018 indicates the following: The percentage of students saying that harassment/bullying is a problem has increased from 40% in 2016 to 60% in 2018. The percentage of students saying that they feel that their teachers care about them has decreased from 90% in 2016 to 79% in 2018. As such, we hope to increase the number of students who report that CMS is a welcoming place to live and learn.



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Addresses Value #2: *Ready, Set Launch! – All students are prepared for College, Career, and Community – Inside the Classroom*

Indicator of Success: Increase the percentage of students in grades 6-8 who meet or exceed expectations on the standardized reading and math assessments.

School MATH Goal:

Increase student achievement on the 2019 MCAP MATH assessment by 5% points as indicated by the following:

- From 53.4% to 58.4% in grade 6
- From 53.2% to 58.2% in grade 7
- From 53.5% to 58.5% in grade 8

Action Steps	Professional Development (PD)/ Resources/Central Office Partners (R)	Monitoring Implementation • Timeline • Person(s) Responsible	Monitoring Effectiveness • Person(s) Responsible
<p>Build teacher capacity in effectively delivering instruction that strengthens students productive struggle and conceptual understanding by:</p> <ul style="list-style-type: none"> • Ensuring the effectiveness of CP through the support and coaching of RTs. • Promote equitable practices by encouraging the use of the new common nine assessments provided in the middle school math curriculum. 	<p>Resource teachers partner with DC's and deliver mini PD modules from secondary math office during department meetings. (PD)</p> <p>Math office will offer professional development for all new teachers. (PD)</p> <p>CMS Math teachers participate in Number Talks Cohort. (PD)</p> <p>Book Study: <i>Teach Like a Champion</i> (PD)</p> <p>Components of the Teacher Observation and Evaluation Process – What Does Excellence Look Like? (PD)</p>	<p>Collect data on PD attendance and PD feedback.</p> <p>Math CP will include an administrator present in as many collaborative planning sessions as possible to ensure discussion is taking place around how to deliver instruction that strengthens reasoning and modeling.</p> <p>During CP – teachers will collaboratively score the tasks from the quarterly assessments. Teachers will not score their students of record.</p>	<p>Analyze walkthrough data by asking members of the leadership team: “Does the walkthrough data show effective instructional implementation from strategies addressed during Math-specific PD?”</p> <p>Data shared will be correlated to the walkthrough data in order to answer the question: “Does the implementation of the action steps result in student achievement growth?”</p> <p>Student groups selected for SLO's will include students specifically identified through data obtained from PARCC, QA, and CFAs.</p>

<ul style="list-style-type: none"> • Ensure full engagement by using successful engagement strategies • Ensuring the delivery of the model/concept lessons. • Use PARCC, QA, and CFA data to determine specific areas of need of instructional focus for specific groups of students based on identified gaps. Create target lessons for these students • Increased emphasis on Total Student Engagement and Higher Order Thinking questions • Schedule and facilitate family math nights. 	<p>Target the T & L framework through professional development. (PD)</p> <p>RT will partner with DC's and focus on collaborative planning by engaging in a full coaching cycle around the effectiveness of CP and its impact on student learning. (R)</p> <p>Partner with RT to help better understand the model lessons during CP. (R)</p> <p>Math office provides common nine assessments in curriculum documents. (R)</p> <p>Utilize the math office engagement /number sense protocols and PD that accompanies the protocols. (R)</p> <p>Utilize the math office excel group tool to help make equitable productive groups. (R)</p> <p>Math DC will provide lists of target students to include all students that scored a 3 on PARCC and well as students that scored a low 4.</p> <p>Utilize the math office parent newsletters (English and Spanish) outlining major work in each quarter.</p> <p>Access the math office family night blackboard site for vetted/pre-made materials for math nights.</p>	<p>During CP, the DC will facilitate data conversations surrounding CFA data for pre-determined standards.</p> <p>The administration and Math DC will utilize the secondary math office walk through tool to monitor teaching and learning.</p> <p>Collect data on the use of the model lessons outlined in the curriculum.</p> <p>Teachers will monitor and track the QA scores of the students that scored high 3's and low 4's on PARCC at the end of each quarter.</p> <p>Collect data from parent surveys after attending the family math nights.</p> <p>Create opportunities for peer-on-peer tutoring to occur within the building.</p>	<p>At leadership team meetings, the Math DC will share anecdotal data about discussions in collaborative planning in order to answer the question: "Does increased effectiveness in Collaborative Planning result in increased student conceptual understanding and productive struggle?"</p> <p>At leadership meetings, information will be shared about the progress of these target students and our SLO's.</p> <p>5% increase in students scoring a 70% on Math QA in each grade</p>
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Addresses Value #2: *Ready, Set Launch! – All students are prepared for College, Career, and Community – Inside the Classroom*

Indicator of Success: Increase the percentage of students in grades 6-8 who meet or exceed expectations on the standardized reading and math assessments.

School LITERACY Goal:

Increase student achievement on the 2019 MCAP ELA assessment by 5% points as indicated by the following:

- From 64.9% to 69.9% in grade 6
- From 64.5% to 69.5% in grade 7
- From 54.8% to 59.8% in grade 8

Action Steps	Professional Development/ Resources/Central Office Partners	Monitoring Implementation • Timeline • Person(s) Responsible	Monitoring Effectiveness • Person(s) Responsible
<p>Build teacher capacity in effectively delivering literacy instruction across all non-math content areas that strengthens students' reading and writing skills:</p> <ul style="list-style-type: none"> • Ensuring that collaborative planning meetings are scheduled in all courses 2 times per week. • Ensuring the effectiveness of CP through the support and coaching of Resource Teachers 	<p>Resource teachers (RT's) will partner with DC's and other instructional personnel to deliver relevant professional development both through faculty and department meetings. Areas of focus will include ELA/Literacy Standard 6-8.1, Citing relevant textual evidence and 6-8.2, Central Idea, Theme, and Summarization. (PD)</p> <p>Targeting the T & L framework through professional development. (PD)</p>	<p>Collect data on professional development (PD) attendance and feedback.</p> <p>During Collaborative Planning (CP) – teachers will collaboratively develop normative scoring practices for the ELA/Literacy tasks from the quarterly assessments.</p> <p>During CP, teams will analyze reading and writing data obtained from quarterly assessments, including performance-based assessments across all content areas.</p>	<p>RT's will plan with DC's for CP. RT will attend CP. DC and RT will conduct walk-throughs with teachers from CP to ensure fidelity of discussion and decisions made in CP. Then feedback will be provided to all parties to ensure accountability and growth.</p> <p>Analyze walk-through data through Leadership, School Improvement, and Collaborative Planning Teams. Recommend changes for implementation during instruction across all content areas to provide</p>

<p>(RT's) and/or Department Chairs.</p> <ul style="list-style-type: none"> Implementing differentiated instruction/practices using common formative assessment and Quarterly data Use PARCC data to determine specific areas of need of instructional focus for specific groups of students. Create target lessons for these students Increased emphasis on Total Student Engagement and Higher Order Thinking questions 	<p>Book Study: <i>Teach Like a Champion</i> (PD)</p> <p>Components of the Teacher Observation and Evaluation Process – What Does Excellence Look Like? (PD)</p> <p>Instructional personnel will collaborate across content areas to assist with assessment creation and task development designed to effectively increase student understanding of ELA/Literacy Standards 6-8.1 – 2. (R)</p> <p>Create target lessons that can be delivered during SOAR and during classroom instruction (R)</p>	<p>During CP, teachers will collaboratively develop collaborative formative assessments (CFA's) to address pre-determined standards for both pre-and post-assessment purposes.</p> <p>During CP, teachers will facilitate data conversations surrounding CFA data for pre-determined standards.</p> <p>The administration, department chairpersons and other designated leadership will utilize the walk-through tool to monitor teaching and learning.</p> <p>Monitor the use of tasks, activities, and concepts addressed through reading and writing PD across the curriculum.</p> <p>LA Department Chair with Administration</p>	<p>practice and remediation of focused standards.</p> <p>Data shared will be correlated to the walk-through data in order to determine if the implementation of the action steps result in student achievement growth.</p> <p>At Leadership/SIT team meetings, the team will share anecdotal data about discussions in collaborative planning sessions regarding effectiveness of action steps in meeting moving students toward targeted literacy goal.</p> <p>At leadership meetings, information will be shared about the success of the lessons and the achievement of standards for these students</p> <p>5% increase in students scoring a 70% on LA QA in each grade</p>
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Addresses Value #1: All means all – all students, families, employees and community members feel welcome; Diversity is invited, nurtured and celebrated; Everyone in the AACPS family foster student growth.

Indicator of Success: Increase the percentage of students who report that AACPS staff care for and support them.

Climate survey data states: The % of students saying that harassment/bullying is somewhat a problem/is a large problem has *increased* from 40% in 2016 to 60% in 2018. The % of students saying that they agree/strongly agree that their teachers care about them has *decreased* from 90% in 2016 to 79% in 2018.

School Goal #3:

Using the results from the 2020 MDS3 climate survey: A) decrease the number of students reporting the bullying or harassment is somewhat a problem/is a large problem and B) Increase the number of students reporting that teachers care about them.

Action Steps	Professional Development/ Resources/Central Office Partners	Monitoring Implementation ● Timeline ● Person(s) Responsible	Monitoring Effectiveness ● Person(s) Responsible
<p>Build all stakeholders' (staff, students and families) capacity for relationship building.</p> <p>Revise the Behavior Support Team (BST) to be the Student Support Team (SST) discuss students struggling bot academically and behaviorally.</p> <p>Invigorate student supports including the mentoring programs and small group counseling.</p>	<p>Restorative Practices training for all faculty members.</p> <p>Train all Advisory teachers in Community Building Circles.</p> <p>Support Advisory Committee as they plan lessons in the social/emotional curriculum.</p> <p>Develop a flow chart for SST referrals.</p> <p>PBIS Team leaders attend summer training and update the plan.</p>	<p>Student self-assessment/inventory on specific needs.</p> <p>Create a walk-through tool to evaluate Morning Rally</p> <p>Quarterly monitoring effectiveness of communication with Survey Monkey.</p> <p>Monitor the number of reasons for students being discussed at SST</p> <p>Monitor students who have a BIP</p> <p>Task force report review (ADMIN and student services)</p>	<p>Student survey at semester break and at the end of the year shows an increase in students reporting above</p> <p>Mid-year survey (in house)</p> <p>Attendance/referral data</p> <p>Grades/Quarterly assessments for selected students.</p> <p>Survey Advisory groups and teacher each semester.</p>

<p>Develop school motto and value statements which support the newly written Mission and Vision statements for CMS.</p> <p>Develop schoolwide Unity/Kindness Campaign</p> <p>Improve communications to stakeholders about what CMS does to support students.</p> <p>Increased emphasis on total student engagement in instruction.</p> <p>Introduction of <i>ALT-ONE</i> position</p>	<p>SIT to review the current Mission and Vision statement.</p> <p>Community Partner Outreach with community organization <i>Kindness Grows Here</i></p> <p>Contract for Kindness Club</p> <p>Equity PD</p> <p>PD to include:</p> <ul style="list-style-type: none"> • Book Study: <i>Teach Like a Champion</i> 	<p>Monitor participation in the mentoring program track specific data on student with a mentor (Teachers and OSC). Monitor participation in the small group counseling.</p> <p>Examples: Four Project Unity Day activities Harvest for the Hungry Cool Schools Plunge Kindness Messages First Step Feet Kindness Announcements PBIS special Kindness Coupon</p> <p>Poster Contest</p> <p>Assembly sponsored by Kindness Grows Here</p>	<p>Students report they know how to get help and they have an adult to reach out to.</p> <p>MDS3 Survey results</p> <p>Communicate with IDTs on progress and strategies utilized in small group.</p>
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