

2019-2020 Cromie Elementary School Improvement Plan

Cromie Elementary School
Warren Consolidated Schools

Mr. Jack Stanton
29797 Gilbert
Warren, MI 48093

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Overview

Plan Name

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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 the area of English Language Arts.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$0
2	Students will show growth on state and local standards in mathematics.	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 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..

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	Getting Ready	06/14/2019	06/30/2022	\$0	General Fund	instructional staff, OCI

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Activity - Monitor High Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of Quality ELA Instruction Strategy Implementation Guide. Utilization of district pacing guides. Monthly 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	06/14/2019	06/30/2022	\$0	General Fund	instructional staff, administrator
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, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Evaluate	06/14/2019	06/30/2022	\$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

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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	Implement	06/14/2019	06/30/2022	\$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	06/14/2019	06/30/2022	\$0	General Fund	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	06/14/2019	06/30/2022	\$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	06/01/2019	06/30/2022	\$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)

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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 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	06/14/2019	06/30/2022	\$0	Title I Part A	instructional staff, OCI

Activity - Tier 3 Supplemental Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instruction for identified students provided by intervention staff. Intervention/Support 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.	Academic Support Program	Tier 3	Monitor	06/14/2019	06/30/2022	\$0	Title I Part A	Title I, Title III

Activity - Tier 2 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, & NWEA data). Building staff will share monitoring data at MTSS meetings.	Monitor	Tier 2	Monitor	06/14/2019	06/30/2022	\$0	General Fund	instructional staff, administrator, OCI

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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, & NWEA).	Evaluation	Tier 3	Monitor	06/14/2019	06/30/2022	\$0	General Fund	instructional staff, administrator,

Goal 2: 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., & Aphthorp. 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
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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, Professional Learning, Curriculum Development	Tier 1	Monitor	06/14/2019	06/30/2022	\$0	No Funding Required	instructional staff, administrator
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Activity - Monitor Quality Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of Quality Math Instruction Strategy Implementation Guide. Utilization of district pacing guides. Monthly 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	06/14/2019	06/30/2022	\$0	No Funding Required	instructional staff, administrator

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	Monitor	06/14/2019	06/30/2022	\$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)

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

Tier: Tier 1

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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	Monitor	06/14/2019	06/30/2022	\$0	General Fund	instructional staff, administrator, OCl
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. Monthly 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	06/14/2019	06/30/2022	\$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	06/14/2019	06/30/2022	\$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	Monitor	06/14/2019	06/30/2022	\$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)

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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	Monitor	06/14/2019	06/30/2022	\$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	Monitor	06/14/2019	06/30/2022	\$0	Title I Part A	Title I and Special Education
Activity - Tier 2 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) and through NWEA data. Instructional staff will share monitoring data at MTSS meetings.	Monitor	Tier 2	Monitor	06/14/2019	06/30/2022	\$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

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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, NWEA).	Evaluation	Tier 3	Monitor	06/14/2019	06/30/2022	\$0	General Fund	Instructional staff, administrator
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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 continue to implement the Strategy Implementation Guide for PBIS.	Behavioral Support Program	Tier 1	Monitor	06/14/2019	06/30/2022	\$3000	Title I School Improvement (ISI)	Administrator and all school staff

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Activity - Classroom ROAR Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the Strategy Implementation Guide for PBIS.	Direct Instruction, Behavioral Support Program	Tier 1	Monitor	06/14/2019	06/30/2022	\$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	06/14/2019	06/30/2022	\$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	Implement	06/14/2019	06/30/2022	\$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 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	06/14/2019	06/30/2022	\$0	General Fund	administrator, staff

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Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support student learning through family workshops.	Community Engagement	Tier 1	Implement	06/14/2019	06/30/2022	\$0	Title I Part A	Building Staff, administration

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	Monitor	06/14/2019	06/30/2022	\$0	Section 31a	School counselor, administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	New staff will be trained in PLC/ILC.	Academic Support Program	Tier 1	Implement	06/14/2019	06/30/2022	\$0	instructional staff, OCI
Parent Workshops	Support student learning through family workshops.	Community Engagement	Tier 1	Implement	06/14/2019	06/30/2022	\$0	Building Staff, administration
Monitor PLC/ILC	Utilization of PLC Strategy Implementation Guide Utilization of 100 Day Plan. Monthly 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	06/14/2019	06/30/2022	\$0	instructional staff, administrator
Tier 3 Supplemental Instruction	Supplemental instruction for identified students provided by intervention staff. Intervention/Support 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.	Academic Support Program	Tier 3	Monitor	06/14/2019	06/30/2022	\$0	Title I, Title III
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	06/14/2019	06/30/2022	\$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	Monitor	06/14/2019	06/30/2022	\$0	instructional staff, OCI
Supplemental Instruction-AVMR	Supplemental instruction for identified students provided by intervention staff.	Academic Support Program	Tier 3	Monitor	06/14/2019	06/30/2022	\$0	Title I and Special Education

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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. Monthly 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	06/14/2019	06/30/2022	\$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	Monitor	06/14/2019	06/30/2022	\$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, Professional Learning, Curriculum Development	Tier 1	Monitor	06/14/2019	06/30/2022	\$0	instructional staff, administrator

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom ROAR Program	Staff will utilize the Strategy Implementation Guide for PBIS.	Direct Instruction, Behavioral Support Program	Tier 1	Monitor	06/14/2019	06/30/2022	\$0	Administrator, all staff
Building Wide ROAR Program	Staff will continue to implement the Strategy Implementation Guide for PBIS.	Behavioral Support Program	Tier 1	Monitor	06/14/2019	06/30/2022	\$3000	Administrator and all school staff

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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	Monitor	06/14/2019	06/30/2022	\$0	School counselor, administrator

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/14/2019	06/30/2022	\$0	administrator and staff
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	06/14/2019	06/30/2022	\$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, NWEA).	Evaluation	Tier 3	Monitor	06/14/2019	06/30/2022	\$0	Instructional staff, administrator
Tier 2 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, & NWEA data). Building staff will share monitoring data at MTSS meetings.	Monitor	Tier 2	Monitor	06/14/2019	06/30/2022	\$0	instructional staff, administrator, OCI

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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	Monitor	06/14/2019	06/30/2022	\$0	instructional staff, administrator
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	06/01/2019	06/30/2022	\$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, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Evaluate	06/14/2019	06/30/2022	\$0	instructional staff, administrator
Tier 2 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) and through NWEA data. Instructional staff will share monitoring data at MTSS meetings.	Monitor	Tier 2	Monitor	06/14/2019	06/30/2022	\$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	06/14/2019	06/30/2022	\$0	instructional staff, administrator
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	06/14/2019	06/30/2022	\$0	administrator, staff
Evaluate ROAR Program	Staff, student, and parent online survey (Fall and Spring).	Behavioral Support Program	Tier 1	Implement	06/14/2019	06/30/2022	\$0	administrator, PBIS team/ROAR Committee

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Monitor High Quality Instruction	Utilization of Quality ELA Instruction Strategy Implementation Guide. Utilization of district pacing guides. Monthly 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	06/14/2019	06/30/2022	\$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	Getting Ready	06/14/2019	06/30/2022	\$0	instructional staff, OCI
Professional Development	New staff will be trained in PLC/ILC.	Academic Support Program	Tier 1	Monitor	06/14/2019	06/30/2022	\$0	instructional staff, administrator, OCI
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, & NWEA).	Evaluation	Tier 3	Monitor	06/14/2019	06/30/2022	\$0	instructional staff, administrator,
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	06/14/2019	06/30/2022	\$0	instructional staff, administration