



School Improvement Plan

Cromie Elementary School

Warren Consolidated Schools

Mrs. Mary Ann Figurski
29797 Gilbert Dr
Warren, MI 48093-2510

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team initially attended a Data Dig conducted by Dr. Dee Spencer, Macomb Intermediate School District, on September 19, 2014. Based on procedures and information used at the district data dig our staff collaboratively participated in the comprehensive needs assessment during seven PLC (Fridays from 1:00-4:00), monthly staff meetings (Tuesdays from 4:15-5:15) and grade level meetings (average of 1 time per month determined by grade level teams) during the 2015-16 school year. Data reports were accessed either electronically or paper from Data Director, Data Manager, BAA, CEPI, MI School Data, and PowerSchool. The school improvement team led the analysis process during PLC meetings.

Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, and demographic input. Finally, staff prioritized areas of greatest need for all identified sub groups, and preliminary priority goals, strategies, and activities were developed by the staff. The school improvement team, used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP team leaders communicated with staff at PLC meetings to ensure all stakeholders are involved in the process.

Four parent representative(s) were invited to be members of the school improvement team by the principal. This group involves parents who have students at multiple buildings, parents who have students receiving support services, are in the building frequently and some who have teaching experience. The principal explains the process for the SIP meetings during PTO meetings. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on developing the compact, the parent involvement plan and activities, and regularly provide input during two annual Title I meetings. Parent representatives are encouraged to share updates at PTC meetings, write newsletter articles, or share via social media.

Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the school wide SIP plan.

We sought additional input regarding the curriculum, school culture, Title I program and Parent Compact and Parent Involvement Plan, Language Acquisition program, parent commentary on successes and areas for improvement from parents through online surveys and a hard copy of the survey located in our newsletter. Additional input was gathered at parent conferences, PTC meetings, and community outreach surveys with new families, cohort families, parent volunteers, community volunteers and staff members. Title I provides a number of events for our stakeholders including: Annual Fall and Spring Title I programming meetings held on 2 separate dates and times to meet parental scheduling needs; Surveys are given at each event which drives the choices for additional parent/student workshops and meetings held throughout the school year and in future planning.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

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intervention groups. In addition, we will continue to hold MTSS meetings and continue to develop IRPs.

For 2017/2018 the focus was using an updated DRA2 assessment and the third grade reading law IRP (Individual Reading Plan.) In addition, the focus was to be around specific PLC training (Leverage).

2015/2016 our action plan superseded the comprehensive needs assessment. Our process continues to focus on the details of our action plan. Continuation of our progress will be done so through our goals.

2014/2015 online surveys were developed and administered to parents, staff, and students. Surveys were emailed to instructional and non-instructional staff at Cromie and they were given 3 weeks to complete, November 18 to December 12, 2014.

For the student survey, teachers were also asked to help and give the students a survey online. The teachers had the opportunity to take the students down to the computer lab or check out the laptop cart to complete these surveys over a three-week period in December. During our November 23 and 24 Parent-Teacher conferences 2 station locations were set up in the building for parents to complete the survey. Each station had 4 laptops and a support staff member inviting and facilitating parents to complete the survey. A survey link was also provided on our school-wide website for the parents to take the survey online at home. All parents that participated received their choice of a magnetic Cromie Cougar picture frame or a Cromie key chain, as well as a ticket for a drawing for Cromie spirit wear.

Date Reviewed: The Cromie SIP team analyzed data from the 3 surveys given in the fall of 2015. The first survey analyzed was our Cromie staff survey perception data. Surveys were sent out to 48 staff members and 26 were returned. We found that our survey indicated that 58% of Cromie staff feels that we have clear defined learning standards. Also, 16% disagree and 26% are neutral. The majority of our staff felt that we use a variety of teaching strategies and learning activities to help students learn (83%). The remainders of the staff (17%) disagreed or were neutral. The next question shows that 95% of the staff feels they have high expectations for student learning, 5% was neutral. In the area asking about our School Improvement Plan, 47% felt they did not have a clear understanding of the plan, 21% felt neutral and 32% had a clear understanding. Common Core support showed that 74% of the staff felt they did not have adequate support for the Common Core, 5% felt they did have support and 21% were neutral. When asked about a clear, strong leadership from the principal 42% agreed Cromie has strong leadership, 32% disagree and 26% felt neutral. In the area of using data and research to make informed decisions, 47% agreed, 42% disagree and 11% were neutral. Cromie staff (26%) felt that the building has effective communication, 47% disagreed and 26% were neutral. The majority of our staff (79%) felt that there is not enough support for the at-risk students, 11% felt there was enough support and 11% were neutral. Looking at the staff suggestions and/or comments, the biggest concerns fall in the areas of training, common prep time, at-risk students and district support.

The second survey analyzed was our Cromie parent perception data. Approximately 586 conferences were attended and 33% of those parents completed our survey. We found that 95% of the parent's surveyed feel Cromie provides a safe and friendly learning environment, 5% are neutral and less than 1% disagrees. Of the parents that were surveyed 65% have been at Cromie for 3 or more years, 15% 1 to 2 years and 21% are new to Cromie less than 1 year. When asking about Cromie's Curriculum, 56% feel that the curriculum meets the needs of their child, 42% feels the curriculum challenges their child and 8% does not challenge or meet the needs. When asking parents about activities they have participated in survey data demonstrates that an average of 72% parents attend Meet the Teacher Night and Conferences. Data also demonstrated low attendance in events such as Priority School Meetings (14%) and Grade Level Title Evening Activities (20%). Other areas to encourage participation are in the areas of grade level evening activities, and PTC meetings. Cromie's survey included 2 areas where the parents could provide a written response for areas of what are we doing well and what can we improve upon. The results for the area of what we are doing well the majority of the parents wrote about the positive communication, safety in the building, great learning environment, excellent teachers and an involved principal. In the area allowing parent comments of what Cromie can improve upon the majority of parents felt our parking lot, drop off and student entrance areas were a concern for safety. Parents also feel that the classroom sizes are too big, the need for consistent discipline, more after school activities/workshops and improvement with our bus

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schedules, times and stops. Another area that stuck out was the need to improve test preparation. One final area of concern is our lunchroom and playground safety.

The final survey given was our student perception data. 605 out of 680 students completed the survey. The majority of the students (97%) at Cromie feel safe at school whereas 5% don't feel safe. One question asked of the students is how long have they attended Cromie and 52% of students have been there 3 or more years, 30% have attended 1 to 2 years and 18% students attended Cromie less than 1 year. 71% of students felt that the school length of the day was adequate. 67% of the students felt that the rigor of our curriculum met their academic needs. The survey showed that 48% of our students sometimes attend after school activities, 29% attend most of the after school activities and 24% of students never attend after school activities. When asking the students what they enjoy best about their day 42% enjoyed specials, 38% reading, 36% math, 23% writing, 18% science and 14 % enjoyed social studies. When asked what they like least about their day 34% dislike social studies, 31% math, 29% writing, 18% science 16% reading and 11% disliked specials. The same survey was given to the students again in the spring. The survey achievement data includes:

Achievement Data

The achievement data that was reviewed as part of the Comprehensive Needs Assessment included MEAP, IOWA and DRA2 data for the 2011-2016 school years. In 2015-2016 the MEAP test was replaced with the M-STEP assessment. For the 2016/2017 school year the NWEA assessment replaced the IOWA.

ELA DATA:

2017/2018 M-STEP data not available yet.

2016/2017 M-STEP data reports that Cromie 3rd graders were 42% proficient and above. 4th graders demonstrated 31% proficiency and above. In 5th graders, 65% were proficient and above.

In 2016/17 M-STEP data reports that Cromie students who are economically disadvantage (ED) in third grade were 31.1% proficient and above, fourth grade 28.6%, and fifth grade 35.3% proficient and above on the M-STEP assessment.

In 2016/17 M-STEP data showed that ELL students in third grade were 34% proficient and above, fourth grade 22.9% were proficient and above, and in fifth grade 24.5% were proficient and above on the MSTEP.

2015/2016 M-STEP data reports that Cromie third graders were 44% proficient and above. Fourth graders demonstrated 36% proficiency and above. In fifth grade, 37% were proficient and above on the M-STEP.

In 2015/16 M-STEP data showed that ELL students in third grade were 22% proficient and above, fourth grade 4% were proficient and above, and in fifth grade 6% were proficient and above on the MSTEP.

In 2015/16 when the students took the M-STEP data reports that Cromie students who are economically disadvantage (ED) in third grade were 33% proficient and above, fourth grade 21%, and fifth grade 23% proficient and above on the M-STEP assessment.

2017/2018 DRA2 Assessments are given three times a year for K-3 and twice a year for grades 3-5.

As of Spring 2018 data shows:

57% of Kindergarten students are on or above in their DRA2 assessment.

51% of First grade students are on or above in their DRA2 assessment.

47% of Second students are on or above in their DRA2 assessment.

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59% of Third grade students are on or above in their DRA2 assessment.

71% of Fourth grade students are on or above in their DRA2 assessment.

79% of Fifth grade students are on or above in their DRA2 assessment.

2016/2017 DRA2 Assessments are given three times a year for K-2 and twice a year for grades 3-5. In the fall of 2017/2018 3rd grade will be required to do a third assessment. This is due to the third grade reading law and will support the IRP.

As of Spring 2017 data shows:

82% of Kindergarten students are on or above in their DRA2 assessment.

60% of First grade students are on or above in their DRA2 assessment.

61% of Second students are on or above in their DRA2 assessment.

58% of Third grade students are on or above in their DRA2 assessment.

55% of Fourth grade students are on or above in their DRA2 assessment.

58% of Fifth grade students are on or above in their DRA2 assessment.

Math Data:

2017/2018 M-STEP data not available yet.

In 2016/17 when the M-STEP was taken, students in third grade demonstrated 48% proficient and above. Fourth grade demonstrated 35% proficiency and above, and students in fifth grade demonstrated 37% proficiency and above.

In 2015/16 when the M-STEP was taken, students in third grade demonstrated 40% proficient and above. Fourth grade demonstrated 33% proficiency and above, and students in fifth grade demonstrated 21% proficiency and above.

ELL: In 2015/16 M-STEP data reports ELL students in third grade were 30% proficient and above, ELL students in fourth grade were 9% proficient and above, and in fifth grade ELL students demonstrated 6% proficiency and above.

ED students:

In 2015-2016, M-STEP math data reports indicate that ED students in third grade were 33% proficient and above. Fourth grade ED students were 19% proficient and above. In fifth grade 7% were proficient and above.

Science

2015/16 M-STEP data show that fourth graders were 11% proficient and above in Science. ELL data for fourth grade science was at 0% proficient. (ED) data results indicate 3% proficient and above.

2016/17 M-STEP data show that fourth graders were less than 10% proficient and above in Science.

Social Studies

2015/16 M-STEP data for 5th grade showed 8% proficient and above. ELL data for fifth grade social studies was at 0% proficient and for (ED) fifth grade reports show 5% proficiency and above in social studies.

2016/17 M-STEP data for 5th grade showed 21% proficient and above.

During the 2013/2014 school year we received a Red rating with a 2%. Cromie was ranked on the state's Top to Bottom rating based on

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MEAP results at a 2% in the 2013/2014 school year and was identified as a Priority School in June of 2014. In Math, our overall goal for AMO for 2017/18 is 63.9. The goal for 2013/14 was 42.79, and we achieved 46.5. For 2014/15, the goal was 48.07. In Reading, our overall goal for AMO for 2017/18 is 77.82. The goal for 2013/14 was 70.65, and we achieved 83.3. For 2014/15, the goal was 72.44. In Science, our overall goal for AMO for 2017/18 is 56.54. The goal for 2013/14 was 28.09, and we achieved 22.3. For 2014/15, the goal was 35.2. In Social Studies, our overall goal for AMO for 2017/18 is 63.5. The goal for 2013/14 was 42, and we achieved 30.4. For 2014/15, the goal was 47.38. In Writing, our overall goal for AMO for 2017/18 is 67.88. The goal for 2013/14 was 50.76, and we achieved 60.6. For 2014/15, the goal was 55.04.

2015/2016 Cromie has scored a yellow on the Michigan Public School Accountability Scorecard.

2017/2018

NCA's Self-Assessment

Our Interim Self-Assessment found that Resources and Support Systems and Purpose and Directions are areas in need of improvement. We feel our strengths are in the areas of Governance and Leadership, as well as Using Results for Continuous Improvement.

Cromie District Interim Self- Assessment

What was concluded: Our interim assessment found that the majority of Cromie's staff felt that the WCS system shows strength providing children with equitable, challenging, and engaging learning opportunities. Areas needing improvement included training with the interpretation and use of data as well as the provision of time, materials and resources to ensure success for all students.

Our Spring Stakeholder Review Process found areas that needed to be improved/strengthened were allowing opportunities throughout the year for parents to give feedback on the program and to make inquiries about their child's reading progress in the Title I program. According to our Title I fall informational meeting survey, parents suggested further parent meetings and workshops on how they can help their children with homework, reading strategies, and math strategies at home. The survey also stated that parents who have attended these meetings/workshops in the past have found them to be meaningful and helpful. They also showed that they would like for continuation of these meetings/activities.

Demographic Data of ELL students:

2013-2014 we had 135 ELL students

2014-2015 we had 152 ELL students

2015-2016 we had 156 ELL students

2016-2017 we had 147 ELL students

2017/2018 we have 155 ELL students

In the 2013-2014 school year, we had 324 ED students.

In the 2014-2015 school year, we had 361 ED students.

In the 2016-2017 school year we have 637 students in total, with 377 being ED students.

In the 2017/2018 school year we have 577 students in total, with 389 ED students. In 2018 our population of ED students is at 67%.

As of May 2018 our enrollment is at 577. We have 68 SE students. 11% of our population is certified Special Education.

Conclusions:

2017/2018 we will continue with the 3 Big Ideas that we put in place in the previous school year.

2016/2017 Based on Data Discussions in the Fall of 2015 the staff at Cromie came up with 3 Big Ideas in which we still have in place for the

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2016-2017 school year:

- 1) The need for a rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels.
- 2) The need to establish and strengthen a tiered academic support system to meet the need for all learners (MTSS).
- 3) The need to build a positive school community for all students, parents, and staff (PBIS).

Cohort data demonstrated the need for attention to our curriculum. Subgroup data as well as rising numbers of SE, SWD, ELL and ED students demonstrated the need for tiered instruction. Staff felt that building a positive school community will help all students, parents, and staff. Cromie will be focusing on initiatives such as Curriculum Instruction that Works (CITW), Positive, Behavior, Interventions and Support (PBIS), and Multi-Tiered Support System (MTSS).

Overall MEAP and IOWA Data demonstrates a decreasing trend in student proficiency from 2010-2015.

Demographic data shows significant increases in ELL populations as well as ED populations. In an effort to address our changing diversities, building focus will be placed on consistencies in instruction and research based strategies. Staff will continue to be trained in CITW, as well as future trainings will focus on MTSS Program and its components. Data demonstrates decreasing student performance in both cohort and subgroups in both the MSTEP and IOWA Assessments. Curriculum alignment and delivery needs to be enhanced by research based strategies and best practices. Tier 2 and 3 services need to continue to be focused on oral language and Leveled Literacy Intervention programs. Teachers will continue to provide 30 minutes of intervention based upon student needs, focusing on literacy and math. Extended learning opportunities for students and parents will be provided by Grade Level, Language Acquisition and Title I staff.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The goals portray a clear and detailed analysis of multiple types of data because we examined summative achievement data MSTEP, IOWA (ending 2016), NWEA (2016/17), diagnostic data (DRA2), and district common assessments, in conjunction with demographic, perception and program results data to establish our priority goals listed below.

Goal 1: Cromie will engage in rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels.

Goal 2: Cromie will establish and strengthen a tiered academic support system for struggling students.

Goal 3: Cromie will build a positive school community for all students, parents, and staff.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

For 2018/2019 the focus will be using DRA2 assessment and the IRP (Individual Reading Plan.) In addition, our focus will be around specific PLC training (Leverage). Based on our mathematics data we have a decline in our math scores. To close some of those learning gaps AVMR will be used with higher frequency.

For 2017/2018 the focus will be using an updated DRA2 assessment and the third grade reading law IRP (Individual Reading Plan) or IIP. In addition, our focus will be around specific PLC training (Leverage).

2015/2016 our action plan superseded the comprehensive needs assessment. Our process continues to focus on the details of our action plan. Continuation of our progress will be done so through our goals.

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2014/15 our goals address the needs of all students by focusing on curriculum alignment, CITW, SIOP and MTSS training. Cromie will focus on improving Reading and Writing in all content areas. Given the specific needs of our increasing English Language Learners, Students with Disabilities, and Economically Disadvantaged students we believe they need extensive intervention in academic vocabulary development, building knowledge through oral language, reading development and using technology in the general classroom with additional support by our Title 1 and itinerant staff. These additional opportunities will be provided during individualized and small group Tier I and II instruction in the classroom and additional Tier II and III supplemental instruction provided by our Title I and itinerant staff. Many Tier III students receive special education services as well as ELL and/or Title I interventions.

Students identified as disadvantaged due to significant achievement gaps are selected by their IOWA(ending in 2016), we will be using NWEA from 2016 and on, DRA2 and MSTEP scores. The students scoring at intervention level received support along with student's who scored a year or more below on the DRA2 assessment.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

For 2018/2019 the focus will be using DRA2 assessment and the IRP (Individual Reading Plan.) In addition, our focus will be around specific PLC training (Leverage). Based on our mathematics data we have a decline in our math scores. To close some of those learning gaps AVMR will be used with higher frequency.

For 2017/2018 the focus will be using an updated DRA2 assessment and the third grade reading law IRP (Individual Reading Plan.) In addition, our focus will be around specific PLC training (Leverage).

2015/2016 our action plan superseded the comprehensive needs assessment. Our process continues to focus on the details of our action plan. Continuation of our progress will be done so through our goals.

2014/2015 Classroom Instruction That Works is a professional development model that helps reach the needs of all students and provides research based strategies to use in the classroom. These research based strategies include identifying learning objectives, cooperative learning, and declarative and procedural knowledge. This initiative strengthens instruction in all content areas. All staff are posting learning objectives in their classrooms and communicating targets to parents as well. 100% of our staff are trained in CITW by the Macomb School Intermediate School based on Avalon's model of CITW. Peer coaching opportunities have occurred during PLC meetings and grade level planning time.

Sheltered Instruction Observation Protocol (SIOP) is a research based and validated instructional model that has proven effective in addressing the academic needs of all learners, especially those learning English. SIOP has been proven to increase student achievement, improve academic content skills and language skills, deliver results aligned to district objectives, and prepare students to become college and career ready. Support will continue as staff works to implement strategies in coming years.

Multi-Tiered System of Supports (MTSS) building level discussion with district support provided specific types of supports for teachers (professional development, technical assistance, instructional coaching), outline clearly define roles, responsibilities for teachers, building leaders and district personnel. MTSS provides a coherent system for continuous improvement and ensures that a common understanding/language exists when discussing implementation and expected outcomes. All students benefit when the model is implemented with fidelity.

Reading: Teachers will provide small group guided reading instruction utilizing the literacy library a minimum of 3-4 times a week during a 90-minute balanced literacy block. All teachers have implemented strategies from Jan Richardson, The Next Step Forward in Guided Reading. Groups will encounter fiction, non-fiction, and content matching grade level expectations.

Writing: Teachers will provide writing instruction utilizing Lucy Calkins/MAISA writing units (research based writing curriculum) 4 to 5 times weekly as part of a 90-minute literacy block.

Math: Teachers will provide Math instruction balancing number talks, problem solving using mathematical practices and leveled independent practice. Instruction will involve whole group and small group delivery.

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Science: WCS (Battle Creek) Science curriculum concepts will be connected to select guided reading content and writing instruction where appropriate.

Social Studies: WCS (Pearson Social Studies) curriculum concepts will be connected to select guided reading content and writing instruction where appropriate.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

2017/2018

Elementary teachers received coaching from district Early Literacy Specialist in ELA strategies. The book, strategies, and materials were provided to them with a modeling session based off of Jan Richardson, *The Next Step Forward In Guided Reading*.

2016/2017

Classroom Instruction That Works (CITW) is a professional development model that helps reach the needs of all students and provide research based strategies to use in the classroom. These research based strategies include identifying learning objectives, cooperative learning, and declarative and procedural knowledge. Currently 100% of staff members are trained. Classroom Instruction That Works will be implemented across all curriculum areas.

Math: Balanced Approach

- Math instruction balancing number talks, problem-solving using the mathematical practices, and leveled independent practice. Instruction will involve whole group and small group delivery.
- Math Interventions include re-teaching the Math Performance Task, Guided Math Groups, and math fluency practice. Math Interventions will be done as part of a 30 intervention block within classrooms.
- Universal Screening involves using pretests and post-tests to progress monitor student learning and achievement.
- Add+VantageMR includes a balance of fluency strategies in the structure of numbers, addition subtraction, and number words & numerals.

Reading: Guided Reading

- Elementary teachers received coaching from district Early Literacy Specialist in ELA strategies. The book, strategies, and materials were provided to them with a modeling session based off of Jan Richardson, *The Next Step Forward In Guided Reading*.
- During the course of a 90 minute literacy block students are provided small group, leveled guided reading instruction utilizing the Literacy Library. Groups should encounter fiction, non-fiction, and content matching grade level expectations.
- Family Engagement opportunities provide information to parents and students regarding needs and strategies for parents to help students within their focus group succeed in the classroom.
- Universal Screening- Students receive formal Reading testing done with the DRA2 approach 2-3 times a year. Additionally, informal evaluation is done routinely to monitor progress and move Reading groups around throughout the year. These tests are for progress and achievement in Reading fluency and Reading comprehension.
- Online Support is available on the Cromie webpage for all parents and students to use at home. RazKids, Moby Max, Brain Pop, Brain Pop Jr., Starfall, PBS Kids, Time for Kids, Scholastic, Book Wizard, Spelling City, Dositely, Kids Bookshelf, RIF Reading, Poetry for Kids, Read Write Think, Giggle Poetry, Storyline, Learning Planet and Wordle, are available to help support students at school and at home.

Writing:

- Writer's Workshop is used by all teachers to teach basic Writing skills. This Workshop approach allows students to master the craft of

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Writing by engaging in the Writing process 4-5 times weekly. Lucy Calkins/MAISA Units are used in conjunction with Writer's Workshop to target Common Core principles and various genres of Writing.

Science:

-Battle Creek Science Kits are used to give students an inquiry approach to learning three different areas of Science throughout the year. Students engage in hands-on learning during the week to observe, explore, question, and discover each area of Science. Content vocabulary is reinforced using CITW Strategies, SLOP Strategies and leveled guided reading instruction.

Social Studies:

-Pearson Social Studies Curriculum is supported by CITW Strategies, SLOP Strategies and leveled guided reading instruction.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The low proficiency shown in our IOWA (ending in 2016) and NWEA (2016/17) scores across content areas from our Cohort, Economically Disadvantaged students, Special Education, and our English Language Learners show a need for rigorous Curriculum Alignment, Tiered Academic Support System, and a strengthened School Community Climate.

These improvements will be made through the use of the following:

- CITW strategies that include identifying learning objectives, cooperative learning and declarative and procedural knowledge
- ILC (Instructional Learning Cycle)
- PBIS (Positive Behavior Interventions and Support)
- MTSS
- Balanced Math Approach using Add+VantageMR
- Guided Reading
- Elementary teachers received coaching from district Early Literacy Specialist in ELA strategies. The book, strategies, and materials were provided to them with a modeling session based off of Jan Richardson, The Next Step Forward In Guided Reading.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The strategies listed provide an enriched and accelerated curriculum for select students and support progress for all students:

- Balanced Math instruction that includes fluency, conceptual understanding and problem solving/ Math Intervention Groups using Add+VantageMR.
- Guided Reading/ Leveled Literacy Intervention with Title I and Title III. Our Title I and Title III teachers and Aides provide pull out Literacy Intervention Groups.
- Cromie has a Language Acquisition Teacher to provide additional services including daily push in for classroom support.
- 2016/2017 an additional half time Title I teacher was added to help provide additional services based on the number of intervention students.
- 30-40 Minute intervention block with classroom teachers
- Elementary teachers received coaching from district Early Literacy Specialist in ELA strategies. The book, strategies, and materials were provided to them with a modeling session based off of Jan Richardson, The Next Step Forward In Guided Reading.

5. Describe how the school determines if these needs of students are being met.

The building administrator, Title I staff, special education staff, and general education staff examine a variety of student-level data. Data Director reports are available which contain M-STEP, NWEA, DRA2, and common assessment data. This is supplemented with classroom grades accessible through PowerSchool. In 2016/2017 Title I teachers were trained in Add+Vantage Math Recovery to increase math fluency and basic skills. Math Recovery is geared toward students who lack primary math abilities. Cromie Elementary Title I teachers provide this instruction. The students are selected based on M-STEP results, NWEA reports, ILC tests, and teacher recommendation. However, a pretest that results in a construct level is also given. It supports weather that student needs individualize instruction. Level 0-5 is the given range from which constructs are construed.

Data analysis is a regular part of PLC meetings where intervention staff and general staff come together to determine any academic impact for students, as well as grade level planning time to make mid-course adjustments for students.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Assurance Statement: All paraprofessionals have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Assurance Statement: All teachers have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

-2017/2018 we have 2 new classroom teachers, 7 of which are new to the building. We have a total of 48 staff members, 38 are teachers, support staff, and/or itinerants. Currently we have 3 part-time employees.

- 2016/17 we have 2 new teachers, 5 specials teachers, 6 itinerant teachers, and 1 ELA aide

- 2015/16 we had 6 new classroom teachers and 1.5 special and itinerant teachers.

- 2014/15 we had 10 new classroom teachers and 4 special and itinerant teachers.

- 2013/14 we had 6 new classroom and 4 special and itinerant teachers

- 2012/13 we had 1 new classroom and 3 special and itinerant teachers

- 2011/12 we had 4 new classroom and 3 special and itinerant teachers

- 2010/11 we had 4 new classroom and 4 special and itinerant teachers

Changes have occurred due to closing of 2 buildings, district movement, and highly qualified placements, voluntary and involuntary changes. Enrollment is high at Cromie, ranging from 630-684 from 2010 to present.

2. What is the experience level of key teaching and learning personnel?

2017/2018 we have 2 new classroom teachers, and 7 that are new to the building. We have a total of 48 staff members, 38 are teachers, support staff, and/or itinerants. Currently we have 3 part-time employees who are in a job share.

We have 5 staff member with 0-3 years of experience.

We have 5 staff members with 4-8 years of experience.

We have 12 staff members with 9-15 years of experience.

We have 16 staff members with 15+ years of experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Cromie has a staff that takes pride in their building, community, and learning. Teachers are positive and build strong relationships with their students and families. During a school crisis, whether it's a death of a student or a water main break, Cromie teachers rise to the occasion together.

Cromie has a system in place for positive behavior, which is conducive for learning. Our diverse population helps teach tolerance and respect.

The supportive PTO works well with the principal and teachers to help organize events to improve the quality of the school and support the extra activities.

All staff members at Cromie have adopted the Instructional Learning Cycle (ILC), which is a process that promotes teacher collaboration and collective responsibility. The ILC process provides grade level teams opportunities to plan collaboratively and create a quality instructional plan designed to meet a specific standard. Through this collaborative process, teachers are able to determine which strategies and

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instructional practices contributed to student performance.

Other initiatives Cromie offers are:

Throughout the building there are five class sets of laptops on carts available in addition to our computer lab.

In the past we have initiated an Anti-Bully Walk where kids will walk together as a school pledging not to become a bully. We have Red Ribbon Week which is a week of activities to help the kids learn to say no to drugs. Throughout the year Cromie holds events to support needy families in the community. During the holidays our staff adopts a family in need. Cromie also has a RESPECT THE ROAR program where kids can earn "Cromie Blue cards" for exceptional behaviors in and out of the classrooms. Students can win various prizes for their positive behaviors within their classrooms. March is Reading month is an exciting month at Cromie. We have many guest readers that come and read to our students. We have had guests from moms, dads, and family members to administrators, TV personnel, Community members and Local politicians. Cromie has a literacy library consisting of both fiction and non-fiction books available for teachers to use with guided reading groups. Every year Cromie adds to the library. Cromie has a program for High School Seniors from Warren Cousino who went to Cromie to return to Cromie in their caps and gowns and get clapped out by the current student body. It was a very moving, powerful experience. Cromie teachers participate in Relay for Life as a supportive team. Students, staff, and parents are all a part of the team that plan, organize, and participate in the overnight fundraiser.

Overall, Cromie staff creates a learning environment that respects diversity, fosters student's academic, social and emotional growth and empowers students to reach their maximum potential.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self-Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine candidates for interview. An interview team will make connections for hire to the Human Resources Department and the superintendent.

In order to attract and retain highly qualified teachers, Warren Consolidated offers the following:

1. Thirteen Blue Ribbon Schools, including Cromie, and 2 National Blue Ribbon Schools.
2. District Mentoring System
3. New Teacher Academy provided by Macomb Intermediate School District
4. Funding for continuous Professional staff Development
5. Competitive Salary and Benefits package
6. Classroom Technology that includes: Elmo, Computer, Smart Board, Light Pen, Media Cast and email system.
7. Curriculum Specialists (CITS) to support classroom teachers.
8. Positive School Climate- shared decision making through the professional learning Communities (PLC) Model of School Improvement.
9. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, Curriculum Committee, Teacher Leader Academy, Teacher Union Leadership
10. Media Centers with full-time media specialist, distant learning programs
11. Full-time Instructional Technology department and support district wide
12. Newly renovated schools
13. District and School-level Professional Development opportunities
14. District wide Accreditation by AdvancEd
15. Teacher of the Year Awards

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Historically, Cromie does not have a high teacher turnover rate. The past turnover rate was due to the closing of 2 other elementary buildings in June of 2014 and the resulting "redistribution" of students and staff. It was also a result of becoming a Priority School. Cromie works to keep teachers at the building by offering support, fostering good communication, and getting teachers involved in school-wide activities.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Title I funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy; job embedded guided reading coaching, and Diagnostic Assessment Learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities. Our staff has also attended Classroom Instruction that Works (CITW), Sheltered Instruction Observation Protocol (SIOP), and Instructional Learning Cycle Training (ILC). All trainings have been held at the MISD. These trainings are in addition to trainings offered by our Curriculum Specialists in the areas of Math, ELA, Science, Social Studies and Technology.

In 2017-2018 the Title I teachers attended Add+Vantage Math Recovery training through the Macomb Intermediate School District (MISD). Add+VantageMR is a research based math program that is designed to increase math fluency and basic skills. Math Recovery is geared toward students who lack primary math abilities.

Cromie teachers continue to receive math training on mathematics strategies including math journals related to increasing math vocabulary, math talks, Writing Across the curriculum and higher level thinking concepts and problem solving. Our District Wide Math Curriculum specialist continues to provide training and support.

In 2016-2017, the principal and five grade level teachers attended Leverage Training at the MISD. They attended seven sessions throughout the school year.

Winter 2017 school year, all grade level teams have attended Instructional Learning Cycle Training (ILC) through the Macomb Intermediate School District. We are currently working on balancing our Math program, using common assessment, digging into the standards of Common Core.

In the Winter of 2016 seven teachers attended PBIS (Positive Behavior Interventions and Supports) training at the MISD. This training supports building our positive school community for all students, parents, and staff. Once members were trained they presented to the staff during a PLC on the concepts and strategies that they learned in the program. This helps us to increase our knowledge base as a staff and provide consistent across the board strategies.

Currently 100% of Cromie's staff members have attended Classroom Instruction That Works through the Macomb Intermediate School District.

During 2015-2016 Cromie also participated in MTSS training provided by the District.

One teacher from each grade level attended the Kagan Training Academy in the Summer of 2015. The trainings are an extension of the CITW trainings that are being addressed as a district and at a school level. The training focuses on cooperative learning strategies and engaging students in the learning process. Teachers attending the training will be in charge of returning to the staff and providing this training to their peers. This supports our continuing efforts to strengthen Tier I services with research based strategies. Two more teachers are attended Kagan Training during the summer of 2016.

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The Cromie staff also attends 3-hour PLC meetings every month from September to June. During our PLC's we review the needs of the school and plan for the implementation of activities and strategies to address the goal of our School Improvement /Title I plan. We provide training on progress monitoring, district writing pacing guides and assessments, data digs-use data to drive instruction, CITW, and any other training that are needed.

2. Describe how this professional learning is "sustained and ongoing."

As demonstrated in the training detailed in Component 5.1, Cromie has been working to provide consistent training that supports all staff over a period of time. All training listed is coordinated with the building SIP plan and are in conjunction with the district plan. Staff who attend training present back to the staff to increase understanding and consistency across the building. All of the professional development that is planned provides an extension to previous training, along with a supportive component that will help the building for a consistent level of instruction with new staff.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Need to add attachment	Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

The School Improvement Team uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team grade level leaders communicate with staff at weekly shared prep times as well as at PLC meetings to ensure all stakeholders are involved in the process. In addition, we enclose SIP information in our monthly school newsletter, The Cromie Chronicle, and on our website.

Parent representative(s) were invited to be members of the school improvement team by the principal. This group involves parents who have students at multiple buildings, parents who have students receiving support services, are in the building frequently and some who have teaching experience. The principal communicates the process for the SIP meetings during PTO meetings. Parents who accept, attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on developing the compact, the parent involvement plan and activities, and regularly provide input during two annual Title I meetings. Parent representatives are encouraged to share updates at PTC meetings, write newsletter articles, or share via social media.

Additional input regarding the school culture, Title I Programs, specific parent concerns regarding the Priority school status, and parent compact ideas was gathered at PTC meetings, conferences, parent meetings, telephone calls and surveys. Surveys were completed at all Title I events, as well at Fall and Spring Conferences online and a hard copy was included in a parent newsletter.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents participate in the Comprehensive Needs Assessment by completing surveys and providing information to the school regarding programs, needs, areas of concern and wants. Parents regularly attend PTC meetings and participate in Title I Events. Parents participate in the development of the School Compact and Parent Involvement Plan. In addition, as strategies are developed within the plan parents are a support by reviewing them, looking at data collection, and participating in their implementation by volunteering within the classroom to work with students.

In the event of teacher hiring within the district and at Cromie, parents could have the opportunity to sit on the interview committee when the situation arises. In this sense they could provide feedback to the staff regarding potential candidates. Staff and parents also work closely together on the PTC which allows families to be aware of building needs along with creating strong family and staff relationships. As the relationships grow stronger staff becomes involved and more satisfied with their job.

Through surveys, meetings, and PTC events, parents provide information to our staff regarding activities that they would like to see in the building and what their perceptions are of our community. This provides a great support to our staff as we look to develop programs at times that work for our families and meet their needs. The feedback has led to the planning of translators at conferences, ELL and Title I workshops that meet the needs of the families within the building. Parents have also provided feedback regarding the scheduling of Kindergarten transition activities and school start-up events.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

All stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Evaluation Meeting, at which time, all relevant data is shared with parents, in a parent-friendly and accessible format, in order to fully inform them of the current status of the plan. Using feedback from this meeting, as well as all data examined throughout the year from all four sources, the SIP team, including parent members, will consider all stakeholder ideas when updating the plan for the new school year.

The plan is formally reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data). Parents are involved (during meetings and meetings with our PTC) with the SIP team to collect and analyze data relative to all four types. Parents input is also provided throughout the year via a variety of surveys at parent events and other more informal, meetings (parent involvement events, PTC meetings, conferences, ELL and Title 1 meetings, etc.).

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators.

Our district webpage provides a video on understanding the State Standardized Testing (M-STEP), as well as "Parent Portal" information (parent log-in to check student attendance, overall grades, and class grade progress). The webpage is updated regularly with updated information and new cut scores as information becomes available. At the building level, we have Title I Fall and Spring Parent meetings and workshops to discuss the Parent Compact and Parent Involvement Plan and take feedback. During the Meet the Teacher Night and Parent and Teacher conferences teachers discuss the curriculum, progress and requirements in the classroom. The school has a newsletter, which shares on-going information on programs and services. The Parent Handbook and building website include information on upcoming events.

2. Provide materials and training for parents.

A district web page link to different parent resources is available through various websites, and content specific video tutorial sites. A summer preschool program provides training and materials on reading to young children. At the building level we provide Title I meetings and workshops based on the needs of the community. The needs of our community are different from year to year. We are able to gather interest in what the needs are through our surveys. The focus is to provide families and students the opportunity to meet and learn strategies that will support the learning of the children and engage families. In addition, staff works with families via, email, telephone calls, Language Line and through the Family Resource Assistant to provide academic support and materials for parents. The Family Resource Assistant is currently in our building two half days a week and she is available to meet or talk with our Arabic community to relay information as needed. Staff provides feedback regarding progress through report cards, progress reports, behavior plans.

3. Training for School Staff

To strengthen staff in working with parents our District is providing training with:

- Joyce Epstein's Framework of Six Types of Parental Involvement training. Monthly discussions will be held on the Joyce Epstein Model guided by our Title I and ELL Staff members.
- School/Parent Collaboration.
- Classroom Instruction That Works (CITW) - Research-based strategies proven to have a positive effect on learning. 100% of staff are trained.
- Oral Language- Student Discourse and Engagement - Job embedded, professional development to demonstrate the look, sound and feel of oral discourse.
- Sheltered Instruction Observation Protocol (SIOP) - Cromie staff has received 10 hours of training.
- Surveys of Enacted Curriculum: Instructional Learning Cycle (ILC) - A web-based tool that provides math, science and ELA teachers with consistent data on both practices and content.
- Curriculum Instructional Team Support (CITS) - District curriculum support through PD, coaching, provision of resources, and -Blackboard database.
- Multi-Tiered Support Systems (MTSS).
- Positive Behavior Intervention Supports (PBIS)
- Kagan Training
- Add+Vantage Math Recovery
- Jan Richardson book; The Next Step Forward in Guided Reading, and Strategies

4. Coordinate with parent involvement in other programs

Early childhood Federal and State grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide free, quality preschool programs within WCS. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Cromie coordinates services with parents to provide transitions into Cromie with Kindergarten Events like the WCS district registration night in February as well as a Transition to Kindergarten Night each spring. Each in-coming kindergartner receives a backpack with school supplies, literacy items, and welcome gifts to promote school readiness. Popsicles with the Principal in August and Meet the Teacher Night in September begin each school year to help parents and students become oriented with the building and their teacher. Cromie holds several ELL programs or meetings throughout the year. Our staff holds Title I events after school for the parents and students to help with reading, writing, technology, and transitioning into different grade levels such as our 5th grade leaving for the middle school.

5. Provide information in a format that is understandable to parents

Cromie continues to have important school information translated into other languages that support our community which have included parent meetings, parent surveys and conference information. In addition, telephone calls are placed to families to encourage their involvement in conferences and find out if translators are needed for the meetings. At conferences we have translators available for all parents in need.

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. The district also uses Language Line, a real-time translator phone service. Included on the district webpage are video tutorials for accessing the service and the site is translatable by selecting a language scrolled at the bottom.

14. Provide other reasonable support as requested

To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods to accommodate parent schedules. Transportation has been provided for homeless and parents with unique circumstances.

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services.

All WCS buildings are handicapped accessible. A Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request and services from the MISD to meet their needs.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

During the Spring Title I Evaluation meetings the Parent Compact Plan and Involvement Plan are reviewed by parents. The achievement, demographic, program and perception data being reviewed simultaneously with parent involvement component allows parents to have a voice in evaluating the current program. This is one of two formal occasions that parents are asked to identify their needs relative to supporting the academic success of their students. These times are the Spring Evaluation Meeting, and the Fall Title I Informational meeting. This is combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event and planning meetings for future parent events). This data is compiled by the School Improvement Team, of which parents are also members, and used to revise the parent programming, plan, and compact, as well.

In addition, the School Compact and Involvement Plan for the building are put onto the website and families can review them as needed. Teachers also discuss the plan at Fall Parent Teacher Conferences and explain them to make sure parents understand them and can ask questions if needed.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The staff will use the results of the parent surveys to evaluate the overall impact of school wide plan. This will help us determine what changes need to be made, in the coming school year, to better assist our students and parents with their ever evolving learning needs. We will also use these results to help drive future planning of events and instruction by our Title I staff.

8. Describe how the school-parent compact is developed.

Using examples from other local schools in the area, we created our school-parent compact to be shared with parents at Meet the Teacher Night. We worked with our SIP parent representatives to get feedback on our compact, and what we can do in the future to improve parent,

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student, and teacher compliance of this compact. This document outlined the academic and behavioral expectations from parents, students and teachers alike. In order to make this document more user friendly, we created a pamphlet form this year that was easier to read, less lengthy and contained signature slip at the back of the brochure. Students were asked to return the back page of the brochure to confirm that their parents had read and understood the guidelines of the compact. After being read and signed by the parent, student and teacher, these compacts were then returned to the classroom teacher, and filed for future reference and to be reviewed again during parent teacher conferences.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The compact is shared with parents at Meet The Teacher Night in September and at the Title 1 Fall Informational Meeting. All parties are asked to sign the compact. A copy of the compact is on display on the Cromie website. Staff reviews the compact at Fall Parent Teachers Conferences in November while meeting with parents. Parents, students and teachers are asked to sign the document and the compact is collected and stored by the classroom teacher. Any questions that may come up are addressed at conferences, Title I Meetings, and/ or throughout the school year as needed.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Student Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Warren Consolidated Schools provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use.

NWEA assessment results are explained in parent friendly language.

Staff shares results with parents during conferences or information discussions, phone calls, emails and newsletters using parent friendly/non-academic language.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Each year the administrator and one kindergarten teacher attend a meeting at MISD centered on transitioning children and families from preschool to kindergarten as part of the Macomb County Kindergarten Transition Consortium. The school district hosts a meeting each February providing parents information about our elementary school programs and facilitating the registration process. Families are then invited to attend a Transition to Kindergarten Night, at Cromie, in April/May where families and their new kindergartners visit our building. Invitations are mailed to children enrolled in kindergarten, on or after the WCS Kindergarten Information Night in February. Those registering closer to our transition event are given a personal phone call to invite them. They watch a video depicting a typical kindergarten experience, visit rooms to participate in various activities with the teachers and their parents, and enjoy a snack in the Cromie Café. The experience ends with a survey for the parents and a gift for each child. The gift is provided through a grant from the MISD, and includes instructional materials, tools and books to help facilitate learning at home. Those unable, or not yet registered prior to our evening, are given the backpacks when they enroll or when they arrive in the fall. Children are sent an invitation to attend "Popsicles on the Playground" with the kindergarten team the Thursday before school begins in late August. Parents are encouraged to attend "Meet the Teacher Night", usually held on the evening of the first day of class, where the instructional program and classroom norms are shared.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Preschool Teachers and Aides are required by State Law to have 16 hours of Professional Development annually. That includes internal and external training on child care related topics or topics which assist in staff in performing the essential functions of their jobs; child development & learning, fetal alcohol syndrome, child care administrative rules, Elmo (computer based support), CPR teaching and learning. This training can be computer based training or hands on training, provided by the ISD, Macomb Leaps & Bounds, or by WCS.

Our district coordinates and integrates parent involvement programs and activities with other programs, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs.

In the 2018-2019 school year Cromie will house a TK for the district.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Decisions about curriculum, instruction, and assessments are made with the help of all instructional staff at Cromie. The Core School Improvement Team consists of our building administrator, SIP chair, as well as staff on the SIP committee.

Several meetings occur to help drive the direction of our school. Grade level teams meet weekly, during our PLC meetings, our Monthly Grade Level Math Meetings and staff meetings to provide input into school-based assessment decisions. The SIP Team works collaboratively with their grade level teams to determine the types of assessments to be used to monitor student learning student identification for Tier II/III interventions, creating flexible small groups for individualized instruction/re-teaching.

2016/2017 All classroom (K-5 teachers) have been trained in the ILC process. As part of the District School Improvement Plan, the use of data to improve instruction will be a primary focus of our building's PLC time, with the support of our CITS team.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

The staff work together to analyze data during our Professional Learning Communities (PLC) meetings. Our district provides us with early dismissal Fridays throughout the year. Time is planned for instructional staff to collaborate with their grade level groups as well as cross grade level groups. Between meetings, teachers implement specific instructional strategies and gather student data through formative assessments. Each teacher collects and analyzes data on both the implementation of the strategy and the impact of the strategy on student learning within their own classroom. Once collection and analysis occurs, team members compare data collaboratively in order to share learning. Through this process, teachers are able to determine which strategies and instructional practices contributed to student performance. Through analysis and discussion, teachers identify deficit areas which require re-teaching and/or Tier II intervention support. MTSS intervention meetings are held with teachers and support staff each trimester to review the data to determine additional intervention needs or possible testing for special education services.

Instruction is driven by the information gained during PLC's and based on the Common Core/Grade Level Content Expectations and district guidelines regarding curriculum.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Throughout the course of a school year, students are given many different state, district, and classroom assessments. We hold Student Achievement Meetings that occur a couple times a year to discuss our student's growth as well as concerns with students meeting the State's academic expectations. Grade levels also meet once a month for three hours to discuss their math plans and to look at and analyze data. Teachers are also expected to meet twice a week for common prep time to discuss common assessments and their data.

All students, grades 1-5 take the NWEA test in the Fall and Spring (beginning 2016/2017 school year), DRA2 assessments (2-3 times a year), and common grade-level assessments throughout the school year. In addition, our English Language Learner population are screened for language and academic proficiency and participate in the WIDA-ACCESS test in March. Based on the scores from these assessments, we are able to identify students who have difficulty mastering the State's academic achievement standards in reading, writing, and math to target with the appropriate interventions. Once identified, these students are given additional classroom interventions and/or Title I or Title III assistance and are re-assessed and progress monitored every 6-8 weeks. MTSS meetings are held four times a year to set goals for these students and to monitor their goal and set new ones. If progress is not being made by the student after these interventions then they are referred to the Child Study Team.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

In order to provide Tier I students with differentiated instruction for English Language Arts during the regular school day a variety of assessments are used. Students are tested two-three times a year on reading comprehension and fluency using DRA2. Based on these results, students are placed in guided reading groups to target these skills. Through the use of running records, students are monitored for progress in these areas in between the testing days and moved into groups according to their progress. MSTEP and NWEA are used to create class lists and provide information for early intervention for the following year. All students, K-5, participate in guided reading 3-5 times per week. During this time students practice reading comprehension strategies, fluency, word study, writing technique and conventions as well as independent reading at their own level.

Tier I students receive Balanced Math instruction that includes fluency, conceptual understanding and problem solving tasks. This is implemented to promote understanding of grade level concepts and application of problem solving skills. Mini-lessons are taught daily. Meanwhile, the rest of the students participate in math games and activities that provide a spiral review of concepts previously taught. Additionally, students participate in independent practice of concepts taught. This allows students to work to master concepts presently and previously being taught. In addition, students who have mastered the concepts can partake in enrichment. Students can use IXL Math.com (and others like extramath.com) at home to work at their own pace and move through and master basic addition, subtraction, multiplication and division.

Tier II students receive additional Math support in grades 2nd, 4th, and 5th. The students are selected based on M-STEP results, NWEA

reports, ILC tests, and teacher recommendation. However, a pretest that results in a construct level is also given. It supports whether that student needs individualize instruction. A level 0-5 is a given range from which constructs are construed.

Tier III students receive additional ELA support with our Title I teachers and/or aide. In these pull out groups our students are given small group guided reading sessions to help them master concepts taught in the classroom. They are also given remedial instruction and assistance with the English language. We currently have in our building a Language Acquisition Teacher and a part time ELA aide. These students participate in a pull-out program 4-5 days a week. During this block of time students learn basic alphabetic principles, oral language skills, vocabulary and phonemic awareness. A new program Language for Learning and Language for Thinking was implemented in 2018. We have also started AVMR intervention and plan to continue to reach more students.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All students are given differentiated instruction for English Language Arts during a 90 minute block each day. During this time students practice reading strategies and fluency with Benchmark Reading, word study with Words Their Way or Sitton Spelling, writing technique and conventions with Lucy Calkins/MAISA units, as well as small-group Guided Reading instruction at their own level. To facilitate small group instruction, many staff use a reading management program called Daily 5 (read to self, work on writing, read to someone, listen to reading and word work) that allows for individuals to practice these skills at their own level. Guided reading groups are determined according to their reading ability through DRA2 scores.

Tier I math instruction is provided with Pearson Math materials, problem solving math tasks, with a balanced math approach. Number Talks help build fluency while math warm-ups help students launch into the targeted lesson. Math experiences are provided using problem solving strategies like journals and cooperative learning, as well as skills practice opportunities. Groups may also be created based upon their skill level as determined by assessments such as, pretests and post-tests, ILC, or standardized assessment data. This data also facilitates the creation and management of intervention/Tier II/III support provided in the classroom or by support staff.

Cromie teachers use pretests and post-tests in the areas of Science and Social Studies to help guide instruction including differentiating curriculum/expectations to meet the needs of our Tier II and Tier III students.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Our Title I teachers provide supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff regularly to monitor and support students in meeting school wide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the school wide SIP plan.

Title II funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy; job embedded guided reading coaching, diagnostic assessment learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities. For example, our staff has attended Classroom Instruction that Works, Sheltered Instruction Observation Protocol (SIOP), and Instructional Learning Cycle Training (ILC), in addition to training offered by our Curriculum Instructional Technology Specialists (CITS) team.

Title III is the part of the No Child Left Behind Act that authorizes funds for English-language-acquisition programs. Here at Cromie we have one full time language acquisition teacher and one half time aide. Title I and Title III teachers work collaboratively to ensure that all at-risk students' needs are met.

Early childhood Federal and State grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide free, quality preschool programs within WCS. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

A Family Resource Assistant works directly with English Language Learner families at meetings and by phone to support parents as they learn about the American School system, and our school works with the district's Department of Language Acquisition to plan and participate in after school/summer programs to support ELL students.

Federal grant, IDEA provides classrooms of quality early childhood special education at Hatherly Educational Center.

Building-level budgets also provide resources for additional instructional materials.

Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment:

General Fund - Professional Learning Community meetings: SIP Team meetings:

School Improvement Plan

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2. Schoolwide Reform Strategies:

General Fund - Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I - Leveled Literacy Intervention Kit, Title I nights, staff training materials, Add+VantageMR, DRA2 refresher training, ILC training and support

3. Highly Qualified Staff:

4. Attract and retain Highly Qualified Staff:

General Fund

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified)
- District/School level mentoring system
- New Teacher Academy provided by the Macomb Intermediate School District (MISD)
- Curriculum Steering Committees
- Competitive Salary and Benefits packages
- Classroom computer, e-mail system, interactive white boards in all classrooms
- Curriculum specialists to support classroom teachers
- Positive school climate - shared decision making through the PLC model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee, PBIS
- Teacher Leader Academy (MISD)
- Staffed media centers; distance learning capabilities, building WIFI
- Full time instructional technology department

5. Professional Development:

General Fund -

- Curriculum Steering committee funding opportunities available for Staff to apply to various Professional Learning Opportunities

General Fund and Title II -

- District level professional development in core areas (Writer's Workshop, Guided Reading, DRA2, Science, Math, Social Studies, Data Director, Differentiated Instruction, Classroom Instruction That Works, SIP, ILC, (MTSS), Add+VantageMR, DRA2 refresher training, ILC Training and Support.

Title II -

- PLC and School Improvement Training
- Visits by content specialists
- Differentiated Instruction for ELL
- Oral Language Development (and assessment)
- Writing
- SIOP (Sheltered Instruction Observational Protocol)

Title I

- Professional Development for Title I staff in parent and community relationships
- Differentiated Instruction
- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Math Intervention Strategies
- "PowerSchool" Program: online progress reports, lesson plans and grade book; Parent Portal

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- Automated phone fan-out system

Title I -

- Fall Title I meeting on Parent-School Compact and Building Plan Review

- Spring Title I Evaluation Meeting

- Parent Focus/Survey Groups

Volunteer/Community Services -

- Parent participation in School Improvement Process and Title I Evaluation

- IEP Meetings for Special Education Students

- Classroom/media center volunteers/field trip/camp supervision

- PTC/Boosters Membership (school and district level)

- District American Education Week Poster Contest

- Warren Consolidated Schools Health Council, Health Advisory Committee, and District PTC Leadership, District School Improvement Team,

- English Language Learner Parent Advisory Committee

6. Parental Involvement -

General Fund -

- District webpage with parent education sites; translation available in major languages

- English Language Learner Tutor/Translators available for parent meetings/communication

- English Language Learner Parent Advisory Committee (meet 3s/year)

- English Language Learner Parent Involvement Meeting (6-8x/year at different schools)

- English Language Learner Classes through Community Services

- English Language Learner Parent Education DVDs

- "Language Line" - on demand interpretation service via phone system

- Spring and Fall Parent-Teacher Conferences

- "PowerSchool" Program: online progress reports, lesson plans and grade book; Parent Portal

- Automated phone fan-out system

Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review

- Spring Title I Evaluation Meeting

- Parent Focus/Survey groups

Volunteer/community Services -

- Parent participation in School Improvement Process and Title I evaluation

- IEP Meetings for Special Education Students

- Classroom/media Center Volunteers/Field Trip/Camp Supervision

- PTC/Boosters Membership (school and district level)

- District American Education Week Poster Contest

- Warren Consolidated Schools Health Council, Health Advisory Committee, and District PTC Leadership, District School Improvement Team,

7. Preschool Transition:

Title I, IDEA, General Fund -

- Kindergarten Orientation

GSRP -

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- World of Fours - preschool program for at-risk students

8. Assessment Decisions:

General Fund -

- Professional Learning Community Meetings
- SIP Team Meetings
- District Curriculum/Assessment Committees

9. Timely And Additional Assistance:

- Title I, Title III, General Fund -

- Title I Teacher
- Title I Aide
- Enrichment/Intervention Programs
- Summer Reading Program
- Language Acquisition Teacher, Aide
- Family Resource Assistant

General fund -

- Genessee ISD program GEN NET

General Fund, IDEA -

- Resource Room Teachers
- Teacher Consultant

General Fund, Sec. 107/WIA Core Grants

- Adult ESL Program
- HS WIA Mentoring Program

10. Coordination & Integration of Federal, State and Local Resources: Title I, General Fund -

- Administrator of State and Federal Programs
- Central Office Administrators
- Data Director, DRA2, Math Journal, CITW Teacher
- Leader Training, ELL Training
- Building Staff

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school coordinates and integrates the following services to support student achievement of the schoolwide goals:

Nutrition Programs - Federal Breakfast and Lunch Program for free and reduced eligible students;

Headstart and GSRP - coordinates preschool transition to kindergarten;

Violence Prevention - Anti-bullying prevention;

Homeless Services - assistance offered through WCS Student Affairs

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

We evaluate the implementation of the Title I plan through a continuous cycle model of the AdvancED school improvement process. The staff use data from multiple sources: M-STEP, NWEA, District and Building Common Assessments, staff, parent and student perceptual and implementation surveys, and focus groups to determine the level of progress being made on the school goals during PLC meetings. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning opportunities. At risk students will be monitored throughout the year by classroom and support staff to determine the appropriateness and effectiveness of the interventions being utilized. In the Fall and Spring parent meetings were held and parents participated in an evaluation of the Title I program and the Parent Compact. Throughout the school year parents also participated in Title I Family Curriculum Events. The final evaluation submitted to the Warren Consolidated Schools Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year, addressed both question of academic impact, as well as questions regarding strategy selections and implementation, as outlined in the MDE Program Evaluation Tool.

Periodic monitoring reports are submitted to the Warren Consolidated Schools Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the Warren Consolidated Schools Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, M-STEP, NWEA, District and Building Common Assessments as well as staff, parent, and student perception surveys.

Through the evaluation process, stakeholders, which include parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings and also by attending Title I Spring Evaluation Meetings. The SIP team will review all data, including academic impact data and consider all ideas during this evaluation process, updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Periodic monitoring reports are submitted to the Warren Consolidated Schools Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the Warren Consolidated Schools Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, M-STEP, NWEA, District and Building Common Assessments as well as staff, parent, and student perception surveys. Through the evaluation process, stakeholders, which include parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings and also by attending Title I Spring Evaluation Meetings. The SIP team will review all data, including academic impact data and consider all ideas during this evaluation process, updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Through Data Director, we have the ability to monitor progress of groups of students relative to all of the achievement data housed in the system (M-STEP, NWEA, IOWA, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the School Improvement Team during the final program evaluation process. Beginning of the year data is examined together with end of year data in order to determine growth and academic impact. Additionally, at risk students will be monitored throughout the year by classroom and support staff to determine the appropriateness and effectiveness of interventions utilized. The results of this progress monitoring process is also used within the final evaluation process (completed by the School Improvement Team, of which parents are members, following the Title I Spring Evaluation Meetings to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The SIP team meets to review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. All data digs determine changes or alterations to our School Improvement Plan. Parents serving on the SIP team attend the SIP meetings provide valuable input regarding student and family needs. Families are updated monthly on our progress through our school newsletter, website and at PTC meeting, and are encouraged to provide feedback which is documented and maintained by the School Improvement Team. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team. The revised School Improvement Plan is then submitted to the Warren Consolidated School Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.

Cromie Elementary School Improvement Plan 2018/2019

Overview

Plan Name

Cromie Elementary School Improvement Plan 2018/2019

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will show growth on state and local standards in mathematics.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$0
2	Students will show growth on state and local standards in the area of English Language Arts.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$0
3	Staff will work to build a positive school community.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$3000

Goal 1: Students will show growth on state and local standards in mathematics.

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) on state and local assessments in Mathematics by 06/30/2025 as measured by state assessment (M-STEP), NWEA and assessments used for progress monitoring within the school..

Strategy 1:

High Quality Tier I Instruction - K-5 teachers will develop and instruct students in the area of identifying and understanding of math vocabulary. Teachers will lead lessons that include the use of Number Talks, Math Tasks, math journals, leveled literacy books or supplemental materials. This will be done in a whole group or in guided math settings.

Category: Mathematics

Research Cited: Beesley, A.D., & Apthorp. H. S. (2010). Classroom Instruction That Works, second edition: Research report. Denver, CO: Mid-continent Research for Education and

Learning. The findings in this study are the foundation of the second edition of McREL's Classroom Instruction That Works. The study updates and extends the original research synthesis, taking into account the best available research that has been done in the past decade. Key findings from the research: Guided notetaking appears more effective than unstructured note taking. There is a link between positive socio-emotional indicators and learning. The benefits of cooperative instruction extend beyond learning to include improved self-esteem and greater motivation and engagement with school.

Parrish, Sherry (2010): Number Talks; Humphreys, Cathy and Parker, Ruth (2015): Making Number Talks Matter. Number talks develop number fluency and strengthen students' ability to reason mentally with numbers.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen their implementation of Tier I instructional practices through a job embedded and support model in curriculum, instruction and assessment.	Academic Support Program, Curriculum Development, Professional Learning	Tier 1	Implement	06/18/2018	06/30/2025	\$0	No Funding Required	instructional staff, administrator

Activity - Monitor Quality Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilization of Quality Math Instruction Strategy Implementation Guide. Utilization of district pacing guides. Biweekly team check-ins for pacing and SIG (Quick Progress Check in Office 365) Trimester meeting with administrator regarding pacing and SIG.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2025	\$0	No Funding Required	instructional staff, administrator
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Activity - Evaluate Tier I Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team will evaluate the impact of instruction and professional learning on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, building implementation data, surveys, and student achievement data (NWEA, DRA, grade level common assessments, state assessments). Principals will monitor guided math throughout the building during walk-throughs and formal observations. Student achievement in math strategies will be monitored using the state and local assessments from Fall to Spring, IOWA.	Monitor, Academic Support Program, Curriculum Development	Tier 1	Evaluate	06/18/2018	06/30/2025	\$0	No Funding Required	instructional staff, administrator

Strategy 2:

Professional Learning Communities/Instructional Learning Cycles - Instructional staff will implement, monitor, and evaluate required MDE and Federal components of Cromie's School Improvement Plan (ex. Data Dialogues, Reports, ILC and SST meetings, planned professional learning).

Category: Mathematics

Research Cited: Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing (2012) Many, et al; Results

Many, Thomas and Sparks-Many, Susan (2015): Leverage: Using PLCs to Promote Lasting Improvements in Schools.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff will be trained in PLC/ILC.	Academic Support Program	Tier 1	Getting Ready	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administrator, OCI

Activity - Monitor PLC/ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cromie Elementary School

Utilization of PLC Strategy Implementation Guide Utilization of 100 Day Plan. Trimester check in for pacing on 100 Day Plan and SIG (Quick Progress Check in Office 365) Trimester meetings with administrator regarding pacing and SIG.	Teacher Collaboration	Tier 1	Monitor	06/18/2018	06/30/2025	\$0	Title I Part A	instructional staff, administrator
Activity - Evaluate PLC/ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team will evaluate the impact of PLC and ILC on student achievement by reviewing the monitoring artifacts collected (PD, tracker/calendar, building implementation data, surveys, and student achievement data (NWEA, DRA, Grade Level Common Assessments, state assessments)	Evaluation	Tier 1	Evaluate	06/18/2018	06/30/2025	\$0	General Fund	instructional staff, administrator
Activity - Implement PLC/ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will utilize the Strategy Implementation Guide for PLC. Grade level teams will utilize guaranteed protected grade level planning time, PLC meetings, and supplemental release days (Agendas for PLC and release days in Office 365, ILC documentation in Office 365).	Implementation	Tier 1	Implement	06/18/2018	06/30/2025	\$0	General Fund	instructional staff, administrator

Strategy 3:

MTSS - Staff will develop, implement, monitor, and evaluate the impact of a Multi-Tier System of Support Process (MTSS) and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: Learning Support Systems

Research Cited: Avalos, M., Plasencia, A., Chavez, C., & Rascón, J.. (2007). Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning. *The Reading Teacher*, 61(4), 318-321,323-326,328-329. Retrieved January 26, 2010, from Research Library. Guided reading is a component of a balanced literacy program providing differentiated, small-group reading instruction to four to six students with similar strengths and instructional needs (Fountas & Pinnell, 1996) or to heterogeneously grouped students. (Cunningham, Hall, & Sigmon, 2000). It is recommended that these groups meet at least three to five times per week for 20 to 30 minutes each session in order for students to make consistent reading gains (Fountas & Pinnell, 1996).

Zweirs, J. & Crawford, M. (2011) Building academic language: Classroom talk that fosters critical thinking and content understandings. ELs often require accelerated language development in order to be successful with CCSS. In order to accelerate their development of English language, ELs need to have opportunities where they share ideas, support them with evidence, and construct new knowledge with their peers.

Russell, S. (2005). Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers.

Designed to bring middle and high school students to grade level quickly. AARI is based on research in literacy instruction spanning over 50 years. It emphasizes small
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School Improvement Plan

Cromie Elementary School

group instruction that meets students where they are at and accelerates reading achievement through instruction build around: community; text-based inferencing; critical thinking; text structures; text talking and questioning the author.

Tier: Tier 2

Activity - MTSS Consultation and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultation/Coaching on Interventions and instructional strategies for individualized support for students. MTSS meetings; initial and 2-3 cycles for follow-up	Academic Support Program	Tier 3	Implement	06/15/2018	06/30/2025	\$0	Title I Part A	instructional staff, OCI
Activity - Supplemental Instruction-AVMR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instruction for identified students provided by intervention staff.	Academic Support Program	Tier 3	Implement	06/15/2018	06/30/2025	\$0	Title I Part A	Title I
Activity - Monitor Tier 2/3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will monitor interventions using the predefined measure of student progress that corresponds to the intervention plans implemented at the building level (ex. grade level common assessments, AVMR) Instructional staff will share monitoring data at MTSS meetings.	Monitor	Tier 3	Monitor	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administrator, OCI
Activity - Evaluate Tier 2/3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. grade level common assessments, district common assessment, AVMR).	Evaluation	Tier 3	Evaluate	06/15/2018	06/30/2025	\$0	General Fund	Instructional staff, administrator

Goal 2: Students will show growth on state and local standards in the area of English Language Arts.

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) in Reading in English Language Arts by 06/30/2025 as measured by NWEA, M-STEP, or local assessments for progress monitoring within the school..

School Improvement Plan

Cromie Elementary School

Strategy 1:

High Quality Tier I Instruction - Cromie instructional staff will engage in rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels.

Category: English/Language Arts

Research Cited: Richardson, Jan (2016): The Next Step Forward in Guided Reading. Based on 40 years of irrefutable research drawing from cognitive science and the

linguistic principles that inform our understanding of language and literacy development (Clay, 1975; Richardson, 2009; Richardson & Walther, 2013; Fountas & Pinnell, 1996, in press) guided reading supports all readers: striving, advanced and dual language learners.

Beesley, A.D., & Apthorp, H.S. (2010). Classroom Instruction That Works, Second Edition: Research report. Denver, CO: Mid-continent Research for Education and Learning. The findings in this study are the foundation of the second edition of McREL's Classroom Instruction That Works. The study updates and extends the original research synthesis, taking into account the best available research that has been done in the past decade. Key findings from the research: Guided notetaking appears more effective than unstructured note taking. There is a link between positive socio-emotional indicators and learning. The benefits of cooperative instruction extend beyond learning to include improved self-esteem and greater motivation and engagement with school.

Harvey, Stephanie and Goudvis, Anne (2007): Strategies That Work: Teaching Comprehension for Understanding and Engagement. Students engage in active literacy. Kids read, write, talk, listen and investigate their way through the day and across the curriculum. Students articulate how comprehension strategies help them understand what they read.

Calkins, Lucy (2015): Writing Pathways. Shared goals for writers, norm expectations across grade levels, and become more expert at providing students with individualized feedback they need for writing success, lifting the level of teaching and learning in writing.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen their implementation of Tier I instructional practices through a job embedded and support model in curriculum, instruction, and assessment.	Professional Learning	Tier 1		06/18/2018	06/30/2025	\$0	General Fund	instructional staff, OCI
Activity - Monitor High Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cromie Elementary School

Utilization of Quality ELA Instruction Strategy Implementation Guide. Utilization of district pacing guides. Biweekly team check-ins for pacing and SIG (Quick Progress Check in Office 365.) Trimester meetings with administrator regarding pacing and SIG.	Academic Support Program	Tier 1	Monitor	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administrator
FullOC department to monitor instruction and professional learning through PD tracker/calendar, administrator walkthroughs/rounds, building implementation data, and surveys.								

Activity - Evaluate Tier I Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team will evaluate the impact of instruction and professional learning on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, building implementation data, surveys, and student achievement data (NWEA, DRA, grade level common assessments, state assessments.)	Academic Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Evaluate	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administrator

Strategy 2:

Professional Learning Communities/Instructional Learning Cycles - Instructional staff will implement, monitor, and evaluate required MDE and Federal components of Cromie's School Improvement Plan (ex. Data Dialogues, Reports, ILC and SST meetings, planned professional learning).

Category: English/Language Arts

Research Cited: Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing (2012) Many, et al; Results

Many, Thomas and Sparks-Many, Susan (2015): Leverage: Using PLCs to Promote Lasting Improvements in Schools.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cromie Elementary School

New staff will be trained in PLC/ILC.	Academic Support Program	Tier 1	Getting Ready	06/15/2018	06/30/2025	\$0	Title I Part A	instructional staff, OCI
Activity - Monitor PLC/ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of PLC Strategy Implementation Guide. Utilization of 100 Day Plan. Trimester check-in for pacing on 100 Day Plan and SIG (Quick Progress Check in Office 365.) Trimester meetings with administrator regarding pacing and SIG.	Academic Support Program	Tier 1	Monitor	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administration
Activity - Evaluate PLC/ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team will evaluate the impact of PLC and ILC on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, building implementation data, surveys, and student achievement data (NWEA, DRA, grade level common assessments, state assessments.)	Evaluation	Tier 1	Evaluate	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administrator
Activity - Implement PLC/ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will utilize Strategy Implementation Guide for PLC. Grade level teams will utilize protected grade level planning time, PLC meetings, and supplemental release days (Agendas for PLC and release days in Office 365, ILC documentation in Office 365.)	Implementation	Tier 1	Implement	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administrator

Strategy 3:

MTSS - Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process (MTSS) and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: Learning Support Systems

Research Cited: Avalos, M., Plasencia, A., Chavez, C., & Rascón, J.. (2007). Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning. *The Reading Teacher*, 61(4), 318-321,323-326,328-329. Retrieved January 26, 2010, from Research Library. Guided reading is a component of a balanced literacy program providing differentiated, small-group reading instruction to four to six students with similar strengths and instructional needs (Fountas & Pinnell, 1996) or to heterogeneously grouped students. (Cunningham, Hall, & Sigmon, 2000). It is recommended that these groups meet at least three to five times per week for 20 to 30 minutes each session in order for students to make consistent reading gains (Fountas & Pinnell, 1996).

School Improvement Plan

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Zweirs, J. & Crawford, M. (2011) Building academic language: Classroom talk that fosters critical thinking and content understandings. ELs often require accelerated language development in order to be successful with CCSS. In order to accelerate their development of English language, ELs need to have opportunities where they share ideas, support them with evidence, and construct new knowledge with their peers.

Russell, S. (2005). Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. Designed to bring middle and high school students to grade level quickly, AARI is based on research in literacy instruction spanning over 50 years. It emphasizes small group instruction that meets students where they are at and accelerates reading achievement through instruction build around: community; text-based inferencing; critical thinking; text structures; text talking and questioning the author.

Tier: Tier 2

Activity - MTSS Consultation and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultation/coaching on interventions and instructional strategies for individualized support for students. MTSS meetings; initial and 2-3 cycles for follow-up	Academic Support Program	Tier 3	Implement	06/15/2018	06/15/2018	\$0	Title I Part A	instructional staff, OCI

Activity - Supplemental Instruction/LLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instruction for identified students provided by intervention staff.	Academic Support Program	Tier 3	Implement	06/15/2018	06/15/2018	\$0	Title I Part A	Title I, Title III

Activity - Monitor Tier 2/3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will monitor interventions using the pre-defined measure of student progress that corresponds to the intervention plans implemented at the building level (ex. MLPP, QPA, LLI, DRA, HFW). Building staff will share monitoring data at MTSS meetings.	Monitor	Tier 3	Monitor	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administrator, OCI

Activity - Evaluate Tier 2/3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. MLPP, QPA, HFW, LLI, DRA, Carnegie, EasyCBM).	Evaluation	Tier 3	Evaluate	06/15/2018	06/30/2025	\$0	General Fund	instructional staff, administrator,

Goal 3: Staff will work to build a positive school community.

Measurable Objective 1:

80% of All Students will demonstrate a behavior that contributes to a positive school community environment in Practical Living by 06/30/2025 as measured by data collected through staff, student, and community surveys.

Strategy 1:

Positive Behavior Intervention System - ROAR Program:

- Behavior Expectation Matrix
- Referral Process
- Classroom /Individual Incentive Program
- Mentor/Mentee Program
- ROAR Assemblies
- Monthly Team Meetings
- Targeted Interventions

Category: School Culture

Research Cited: Price (2008). Mobilizing the Community to Help Students Succeed. A highly informed and engaged community is essential to closing the achievement gap.

Epstein (2009). School, Family, and Community Partnerships. Partnerships are an essential component of of each school community.

Bruns (2003). Working with Culturally and Linguistically Diverse Families. Six strategies should be used when working with diverse families: respect the uniqueness of each family system, develop a personalized relationship with families, communicate in culturally appropriate ways, create alliances with cultural guides, recruit staff who view diversity as an asset, and evaluate outcomes.

Tier: Tier 1

Activity - Building Wide ROAR Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the Strategy Implementation Guide for PBIS.	Behavioral Support Program	Tier 1	Implement	06/18/2018	06/30/2025	\$3000	Title I School Improvement (ISI)	Administrator and all school staff

Activity - Classroom ROAR Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will utilize the Strategy Implementation Guide for PBIS.	Direct Instruction, Behavioral Support Program	Tier 1	Implement	06/18/2018	06/30/2025	\$0	Title I School Improvement (ISI)	Administrator, all staff
Activity - Monitor ROAR Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect data and review behavior referral forms monthly. Document on check-in log for mentor program. Complete the Behavior Screener (Fall and Spring).	Behavioral Support Program	Tier 1	Monitor	06/18/2018	06/30/2025	\$0	General Fund	administrator and staff
Activity - Evaluate ROAR Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, student, and parent online survey (Fall and Spring).	Behavioral Support Program	Tier 1	Evaluate	06/18/2018	06/30/2025	\$0	General Fund	administrator, PBIS team/ROAR Committee

Strategy 2:

Parent Involvement - Staff will work to improve family engagement.

Category: School Culture

Research Cited: Price (2008). Mobilizing the Community to Help Students Succeed. A highly informed and engaged community is essential to closing the achievement gap.

Epstein (2009). School, Family, and Community Partnerships. Partnerships are an essential component of each school community.

Bruns (2003). Working with Culturally and Linguistically Diverse Families. Six strategies should be used when working with diverse families: respect the uniqueness of each family system, develop a personalized relationship with families, communicate in culturally appropriate ways, create alliances with cultural guides, recruit staff who view diversity as an asset, and evaluate outcomes.

Tier: Tier 1

Activity - Electronic Tools and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have access to district, school, and class websites, Parent Portal and other multimedia resources to gain information to follow and support their child's progress.	Community Engagement	Tier 1	Implement	06/18/2018	06/30/2025	\$0	General Fund	administrator, staff
Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Support student learning through family workshops.	Community Engagement	Tier 1	Implement	06/15/2018	06/30/2025	\$0	Title I Part A	Building Staff, administration
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Strategy 3:

Elementary Counselor - Staff will support student and family membership within building communities.

Category: School Culture

Research Cited: Research Cited: Murphy and Torre (2012). Creating Productive Cultures in Schools for Students, Teachers and Parents. Positive relationships are essential to all forms of community in schools for students, teachers and parents.

Tier: Tier 3

Activity - Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will interact with students to purposefully establish meaningful relationships within our school community, resolve conflict through restorative justice and anti-bullying programs and provide other support programs.	Behavioral Support Program, Parent Involvement	Tier 3	Implement	06/15/2018	06/30/2025	\$0	Section 31a	School counselor, administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Support	Staff will interact with students to purposefully establish meaningful relationships within our school community, resolve conflict through restorative justice and anti-bullying programs and provide other support programs.	Behavioral Support Program, Parent Involvement	Tier 3	Implement	06/15/2018	06/30/2025	\$0	School counselor, administrator

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Workshops	Support student learning through family workshops.	Community Engagement	Tier 1	Implement	06/15/2018	06/30/2025	\$0	Building Staff, administration
MTSS Consultation and Coaching	Consultation/coaching on interventions and instructional strategies for individualized support for students. MTSS meetings; initial and 2-3 cycles for follow-up	Academic Support Program	Tier 3	Implement	06/15/2018	06/15/2018	\$0	instructional staff, OCI
Professional Development	New staff will be trained in PLC/ILC.	Academic Support Program	Tier 1	Getting Ready	06/15/2018	06/30/2025	\$0	instructional staff, OCI
MTSS Consultation and Coaching	Consultation/Coaching on Interventions and instructional strategies for individualized support for students. MTSS meetings; initial and 2-3 cycles for follow-up	Academic Support Program	Tier 3	Implement	06/15/2018	06/30/2025	\$0	instructional staff, OCI
Monitor PLC/ILC	Utilization of PLC Strategy Implementation Guide Utilization of 100 Day Plan. Trimester check in for pacing on 100 Day Plan and SIG (Quick Progress Check in Office 365) Trimester meetings with administrator regarding pacing and SIG.	Teacher Collaboration	Tier 1	Monitor	06/18/2018	06/30/2025	\$0	instructional staff, administrator

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Supplemental Instruction-AVMR	Supplemental instruction for identified students provided by intervention staff.	Academic Support Program	Tier 3	Implement	06/15/2018	06/30/2025	\$0	Title I
Supplemental Instruction/LLI	Supplemental instruction for identified students provided by intervention staff.	Academic Support Program	Tier 3	Implement	06/15/2018	06/15/2018	\$0	Title I, Title III

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Wide ROAR Program	Staff will implement the Strategy Implementation Guide for PBIS.	Behavioral Support Program	Tier 1	Implement	06/18/2018	06/30/2025	\$3000	Administrator and all school staff
Classroom ROAR Program	Staff will utilize the Strategy Implementation Guide for PBIS.	Direct Instruction, Behavioral Support Program	Tier 1	Implement	06/18/2018	06/30/2025	\$0	Administrator, all staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluate ROAR Program	Staff, student, and parent online survey (Fall and Spring).	Behavioral Support Program	Tier 1	Evaluate	06/18/2018	06/30/2025	\$0	administrator, PBIS team/ROAR Committee
Evaluate PLC/ILC	School Improvement Team will evaluate the impact of PLC and ILC on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, building implementation data, surveys, and student achievement data (NWEA, DRA, grade level common assessments, state assessments.)	Evaluation	Tier 1	Evaluate	06/15/2018	06/30/2025	\$0	instructional staff, administrator
Evaluate Tier 2/3 Interventions	Instructional staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. grade level common assessments, district common assessment, AVMR).	Evaluation	Tier 3	Evaluate	06/15/2018	06/30/2025	\$0	Instructional staff, administrator

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Monitor PLC/ILC	Utilization of PLC Strategy Implementation Guide. Utilization of 100 Day Plan. Trimester check-in for pacing on 100 Day Plan and SIG (Quick Progress Check in Office 365.) Trimester meetings with administrator regarding pacing and SIG.	Academic Support Program	Tier 1	Monitor	06/15/2018	06/30/2025	\$0	instructional staff, administration
Electronic Tools and Resources	Parents will have access to district, school, and class websites, Parent Portal and other multimedia resources to gain information to follow and support their child's progress.	Community Engagement	Tier 1	Implement	06/18/2018	06/30/2025	\$0	administrator, staff
Monitor ROAR Program	Collect data and review behavior referral forms monthly. Document on check-in log for mentor program. Complete the Behavior Screener (Fall and Spring).	Behavioral Support Program	Tier 1	Monitor	06/18/2018	06/30/2025	\$0	administrator and staff
Monitor Tier 2/3 Interventions	Instructional staff will monitor interventions using the pre-defined measure of student progress that corresponds to the intervention plans implemented at the building level (ex. MLPP, QPA, LLI, DRA, HFW). Building staff will share monitoring data at MTSS meetings.	Monitor	Tier 3	Monitor	06/15/2018	06/30/2025	\$0	instructional staff, administrator, OCI
Implement PLC/ILC	Grade level teams will utilize Strategy Implementation Guide for PLC. Grade level teams will utilize protected grade level planning time, PLC meetings, and supplemental release days (Agendas for PLC and release days in Office 365, ILC documentation in Office 365.)	Implementation	Tier 1	Implement	06/15/2018	06/30/2025	\$0	instructional staff, administrator
Implement PLC/ILC	Grade level teams will utilize the Strategy Implementation Guide for PLC. Grade level teams will utilize guaranteed protected grade level planning time, PLC meetings, and supplemental release days (Agendas for PLC and release days in Office 365, ILC documentation in Office 365).	Implementation	Tier 1	Implement	06/18/2018	06/30/2025	\$0	instructional staff, administrator
Evaluate Tier 2/3 Interventions	Instructional staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. MLPP, QPA, HFW, LLI, DRA, Carnegie, EasyCBM).	Evaluation	Tier 3	Evaluate	06/15/2018	06/30/2025	\$0	instructional staff, administrator,
Professional Development	New staff will be trained in PLC/ILC.	Academic Support Program	Tier 1	Getting Ready	06/15/2018	06/30/2025	\$0	instructional staff, administrator, OCI

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Monitor High Quality Instruction	Utilization of Quality ELA Instruction Strategy Implementation Guide. Utilization of district pacing guides. Biweekly team check-ins for pacing and SIG (Quick Progress Check in Office 365.) Trimester meetings with administrator regarding pacing and SIG. FullOCI department to monitor instruction and professional learning through PD tracker/calendar, administrator walkthroughs/ rounds, building implementation data, and surveys.	Academic Support Program	Tier 1	Monitor	06/15/2018	06/30/2025	\$0	instructional staff, administrator
Monitor Tier 2/3 Interventions	Building staff will monitor interventions using the predefined measure of student progress that corresponds to the intervention plans implemented at the building level (ex. grade level common assessments, AVMR) Instructional staff will share monitoring data at MTSS meetings.	Monitor	Tier 3	Monitor	06/15/2018	06/30/2025	\$0	instructional staff, administrator, OCI
Evaluate PLC/ILC	School Improvement Team will evaluate the impact of PLC and ILC on student achievement by reviewing the monitoring artifacts collected (PD, tracker/calendar, building implementation data, surveys, and student achievement data (NWEA, DRA, Grade Level Common Assessments, state assessments))	Evaluation	Tier 1	Evaluate	06/18/2018	06/30/2025	\$0	instructional staff, administrator
Evaluate Tier I Instruction	School Improvement Team will evaluate the impact of instruction and professional learning on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, building implementation data, surveys, and student achievement data (NWEA, DRA, grade level common assessments, state assessments.))	Academic Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Evaluate	06/15/2018	06/30/2025	\$0	instructional staff, administrator
Professional Development	Staff will participate in professional learning to strengthen their implementation of Tier I instructional practices through a job embedded and support model in curriculum, instruction, and assessment.	Professional Learning	Tier 1		06/18/2018	06/30/2025	\$0	instructional staff, OCI

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Quality Math Instruction	Utilization of Quality Math Instruction Strategy Implementation Guide. Utilization of district pacing guides. Biweekly team check-ins for pacing and SIG (Quick Progress Check in Office 365) Trimester meeting with administrator regarding pacing and SIG.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2025	\$0	instructional staff, administrator
Professional Development	Staff will participate in professional learning to strengthen their implementation of Tier I instructional practices through a job embedded and support model in curriculum, instruction and assessment.	Academic Support Program, Curriculum Development, Professional Learning	Tier 1	Implement	06/18/2018	06/30/2025	\$0	instructional staff, administrator
Evaluate Tier I Instruction	School Improvement Team will evaluate the impact of instruction and professional learning on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, building implementation data, surveys, and student achievement data (NWEA, DRA, grade level common assessments, state assessments). Principals will monitor guided math throughout the building during walk-throughs and formal observations. Student achievement in math strategies will be monitored using the state and local assessments from Fall to Spring, IOWA.	Monitor, Academic Support Program, Curriculum Development	Tier 1	Evaluate	06/18/2018	06/30/2025	\$0	instructional staff, administrator