

Strategic Plan - Principal's Annual Summary for the 2018-2019 School Year Crofton Woods Elementary School

Crofton Woods aligns its school journey to the AACPS Strategic Plan, specifically in increasing the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and Mathematics assessments (Indicator 6) as well as increasing the use of restorative practices in schools and offices (Indicator 3). These indicators guide us as we meet the needs of a diverse range of learners. Above all, we want all students to feel engaged in learning, accepted and connected in the school community, and able to problem solve through any situation. Our highest goal is to grow our students into leaders who can think and reason as well as be kind, compassionate and reflective individuals.

Crofton Woods has shown that we are effecting change and growth in concrete ways. During the 2018-2019 school year, we continued to grow in our work toward meeting all students' needs. We have shown tremendous growth from last year:

- On 2017-2018 PARCC English/Language Arts assessments, 64% of our students in grades 3 - 5 scored in the “meets” or “exceeds” range. In the 2018-2019 school year, 76% of students in grades 3-5 combined, scored in the “meets” or “exceeds” range. This demonstrated a large 12% increase in student achievement in English/Language Arts.
- On 2017-2018 PARCC Math assessments, 61% of our students in grades 3-5 scored in the “meets” or “exceeds” range. In the 2018-2019 school year, 66% of our students in grades 3-5, scored in the “meets” or “exceeds” range. This demonstrated a 5% increase in student achievement in Math.
- The Fountas & Pinnell Benchmark Assessments demonstrated that 10% of students who were not meeting grade level expectations in winter 2018 increased their previous reading level to the “meets” or “exceeds” range by spring 2019. This is evidence that the structures we are utilizing through guided reading are working toward moving all students' forward.
- Discipline referrals decreased from 22 formal referrals in the 2017-2018 school year to 10 formal referrals in the 2018-2019 school year. This indicates that the implementation of restorative practices and Morning Meetings are making an impact. We anticipate even less referrals as we implement our new school wide Wonderful Woodchuck behavior program.

In the coming 2019-2020 school year, we will continue the work we have begun. We are continuing to build a positive and responsive community and culture by continuing the implementation of restorative practices and Morning Meetings and expanding upon our school improvement goal of decreasing the number of minor student referrals in Grades K-5 by an additional 30%. We also aim to decrease the number of School Nurse visits for “upset stomach”

and anxiety related complaints by 25% or more. This would show that students are happy to be at school and are feeling that their needs are being met as well as showing that our school-wide Wonderful Woodchuck Management System is creating a positive climate for all students. (Indicators 1, 2 and 3)

We also want to increase the percentage of students in Grades 3-5 scoring proficiency level 5 on ELA MCAP from 19% to 23%. This will more closely reflect the percentage of GT/ALPs students in our school and begin laying the foundation for becoming a Md EGATE school. In Mathematics, we want to increase the percentage of students in Grades 3-5 scoring proficiency level 5 from 13% to 20% while decreasing the number of students scoring proficiency level 2 or below from 12% to 8%. This will be achieved by increasing the students' understanding of number sense and problem solving strategies while consistently using a constructivist approach. (Indicator 6)

Additionally, we want to decrease the number of students reading below grade level as assessed by F&P benchmarks from 14% of total population (grades 1 to 5) to no more than 10%. We will also continue to focus on growing teacher capacity through professional development, the use of Lesson Studies for demonstrating the gradual release of explicit comprehension, and increasing responsive diagnostic instruction in Guided Reading. This will be an ongoing process of providing targeted professional development in the pedagogy of small group differentiated guided reading, while providing supported collaborative planning opportunities. We also plan to increase student engagement in all subjects and access multiple intelligences using Arts Integration in all content areas. We will use these vehicles in combination with continuing to use appropriate interventions and specialized instruction, so we can meet more student's needs and close all gaps.