

**STUDENT AND
STAKEHOLDER FOCUS**

The school leadership team and SIPT analyzed 2011-2012 MSA, MAP-R and TN/2 data by grade level and individual testing groups. Our focus is on the English Language Learner & Special Education student testing groups. The ELL subgroup met AYP through the confidence Interval and the SPED subgroup met AYP through safe harbor. Increasing students performing at advanced levels is a goal for all testing groups.

**Cresthaven Elementary School
SIP 2011 - 2012
Reading**

LEADERSHIP

VISION: All students will be empowered to Believe in themselves, Achieve academic excellence, and Succeed in future endeavors.

MISSION: As a school community, we will...

- Achieve academic excellence
- Build school-community partnerships
- Embrace our diversity
- Ensure a safe and positive environment.

Developed during leadership and SIT meetings, and communicated to students, staff, and families on website, newsletters, meeting agendas, staff handbooks, and posters.

PERFORMANCE RESULTS

Data available after 2011 MSA

% proficient and advanced

<i>MSA Reading-Target 2011 (AMO 85.9%)</i>		2008	2009	2010	2011
ALL gr. 3-5 STUDENTS		78.2	83.3	83.9	89.1
Grade 3	Asian	80	100	73.3	87.5
	African A.	72.7	79.5	83.7	83.3
	White	100	100	80	
	Hispanic	52.1	83.7	89.6	80
	LEP	32.1	78.6	81.8	78.6
	Special Ed	22.2	84.6	50	66.7
	FARMS	54.5	81.2	85	81.1
Grade 4	Asian	*	67	88.9	92.9
	African A.	93.6	90	85.7	95
	White	71.4	100	100	
	Hispanic	85.7	69.1	86.7	92.3
	LEP	89.5	63.3	81.8	83.3
	Special Ed	83.3	55.6	80	66.7
	FARMS	86.4	71.9	86.6	95
Grade 5	Asian	84.6	*	60	95
	African A.	80.5	89.6	81	83
	White	75	85.7	100	
	Hispanic	79.6	79.1	81.8	88
	LEP	68.8	61.9	70.0	66.7
	Special Ed	64.7	100	62.5	68.8
	FARMS	78.1	80.3	79.5	85.9

STRATEGIC PLANNING – READING

By June 2012, our goal is to increase student proficiency, in reading, as measured on the 2012 Maryland School Assessment for grade 3, grade 4 and grade 5 with a focus on targeted testing groups.

*We will strategically plan for our students to meet and exceed the Annual Measurable Objective of 90.6% for the 2012 MSA by monitoring student performance on MAP-R assessments, Fountas and Pinnell assessments and the OARS Reading Measurement Topics Proficiency (Level 3) attainment via progress reports and report cards.

*We will monitor student performance in accelerated reading programs (William and Mary and Junior Great Books).

*We will conduct monthly Family Involvement Committee meetings to provide families with strategies to support their children's learning. We will host curriculum nights, share academic standards and assessment information and provide families with instructional strategies for reading and communicating 7 Keys to College Readiness & Curriculum 2.0 to assist their children via newsletters, website, MSA Weekend Academy and parent conferences.

*Coordinate funding from MCPS, MSDE and the federal government through Title I and AYP SPED grants to support our schoolwide academic programs.

*The master schedule will support a 2-hour reading/writing block with plug-in support for extra guided reading groups.

*We will conduct focused walk-throughs to provide consistent and timely feedback to teachers to inform instruction.

*We will create common formative assessments for performance monitoring and instructional planning.

*We will conduct weekly team level data chats during common planning blocks that include content specialists and academic support teachers.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Employ Root Cause Analysis as necessary to identify areas for revision for instructional planning and implementation.
- Review assessments (OARS, Fountas and Pinnell MAP-R and student performance during small-group instruction)
- Monitor students who receive intervention support
- Gather and review additional data to identify best practices for individual students, student groups and/or families (surveys, office referrals and feedback from stakeholders)
- Monitor enrollment and successful completion of accelerated courses
- Teacher Observations (formal/informal)
- Biweekly performance data entered into OARS to monitor student performance
- Quarterly progress reports sent home to parents

FACULTY AND STAFF FOCUS

- Provide instruction by Highly Qualified (HQ) Staff
- Collaborate with Human Resources to select HQ staff
- Attract/retain HQ staff with high quality, ongoing staff development
- Instructional support will be provided by GT teacher, Reading & Math Focus teachers to improve instructional delivery to include differentiated practices
- Facilitate collaborative team planning and data monitoring
- Continue implementation of home-school inclusion model (Students with IEPs and LEP) supported by the collaborative plug-in support model
- Increase teacher capacity by providing professional development on reading centers, intervention strategies and Fountas & Pinnel assessment

Process Management

- *Providing grade-level Teams with common weekly planning time to create lesson plans, formative assessments, and to analyze instructional strategies and student performance.
- * We will continue to closely monitor the academic performance of ALL testing groups with a focus on the SPED and ELL testing groups.
- *We will monitor and increase the percentage of students achieving at advanced levels in all testing groups
- *Monitoring teaching and learning through formal and informal observations *Monthly focus meetings with core team members to discuss grade level reading programs and student achievement.
- *Quarterly reviews of SIP goals and action plans with all stakeholders.
- *Monthly review of SIP with the Instructional Leadership Team

**Cresthaven Elementary School
Math
SIP 2011-2012**

**STUDENT AND
STAKEHOLDER FOCUS**

The school leadership team and SIPT analyzed 2011-2012 MSA and Math Unit Assessment data (Areas of Concentration: Number Relationships & Computation and Algebra) by grade level and individual testing groups. Our focus is on the following testing groups:

* English Language Learners & Special Education who met AYP on the 2011 MSA through Safe Harbor.

* Increasing the number of students performing at advanced levels in all grade levels and testing groups.

LEADERSHIP

VISION: All students will be empowered to Believe in themselves, Achieve academic excellence, and Succeed in future endeavors.

MISSION: As a school community, we will...

- Achieve academic excellence
- Build school-community partnerships
- Embrace our diversity
- Ensure a safe and positive environment

Developed during leadership and SIT meetings, and communicated to students, staff, and families on website, newsletters, meeting agendas, staff handbooks, posters, etc

PERFORMANCE RESULTS

Data available after 2011 MSA

% proficient and advanced

<i>MSA Math-Target 2011 (AMO 84.5%)</i>		2008	2009	2010	2011
ALL gr. 3-5 STUDENTS		78.2	83.3	81.3	82.3
Grade 3	Asian	80	93.8	86.7	95
	African A.	78.8	76.9	88.4	79.2
	White	88.9	100	100	
	Hispanic	52.1	83.7	85.4	70.8
	LEP	32.1	81	83.9	64.3
	Special Ed	55.6	61.5	75.0	41.7
	FARMS	58.2	84.1	86.3	74.7
Grade 4	Asian	*	*	94.4	92.9
	African A.	76.6	86.7	87.2	85.4
	White	85.7	100	100	
	Hispanic	65.7	74.5	84.1	84.6
	LEP	52.6	66.7	81.8	70.8
	Special Ed	33.3	55.6	66.7	83.3
	FARMS	67.8	79.7	86.1	83.3
Grade 5	Asian	76.9	*	100	78.9
	African A.	78	79.2	73.8	77.4
	White	75	85.7	100	
	Hispanic	63	61.9	63.6	82.0
	LEP	43.8	50	50	66.7
	Special Ed	17.6	62.5	44.4	50
	FARMS	70.3	69.2	66.2	80.4

STRATEGIC PLANNING – MATH

By June 2012, our goal is to increase student proficiency, in math, as measured on the 2012 Maryland School Assessment for grade 3, grade 4 and grade 5 with a focus on targeted testing groups.

*We will strategically plan for our students to meet and exceed the Annual Measurable Objective of 89.7% for the 2012 MSA by monitoring student performance on Unit assessments, Formative assessments and the OARS Math Measurement Topics Proficiency (Level 3) attainment via progress reports and report cards.

*We will monitor student performance in accelerated math classes.

*We will conduct monthly Family Involvement Committee meetings to provide families with strategies to support their children's learning. We will host curriculum nights, share academic standards and assessment information and provide families with instructional strategies for math to assist their children via newsletters, website and parent conferences.

*Coordinate funding from MCPS, MSDE and the federal government through Title I and Special Education grants to support our school-wide academic programs.

*The master schedule will support a 75 minute math block with plug-in collaborative support model.

*We will reduce math class size by adding two sections to each grade level.

*We will identify common Look-Fors for math instruction to include instructional strategies & math centers.

*We will provide consistent and timely feedback to teachers that will inform daily instruction.

*We will integrate the Maryland Common Core State Curriculum's 8 mathematical practices into daily math instruction.

*We will conduct monthly data chats. Grade-level teams will submit bi-weekly plans that will reflect Rich Focus Problems, Real Life Application, math vocabulary and assessment opportunities as it relates to specific concepts.

*We will communicate with families to support academic performance of our students.

*We will monitor and increase the percentage of students achieving at advanced levels in all testing groups.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Conduct grade level data chats and team planning meetings including classroom teachers, special education teachers and ESOL teachers
- Review assessments (OARS, Unit assessment and student performance during small-group instruction)
- Identify students for intervention support and monitor student performance.
- Gather and review additional data to identify best practices for individual students, student groups and/or families (surveys, office referrals and feedback from stakeholders)
- Monitor enrollment and successful completion of accelerated courses
- Conduct classroom observations to monitor identified instructional look-for strategies.
- Quarterly progress reports sent home to parents
- Formative data measures include math unit assessments and reassessments, OARS measurement topic progress, math facts progress, sample BCRs

PROCESS MANAGEMENT

*Providing grade-level Teams with common planning time to create common formative assessments & identify instructional strategies to support learning objectives and to assess implementation of instruction.

*We will continue to closely monitor the academic performance of ALL testing groups with a focus on the SPED & ELL subgroups that met the 2011 AMO on the MSA through Safe Harbor.

*We will monitor and increase the percentage of students achieving at advanced levels.

*Monthly focus meetings with core team members to review & discuss math instruction and student achievement.

*Quarterly reviews of SIP goals and action steps with all stakeholders.

*Monthly review of SIP with the Instructional Leadership Team.

FACULTY AND STAFF FOCUS

- Provide instruction by Highly Qualified (HQ) Staff
- Collaborate with Human Resources to select HQ staff
- Attract/retain HQ staff with high quality, ongoing staff development
- Engage all students in above grade-level math instruction and discourse
- Provide support for teachers on differentiated instruction and accelerated instruction and intervention strategies via professional development seminars & collaborating with the OCIP & AYP Grant Instructional Specialists
- Facilitate collaborative team planning and data monitoring.

**Cresthaven Elementary
School
Family Involvement
SIP 2011- 2012**

**STUDENT AND
STAKEHOLDER FOCUS**

The school leadership team and SIPT analyzed 2010-2011 School Climate Survey, Staff feedback and Parent/Family feedback.

*We will provide consistent and timely feedback to parents/families via newsletters, progress reports, & teacher conferences.

*We will have monthly meetings with families to increase the experiences with the MCPS curriculum.

*The Family Involvement Committee developed a draft of the home-school compact and parent involvement policy which was sent home with each student. The draft was shared at an evening meeting with families. The final documents were developed by the Family Involvement Committee reflecting feedback from families and were shared with each family during conferences.

Parent, student, and staff evaluation data were collected and considered following each family learning event.

LEADERSHIP

Family Involvement Vision: To support every child in receiving a high quality education by promoting family involvement and engagement in school programs and events.

Mission Statement: We, the Family Involvement Committee, are a collaborative group of parents, staff and administrators with a goal of improving academic achievement for all students by:

- Increasing family involvement
- Promoting volunteerism
- Enhancing positive relationships and partnerships among school staff, families and the community

PERFORMANCE RESULTS

	A	B	C	D
2009: Overall Satisfaction: 12 (4%) Parent responses				
23. What grade would you give your school?	25.1	25.1	41.7	8.4
2010: Overall Satisfaction: 47 (19%) Parent responses				
23. What grade would you give your school?	46.8	38.3	12.8	2.1
2011: Overall Satisfaction: Parent responses				
23. What grade would you give your school?	55.4	32.1	10.7	1.8

FACULTY AND STAFF FOCUS

- Provide instruction by Highly Qualified (HQ) Staff
- Collaborate with Human Resources to select HQ staff
- Attract/retain HQ staff with high quality, ongoing staff development
 - importance of family involvement and parent conference skills
 - “7 keys” parent involvement resources and strategies
- Provide parent resource room and resources for staff-parent meetings
- Establish parent training program (ESOL, Technology)
- Facilitate parent volunteer opportunities and support
- Provide interpretation/translation services as necessary to ensure access to all MCPS & CES information.

STRATEGIC PLANNING – FAMILY INVOLVEMENT

By June 2012, through support and involvement of our families, we will work to increase student performance, in all subject areas, as measured on standardized and formative assessments.

Family Involvement Goals

- Increase attendance of families at Back to School Night (BTSN) and/or Curriculum Nights by 25%
- Carry out practices to increase involvement of all families, especially families of our English Language Learners & Special Education families
- Implement all of the required Title I Family Involvement activities under No Child Left Behind Law

How we will accomplish these goals:

*We will conduct quarterly Family Involvement Committee meetings to provide families with strategies to support their children’s learning. We will host curriculum nights, share academic standards and assessment information and provide families with math & reading instructional strategies to assist their children academically.

*We will use the biweekly newsletters, website and parent conferences to communicate school information, events and student performance updates.

*We will facilitate parent volunteer opportunities,

*We will provide a parent resource room for meetings, trainings, and for resources regarding family involvement for parents and staff.

*Invite parent representatives to participate in planning family learning events.

*Coordinate funding from MCPS, MSDE and the federal government through Title I to support school-wide academic programs.

*Conduct the Saturday MSA Parent Academy to preview MSA content, format and provide test taking strategies.

*Provide orientation to assist families with transitions from the feeder school, Roscoe Nix E.S. (Pre-K – 2) and the receiving middle school, Francis Scott Key M.S.

*Welcome and acclimate new students to the school who enter after the start of the school year including assigning a welcome buddy and providing a welcome packet.

- Report the number and demographics of families attending family learning events (e.g curriculum nights, parent resource room events, PTA, MSA academy, etc.)

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Quarterly progress reports sent home to parents
- Monitor attendance at school events
- Have parents complete evaluations at events
- Bi-weekly Parent Newsletters
- Team level student info packets
- Volunteer logs
- Conference sign in sheets
- Home-school compact signatures

PROCESS MANAGEMENT

- Conduct quarterly FIC Meetings to oversee family involvement program and support for parents, re: student academic performance, learning at home, & NCLB Title I family involvement intent & requirements
- Quarterly reviews: SIP parent involvement action plan.
- Carry out curriculum night, MSA academy, and other family learning event planning meetings and evaluations.
- Collaborate with DFCEP and Title I regarding Curriculum 2.0 and the 7 Keys and other family involvement/learning events and resources.
- Monitor attendance of families at learning and family events, with attention to increasing the participation of families in ELL & SPED testing groups.