



School Improvement Plan

Cromie Elementary School

Warren Consolidated Schools

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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?	Abbreviated Goals & Plans Template	As a released Priority School, Cromie staff has chosen to complete the Unpacking Tool and has uploaded that below.	2017 18 Cromie Unpacking Tool

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. 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.

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 (Cromie Chronicle) in December and then again in March. 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: school-wide meetings on Priority School Status in an open question format; Annual Fall and Spring Title I programming meetings held on 2 separate dates and times to meet parental scheduling needs; Parent Workshop on reading and homework strategies in October, Parent Workshop on promoting literacy when school is not in session was held in December 2015, Grade level Title I events: Kindergarten: Welcome to kindergarten parent/student evening; First and Second grade: parent/student make and take activities; Third grade: Reading strategies for parents; Fourth grade: Using technology for math skills; Fifth grade: preparing for middle school parent/student event. 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?

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 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

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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 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:

2016/2017 M-STEP ELA data is not available at this time.

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.

MEAP data showed Cromie third graders were 62% proficient in 2010/11, up to 70% in 2011/12, fell again to 52% in 2012/13, and to 50% in 2013/14. Fourth graders demonstrated 58% proficiency in 2010/11, increased to 67% in 2011/12, decreased to 58% in 2012/13, and fell to 48% in 2013/14. Fifth grade demonstrated 68% proficiency in 2010/11, decreased to 61% in 2011/12, to 57% in 2012/13, and increased to 67% in 2013/14.

English Language Learners (ELL) MEAP data for third grade in 2011/12 showed 36% proficiency, fell to 20%, and then to 0% in 2013/14. In fourth grade, 31% proficiency to 2011/12 fell to 0% and then went up to 17% in 2013/14. Fifth grade began at 20% in 2011/12, fell to 18% and then to 15% in 2013/14.

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.

Economically Disadvantaged (ED) data for third grade was at 67% in 2011/12, fell to 47% and then to 33%. Fourth grade began at 51%, and fell to 46%, and then to 35%. Fifth grade began at 44%, went up to 48%, and increased again to 55%. Data for Students with Disabilities (SWD) in third grade remained at 0% proficient from 2011 to 2014. Fourth graders went from 33% in 2011/12 to 0% and remained there. Fifth grade was 0% from 2011 to 2014.

In 2015/16 when the students took the M-STEP data reports that Cromie students who are economically disadvantage (ED) in third grade

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were 33% proficient and above, fourth grade 21%, and fifth grade 23% proficient and above on the M-STEP assessment.

IOWA Assessments are given 2 times a year, once in September then again in April for grades 1-5. In spring of 2014 first grade's NPR was 42, growing to 54 NPR in 2015. In 2015/2016 the NPR indicated a 62. Second grade had 35 NPR in 2014 and improved to 41 NPR in 2015. 2015/2016 the NPR indicated a 57. Third grade had an NPR of 39 in 2014, and improved to 42 NPR in 2015. 2015/2016 the NPR indicated a 48. Fourth grade had an NPR of 45 in 2013, 41 NPR in 2014 and 38 NPR in 2015. 2015/2016 the NPR indicated a 51. Fifth grade had an NPR of 39 in 2013, 41 NPR in 2014 and 30 NPR in 2015. 2015/2016 the NPR indicated a 35 in fifth grade.

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.

The data illustrates there is a decline in DRA2 levels from previous years. In previous years' scores were up to 30% higher who were at or above in the DRA2 assessment.

Writing

MEAP data showed third grade writing proficiency of 62% in 2010/11, went up 70%, fell to 53%, and to 51% in 2013/14. Add 14/15 data and gap data Fourth grade students demonstrated 58% in 2010/11, went up to 62%, and then fell to 58% and again to 48% in 2013/14. Fifth grade students showed 68% proficiency in 2010/11, fell to 61%, again to 52%, and rose back up to 62% in 2013/14. ELL students in fourth grade demonstrated 13% proficiency in 2010/11. That data increased to 31%, and fell to 22% and again to 17% in 2013/2014.

Economically Disadvantaged students in fourth grade were at 17% in 2010/11, increased to 37% in 2011/12, fell to 34% in 2012/13 and then to 21% in 2013/14.

Student's With Disabilities (SWD) students in fourth grade were at 0% in 2010/11, increased to 33% in 2011/12, fell to 20% in 2012/13, and rising slightly to 22% in 2013/14.

Math Data:

In 2010/11, third graders demonstrated 18% proficiency on the MEAP test. That number rose to 32% in 2011/12, fell to 30% in 2012/13, and decreased further to 22% in 2013/14. In 2010/11, fourth graders demonstrated 37% proficiency. In 2011/12, that number fell to 30%, to 19% in 2012/13, and rose to 25% in 2013/14. In 2010/11, fifth graders achieved 37% proficiency, fell to 25% in 2011/12, to 20% in 2012/13, and then rose to 23% in 2013/14.

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 students in third grade in 2011/12 were at 27%, fell to 0%, and then 0% in 2013/14. Fourth grade began at 8%, fell to 0% and remained

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there for 2013/14. Fifth grade began at 10%, fell to 9%, and again to 0%.

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 the third grade for 2011/12 demonstrated 20% proficiency, fell to 17% and then to 11%. Fourth graders began at 20%, fell to 16% and then to 13%. Fifth grade began at 12%, fell to 11%, and rose to 14% for 2013/14.

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.

Third grade SWD in 2011/12 were at 0% proficiency, rose to 27%, and decreased to 20% in 2013/14. Fourth graders were at 25%, fell to 0%, and rose to 20%. Fifth graders were at 0% proficiency for 2011-2014.

IOWA first grade Total Math scores went from 42 NPR in 2014 to 55 in 2015. In 2016 the NPR was 55. Second grade went from 37 NPR in 2014 to 49 NPR in 2015. In 2016 the NPR was 6. Third grade went from 35 NPR in 2014 to 38 NPR in 2015. In 2016 the NPR was 52. Fourth grade went from 33 NPR in 2013, to 27 NPR in 2014 and 35 NPR in 2015. In 2016 the NPR was 47. Fifth grade went from 33 NPR in 2013 to 34 NPR in 2014, and then 29 NPR in 2015. In 2016 the NPR was 44 in fifth grade.

Science

MEAP scores for fifth graders showed 17% in 2010/11, fell to 12% in 2011/12, fell to 4% in 2012/13, then rose slightly to 7% in 2013/14.

ELL data for fifth grade science began at 17% in 2010/11, fell to 0% and remained there for the next three years.

Economically Disadvantaged data showed 10% in 2010/11, fell to 6% in 2011/12, fell further to 0% in 2012/13, then rose to 5% in 2013/14.

SWD data showed 0% proficiency from 2010-2014.

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.

Social Studies

Cromie 6th grade data showed 30% proficiency in 2011/12, fell to 21% in 2012/13, to 10% in 2013/14. Add 14/15 and gap SWD demonstrated 0% proficiency in 2011/12, 6% in 2012/13, and 8% in 2013/14.

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.

Prior to 2010/2011 Cromie maintained an A on its state report card and made Annual Yearly Progress (AYP).

During the 2011/2012 school year, we had a C rating with 47%. Our school made AYP in the year 2012/2013, with a yellow rating with 16%.

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 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.

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2016/2017 Cromie's score is not available at this time.

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.

During the District On Sight Review conducted in 2012, the review team found that the district program areas needing attention were program evaluations, parent involvement plans, and stakeholder decision-making. Our strength of opportunities for parent involvement was identified during the visit. At the time of this review, Cromie was not one of the four buildings visited by the Title I team.

Demographic Data

In the 2010-2011 school year, we had 80 English Language Learners (ELL). In 2011-2012, we had 97 ELL students. In 2012-2013, we had 115 ELL Student. In 2013-2014, we had 135 ELL students. During the 2014-2015 school year, we have 152 ELL students. In 2015-2016 we had 156 ELL students. Currently, during the 2016-2017 school year we have 149 ELL students. Over the past five years, we have gone from 11% of our population being ELL to 24% as of Spring 2017. This change in English Language Learners directly affects our performance on the MSTEP and IOWA tests. Both the M-STEP and IOWA must be read by the student when indicated by their IEP or level of understanding.

In the 2010-2011 school year, we had 257 Economically Disadvantaged students. In the 2011-2012 school year, we had 302 ED students. In the 2012-2013 school year, had 314 ED 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, we have 377 ED students. Over the past 5 years, we have gone from 38% of our population being ED to 59.2%.

Tardy and absences trends have decreased slightly from 90% in 2010-2011 to 89% in 2013-2014. Enrollment has been consistently steady between 644-685 students. Our Special Education (SE) population has slightly increased over the past 3 years from 15 to 19 students. In 2016/2017 our Special Education (SE) population has significantly increased since the 2013-2014 school year. We are now at 74 SE students. 12% of our population is certified SE.

Conclusions:

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 2016-2017 school year:

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- 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-1 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 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.

2014/15 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

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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), NWEA (2016/2017), DRA2 and MSTEP scores. The bottom 30% of students scoring on the IOWA received intervention along with student's who scored two levels 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 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 4 times a week during a 90-minute balanced literacy block. 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.

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).

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

- 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 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, SIOP Strategies and leveled guided reading instruction.

Social Studies:

- Pearson Social Studies Curriculum is supported by CITW Strategies, SIOP 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

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.
- Starting March 2015 Cromie added a Language Acquisition Specialist to provide additional services including daily push in for classroom support.
- 2016/2017 an additional half time language acquisition teacher was added to help provide additional services based on the number of EL students.
- 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

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, IOWA, 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, teacher recommendation and/or IOWA from past years. 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.

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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
	<p>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.</p>	Yes	<p>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.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	<p>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.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate for the 2016-2017 school year was 2 new teachers; out of 41 staff members.

(1 Principal, 1 clerk, 1 secretary, 25 classroom teachers, 5 specials teachers, 1 social worker, 1 speech teacher, 1 TC, 1.5 resource room teachers, 1.5 language acquisition teachers, 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?

In 2016-2017 There are 25 K-5 classroom teachers, which includes 1 job share position, 5 specials teachers, 1 social worker, 1 speech teacher, 1 TC, 1.5 resource room teachers, 1.5 Title I teachers, 1 language acquisition specialist, .5 language acquisition teacher, 1 ELA aide.

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

We have 11 staff members with 4-8 years of experience.

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

We have 14 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.

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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 instructional practices contributed to student performance.

Other initiatives Cromie offers are:

Throughout the building there are three class set of laptops on carts available for use when signed out 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 current turnover rate was due to the closing of 2 other elementary buildings in June of 2014 and the resulting "redistribution" of students and staff. 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 2016-2017 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, Mrs. Figurski 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 Winter 2016 seven teachers attended PBIS (Positive Behavior Interventions and Supports) training at the MISD with Jason Novetsky. 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 attending Kagan Training during the summer of 2016

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In 2014-2015, Cromie started Sheltered Instruction Observational Protocol (SIOP) training. SIOP is a research-based and validated instructional model that is 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. By the end of the school year, all staff had at least 10 hours of training.

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 as Fall and Spring Conferences online and a hard copy was included in the December and April Cromie Chronicles.

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		Cromie Elementary Parent Involvement Policy

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 monthly newsletter, The Cromie Chronicle, 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 on Fridays 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

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.

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		Cromie Elementary Home/School 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.

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 administration, 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. 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.

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. 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. Spring IOWA results (2016/2017 NWEA results) 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, teacher recommendation and/or IOWA from past years. However, a pretest that results in a construct level is also given. It

supports whether that student needs individualize instruction. Level 0-5 is the given range from which constructs are construed.

Tier II 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 Specialist, a full time Acquisition teacher and a halftime aide to support these English learners. 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.

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 specialist and one half time language acquisition teacher. 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

Cromie Elementary School

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

School Improvement Plan

Cromie Elementary School

- 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 -

School Improvement Plan

Cromie Elementary School

- 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 AdvanceED school improvement process. The staff use data from multiple sources: M-STEP, NWEA, IOWA, 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 outline 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, IOWA (ending 2016), NWEA (beginning 2016/2017 school year), 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, IOWA (ending 2016), 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.



Transformation Redesign Diagnostic

Cromie Elementary School

Warren Consolidated Schools

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

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Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Mr. Kerry R. Keener, Ed.S.	Cromie Elementary School Principal	kkeener@wcskids.net
Mrs. Christie Warchol	Cromie Elementary School Teacher	cwarchol@wcskids.net
Mrs. Sheryl Winchester	Cromie Elementary School Teacher	swinchester@wcskids.net
Dr. Marianne Ochalek	WCS Executive Director of School Improvement	ochalek@wcskids.net
Ms. Shannon Griffin	MISD School Improvement Facilitator	sgriffin@wcskids.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

The big ideas were developed after completing a review of our 2013-14 Title I Comprehensive Needs Assessment and participating in a fall, 2014 Data Dialogue meeting. Big idea # 1: Cromie will engage in rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels. Big idea # 2: Cromie will establish and strengthen a tiered academic support system for struggling students. Big idea #3: Cromie will build a positive school community for all students, parents, and staff.

State what data were used to identify these ideas

The school staff with the guidance of the MISD School Improvement facilitator, district Executive Director of School Improvement, principal and school improvement team, reviewed achievement, perception, process and demographic data to identify three big ideas that our staff believe will move the building in a positive direction. Some of the data reviewed: #1: MEAP, IOWA, DRA, grade level common assessments (formative); #2: MEAP, IOWA, DRA, WIDA Data; #3: Parent, Student and Staff Surveys; Principal walkthrough/observations.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1a. Mr. Keener was hired at the start of the 2013-14 school year to lead Cromie Elementary School.

In 2013-14, Mr. Kerry Keener was hired as Principal of Cromie Elementary School. Mr. Keener demonstrates the five turnaround competencies by leading with a focused, thoughtful passion and commitment to increasing the quality of student lives, increasing student achievement through high expectations, building staff capacity and developing a caring, purposeful community.

Prior to coming to Cromie, Mr. Keener was the principal at Harwood Elementary School in the Warren Consolidated Schools District for 10 years. Mr. Keener took a school on the verge of closing to being honored as a Michigan Blue Ribbon School in 2007. Mr. Keener helped build a caring, collaborative community of diverse learners. While at Harwood, under his leadership, the school was awarded the respected MiBISi (Michigan Integrated Behavior & Literacy Support Initiative) Grant awarded by the Michigan Department of Education. Harwood was a member of the second cohort group statewide. This grant brought to the Harwood community a much needed focus on positive behavior support and reading fluency and achievement. The MiBISi grant's professional learning brought looking at and analyzing student data to the forefront at Harwood Elementary School.

Also while at Harwood, Mr. Keener began a partnership with the Big Brothers and Big Sisters of Metropolitan Detroit and the General Motors Tech Center in Warren, Michigan. Under Mr. Keener's leadership and vision, Harwood became the first school in Macomb County to form this partnership. The Lunch Buddy Mentoring Program was established to help twenty-five of the most at-risk third graders in the school. They were matched with an engineer or designer from GM. The program, guided by the expertise of the Big Brothers Big Sisters organization, focused on mentoring via social development and team building skills. Mr. Keener has re-established his partnership with Big Brothers Big Sisters of Metropolitan Detroit and will be starting the Lunch Buddy Mentoring Program at Cromie Elementary School in the fall of 2014.

In 2012, Mr. Keener was awarded the Michigan Elementary and Middle Schools Principals Association (MEMSPA) Region 6 Leadership Award. This award is given out annually to twenty principal leaders throughout the state of Michigan.

In his second full year at Cromie Elementary School, Mr. Keener has re-established the school as a calm, caring and collaborative building. Mr. Keener has focused on building positive relationships with all stakeholders in the community. Mr. Keener believes that building these meaningful relationships will only enhance the learning community's ability to overcome the obstacles that are in the forefront. Mr. Keener believes academic success and the ability to collaborate with one another are built on the premise of a positive, collaborative culture.

Mr. Kerry Keener holds an Education Specialist degree in General Administration and Supervision from Wayne State University. He has a Master's degree from WSU in Athletic Administration and a Bachelor of Science degree in Elementary Education from Madonna University.

He meets the five turnaround competencies as evidenced by:

Identify and Focus on Early Wins and Big Payoffs

Mr. Keener is beginning his second full year as the principal at Cromie Elementary School. Some early wins and big payoffs that helped shape and redesign the direction of the school, include:

- Being visible in the community, showing the school community that commitment and caring about the direction of the school.
- Mr. Keener realizes it is very important to have positive relationships with all of the members of our learning community. He works very closely with the Parent Teacher Club leaders to keep open the lines of communication, and continually works to build positive relationships with all staff members. Having dialogue with staff, including difficult conversations, builds trust and shows commitment and direction for building a strong learning community. Mr. Keener talks daily to and with students in order to build positive relationships and gain trust. Gathering staff input through the school improvement has paid off in the sense that the staff feels that they better understand the process and the direction of the building. Having ownership of this living document allows staff to have positive and courageous conversations within their grade level, as well as across grade levels.

Break Organizational Norms

Mr. Keener is intentionally visible throughout the day, in order to build relationships and gain trust and support. In addition, he is visible outside of the building at morning arrival and after school dismissal as well as being visible and communicating with students at lunch in the café. Classroom visits and walking around the building on a regular basis is part of Mr. Keener's routine.

Daily walk-throughs helps him gain a feel for the building, both positive and negative. Doing daily walk-throughs also allows him to check on student learning and growth, while viewing the teaching styles of the staff members. Being visible in the classroom allows him to have those courageous conversations with staff members.

Having staff participate in the School Improvement process allows for the development of teacher leaders in the building. In the 2013-14 school year, our SIP team met twice each month. During the 2014-15 school year, meetings are being held on a weekly basis. Our meetings have been focused, and team members are engaged in dialogue that will help build a stronger school community.

By having regularly scheduled SIP Team meetings, staff have more ownership of the plan and have a better feel of the implementation of the plan. During the 2014-15 school year, implementation of grade level collaboration meetings will allow staff to take a closer look at the SIP plan and continue to dig deeper for data and the analysis of student work.

A big push during the 2014-15 school year, is to focus on professional learning and development that is job-embedded. Cromie Elementary School will be working closely with district curriculum consultants to help develop teaching strategies and monitoring techniques to apply in the classroom. The consultants will be involved with peer modeling experiences, along with the classrooms teachers. Our desire is that this process will help teachers feel more comfortable in their classroom and be able to share in peer coaching opportunities in the building.

Act Quickly in a Fast Cycle

Strategies and practices that are embedded into the district curriculum and building SIP plan are non-negotiable. Strategies such as Words Their Way, Sitton Spelling and the MAISA Writing Units are part of the district-adopted curriculum and need to be taught with consistency and fidelity in the classrooms. Math Journals, for example, are part of our building SIP document. Math journals can be used a variety of different ways at each grade level, however they need to be utilized so that students can help to better understand mathematical concepts. Staff has also been looking closely at instructional time, so as to maximize student learning. It is important for staff to shape their day in a way that gets the most effective use of instructional time.

Staff members have the opportunity to provide input on organizational changes through meetings and the collection of perception data and survey information. Weekly SIP meetings, grade level collaboration team meetings, and cross grade level meetings will encourage staff to work together to build systems and put plans in place to analyze student work and data. Participating in the Surveys of Enacted Curriculum will help staff gain a better focus and understanding of data and the direction of teaching and learning.

Transformation Redesign Diagnostic

Cromie Elementary School

Collect and Analyze Data

It is imperative to provide staff with the time to analyze data and to make instructional decisions. Monthly PLC meetings, SIP team meetings, grade level and cross grade level collaboration meetings will be utilized for the analysis of data and the collaboration what instructional strategies and techniques best fit the needs of all of the learners.

Galvanize Staff around the Big Ideas

Building a collaborative community will help to increase the communication between all staff members. Increased communication will lead to staff members feeling more at ease to share ideas and express concerns. Staff focus on the big ideas will lead to a shared vision of achievement for all of the learners.

The district will increase Mr. Keener's leadership capacity by providing him the following resources and supports:

Professional learning opportunities: bi-weekly leadership coaching by Intervention Specialist/or Macomb Intermediate School Improvement Facilitator to strengthen principal turnaround competencies; monthly MISD Principals' Series; MISD professional conferences/workshops that support the implementation of the school's big ideas; monthly Office of Curriculum (OCI)-HR teacher evaluation and walkthrough professional learning meetings; monthly district principals' PLC meetings and quarterly Superintendent's Administrative Council meetings. OCI Administrators of Language acquisition/Title III and Title I technical assistance support will be provided on an as-needed basis. The district's Human Resources and Business office staff will provide Mr. Keener with the necessary resources and supports on an as-needed basis.

Additional resources provided to Mr. Keener are: district student data management warehouses, Data Director and Data Manager; district-provided computer tablet; district professional library; professional subscriptions to ASCD and Michigan Reading Association; and membership in MEMSPA.

The district's OCI curriculum and instruction technology specialists (C/ITS) will provide professional learning to Mr. Keener and teachers to support the alignment of curriculum, instruction and assessment practices to state and national standards in order to reduce instructional variance and development and implementation of a Multi-Tier System of Support (MTSS) process. A C/ITS professional learning schedule based on specific teacher needs will occur at a minimum on a bi-weekly basis.

School improvement team leadership will receive professional learning on the school improvement process, including data analysis and technical assistance in using state-mandated platforms, ex. ASSIST by OCI administrators and Data Analysis and Systems C/ITS.

In-class modeling and coaching, grade-level meetings, PLC meetings, and OCI-building administrative and peer-to-peer walk-throughs are examples of the types of structures in which professional learning will be delivered.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

The District uses a Marzano approach to measure quality teaching. Principles of "Classroom Instruction That Works" have been reduced to four domains upon which teachers are evaluated: Content, Understanding, Environment and Support. Classroom walk-throughs incorporate indicators of quality performance through this structure, using a template that asks principals to document evidence of quality teaching in regular classroom rounds.

Evaluation Process

Transformation Redesign Diagnostic

Cromie Elementary School

The district engages staff in a collaborative process in order to create an annual teacher evaluation plan. The evaluation process begins with a collaborative goal-setting conference whereby the teacher works with the principal to develop a personal/professional goal. In addition to the personal goal, the staff and principal establish a building goal based on the school improvement process. Finally, the District establishes a student growth goal to meet the legislated standards of student achievement as criteria for evaluation.

In the evaluation process, the District measures student growth outcomes using IOWA assessment projections. Student growth toward building goals is measured with building-based and state assessments. Finally, teachers establish personal goals tied to student growth through classroom-based assessments such as pre/post-tests, DRA, IOWA, and state assessments. Student growth is considered in the subdomains of content and understanding. The district's instrument includes student growth as a significant factor.

Pursuant to Senate Bill 817

Sec. 1249, 2

Beginning with the 2015-16 school year, the board of a school district....shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(i) At least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the former Michigan Council for educator effectiveness. (SB-0817, As passed Senate, June 12, 2014: Substitute for Senate Bill No. 817)

Principals use a district walk-through protocol that aligns to the evaluation instrument to document performance observations. These walk-throughs take place a minimum of four times per year, over the course of the year. Principals may use summarized or expanded walk-through forms to provide additional detail as needed for new teachers or teachers about whom there may be concerns. Central Office spent a year training principals to use the walk-through forms to develop a common understanding of what he or she is looking for in the classroom. As needed, principals are conducting walk-throughs with other principals to effectively use mentoring in their professional development of evaluative practices.

Teachers are observed formally at least once during the school year unless they are a first year teachers or a teachers rated minimally effective or ineffective the prior year. Principals meet with all teachers mid-year to provide feedback on progress towards goals and their performance. Mid-year evaluations are provided to first-year teachers; teachers rated minimally effective or ineffective the prior year, or who may be on a corrective action IDP with a trajectory of being minimally effective at the end of the year.

A final evaluation is provided at the end of the year that rates each teacher highly effective, effective, minimally effective, or ineffective in each of the four subdomains and the goals section. Furthermore, their students' performance, in the form of student growth, on IOWA is included in the student achievement section of the evaluation.

The evaluation tool and process was developed two years ago adhering to the newly legislated requirements. Since then the evaluation process has been reviewed and revised and continues to be periodically reviewed through an on-going feedback process that involves the WEA leadership, the Chief Academic Officer, and the Chief Human Resources Officer. For example, after a series of discussions held during the first year of the evaluation tool's implementation (2013-14), revisions to improve the tool were drafted and approved by the district and union leadership.

Administrator evaluations align with Marzano's approach to Balanced Leadership. The subdomains of the administrator evaluation consider the principal's effectiveness in Managing Change; Focused Leadership; Purposeful Community; Board Policies, Guidelines and Practices; and Student Achievement.

EVALUATION PROCESS: The district engages staff in a collaborative process in order to create an annual administrator evaluation plan. Similar to the teacher evaluation process, principals meet with the Chief Academic Officer and Chief Human Resources Officer to establish

their performance. These goals align with performance expectations described in the evaluation instrument.

Over the course of the year, principals provide evidence of their leadership and performance related to the subdomain categories. Central Office evaluators track evidence of performance for administrators as well. Principals receive mid-year feedback on performance.

At the end of the year, principals are evaluated as highly effective, effective, minimally effective, or ineffective on each of the subdomains. Student growth achievement is a significant factor in the evaluation as represented in a separate subdomain that receives its own rating based on the IOWA Assessment growth performance of its students and aligns with the growth percentages requirements of the teacher evaluation and legislative requirement, Senate Bill 817 Sec. 1249 (a) (i).

The evaluation tool has been reviewed and revised by the Warren Administrators Association (WAA) leadership, the Chief Academic Officer, and the Chief Human Resources Officer during the past three years. This process continues to be periodically reviewed through on-going feedback meetings that allows for the development of common expectations of performance. In these meetings, administrators provide input into the interpretation and application of these performance categories. For example, after a series of discussions held during the first two years of the evaluation tool's implementation, revisions to improve the tool were drafted and approved by the district and WAA leadership. The administrator evaluation instrument complies with R.S.C. § 380.1249 as amended by Senate Bill 817, July 2014.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

In priority schools that have successfully raised student achievement to a level that removes them from priority school status, the district will highlight their achievement and honor their work through a ceremony and/or recognition dinner. Teachers, who demonstrate exceptional work in the area of increased student achievement through successfully implementing the instructional program, may be recommended for a "Highly Effective" evaluation rating.

The district evaluation process guides the identification of educators who are not positively contributing to increasing student achievement. Professional learning opportunities will be provided to educators who have been identified as needing additional support. In the event that a teacher's performance is deemed minimally effective, or ineffective, that teacher will be placed on an individual development plan (IDP) at the point in time in which the teacher's poor performance is observed, brought to the attention of the teacher, and left uncorrected. Within the IDP process, if the teacher is unsuccessful in completing the requirements of the IDP, he or she will receive a minimally effective or ineffective rating on his or her final evaluation. Layoffs and terminations, pursuant to legal requirements addressing final evaluation ratings, will be applied. Any teacher whose performance in a priority school is minimally effective or ineffective shall be removed from the school. Placement and staffing for priority schools will be treated differently from that of schools which are not in priority school status. Separate from the district evaluation process, a priority school administrator may exercise his/her authority to surplus a teacher (remove from the building). The reasons include: not actively engaging and applying the reform plan's implementation, and or unable to adjust to the demands of the redesign plan.

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Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Cromie Elementary School's professional learning program has been designed to reflect the three (3) big ideas, as decided through district and building level data conversations. The three (3) big ideas are:

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

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

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

The professional development program selected for the Cromie staff was based on data conversations during the 2013-14 school year, as well as during "Data Dialogue" meetings held in August and September, 2014. The expectation is that all professional learning will be implemented in classrooms. Professional learning will be delivered in the following formats: scheduled monthly 3-hour Professional Learning Communities (PLC) meetings; bi-weekly before-school staff collaboration meetings and school improvement team meetings; grade level meetings; in class, instructional coaching and peer-to-peer coaching with timely feedback, supported by district curriculum specialists and Macomb Intermediate School District (MISD) consultants; participation in MISD and Michigan Department of Education professional learning; and book studies examining research-based best practice. Each professional delivery model will provide time for participants to analyze student work, and reflect on their own learning's impact on student achievement, as well as determining their future professional development needs. Monitoring of professional learning implementation will occur through administrative and peer-led walk-throughs with timely feedback, collaborative discussion and reflection at PLC sessions.

The structure of our professional development will be continuous and on-going, offered at multiple times through our cohort cycle to ensure that all staff members experience the same training. Monthly PLCs, bi-weekly staff meetings, common grade level meetings, and in-class peer coaching are examples of delivery of professional learning planned for Cromie School staff. Upon the completion of professional learning sessions, all staff members will: reflect and outline how instructional strategies can be implemented into their daily lessons; how the instructional practices will support student data outcomes; and how staff can support their colleagues through peer coaching and modeling. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer led walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation. The objective of our professional learning is to provide staff with the knowledge and tools to facilitate effective teaching and learning, while building capacity to successfully implement our plan.

Big Idea #1

During the 2014-2015 school year, Cromie staff will begin work on "Big idea #1", a rigorous curriculum alignment process, establishing uniform teaching practices in order to reduce the level of variance between classrooms. Five initiatives will assist us in this process.

Collaborative Practices: Staff will learn specific team-building collaborative protocols to promote increased communication and problem solving skills. The principal, MISD, and district staff will provide professional learning that will support the staff as they continue to grow as a professional learning community. Funding source: MISD resources, Title IA, IIA, Building SIP Account

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Aligning Core Curriculum, Instruction and Assessment Practices: First, our teaching staff will engage in grade level and content committees to work with district curriculum specialists to align our instruction to Common Core expectations articulated through board-adopted, content specific pacing guides and resources. District and county curriculum specialists will provide ongoing professional development during PLC and staff meetings on content expectations and best practices. Individualized feedback will be given during this alignment process through instructional peer coaching by district curriculum specialists. Funding source: Title IIA

Instructional Learning Cycle (ILC): Next, the first Cromie team will begin professional development in Dr. Tom Many's "Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles" in January, 2015. This program will train staff in how to set up structures for continuous use of data to inform teaching and learning practices. Data analysis, collaboration and collective responsibility in using data will help teachers to analyze student learning and find solutions within short term cycles of improvement. A collaborative and results-driven culture will be established, making assessments more meaningful to student learning. The ILC professional learning will continue through 2018 with each new year adding in an additional learning cycle. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer lead walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools. Funding source: Title IA

Surveys of Enacted Curriculum (SEC): During the 2015-2018 school years, the Cromie staff will complete the Surveys of Enacted Curriculum (SEC) to compare and contrast the implemented curriculum versus the intended/written curriculum. The findings will be discussed during collaboration meetings, PLC meetings, staff meetings and School Improvement team meetings. The SEC data feedback will guide staff to help them better allocate instructional time for a given standard and clarify exactly what content within the standard demands additional instructional focus. This will help staff reflect on changes needed to instruction and practices. Funding source: Title IA

Classroom Instruction That Works (CITW): Instruction will be further strengthened with continued professional development in "Classroom Instruction That Works", which outlines Marzano's nine high impact instructional strategies. Teachers will be provided release time to attend training with Macomb Intermediate School District certified trainers. Scaffolding for day-to-day practice will be supported based upon teacher need by peer coaching embedded within our staff as well as during PLC meetings, staff meetings and collaboration meetings. In In 2013-14, five teachers completed the three day training provided by the Macomb Intermediate School District (MISD). In 2014-2015 school year, six of our teachers will complete the training The district has committed to having all teaching staff trained in CITW within three years. By spring of 2017, all classroom teachers will have completed the CITW professional learning program and full implementation will be in effect. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer led walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools. Funding source: Title IIA.

Sheltered Instruction Observation Protocol (SIOP): To assist teaching staff to address the needs of students with limited English proficiency in particular, professional development in Sheltered Instruction Observation Protocol (SIOP) will begin during the 2014-2015 school year. SIOP is an empirically-validated approach to teaching, helping to prepare all students, especially those learning English, to become college and career ready. It is a framework for planning and delivering high quality instruction for all students. Training and coaching in implementing SIOP methods will be provided by school district/intermediate school district experts and coaches during PLC and staff meetings. SIOP protocols will help to ensure that all learners are engaged in the learning process. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer led walk-throughs will occur within and across grade levels; PLC collaboration time will be structured to include: the review of student data, monitor the effectiveness of professional learning implementation, and complete district and state

monitoring and evaluation tools. Funding source: Title IA/III

Big Idea #2

MTSS Process (Academic Domain): Cromie's second "Big Idea" is research and implementation of a multi-tiered support system in order to insure all of our students will have the best opportunities to succeed both academically and behaviorally. To help extend high quality instruction to all learners, staff will participate in on-going professional learning facilitated by MISD and district staff. In 2014-2015, teaching and support staff will begin researching the essential elements of a well-designed MTSS process and then design the structures, curriculum, instruction and assessment practices that fits the needs of Cromie's students. We plan on beginning full implementation with fidelity in 2015-2016. Targeted technical assistance and coaching will assist Cromie through the early stages of implementation by MISD and district staff. Administration and support staff will meet with grade levels to identify students demonstrating the need for Tier II and Tier III support. A universal screener and progress monitoring data will be disaggregated at least once a month during PLC and grade level meetings to identify students in need of intervention, monitor student achievement in intervention, and evaluate the success rate of students within each tier of this system. Decisions will be made as a team to move students through the tiers based upon individual needs and to adjust curriculum delivery as necessary. To insure that instructional tiered strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer led walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, monitor the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools. Funding source: Title IA, IIA

Differentiated Supplemental Reading Instruction: Fountas & Pinnell Leveled Literacy Intervention System (LLI) (K-5) and Scholastic's Corrective Reading (Grades 3-5): These two programs are intensive, supplemental, and differentiated Tier II /III literacy intervention that is designed to provide daily, small-group instruction for the lowest achieving students at their grade level. Title I staff will provide all staff at Cromie Elementary School training on the LLI system in the fall of 2015 during PLC and grade level meetings. Title I intervention staff has already participated in LLI training in previous years. MISD Consultants have trained our special education resource room teacher in Corrective Reading fall of 2015. Professional learning will continue with district special education staff on the effectiveness of Corrective Reading implementation and impact on student achievement during PLC meetings. Funding source: Title IA, IDEA

Big Idea #3

An essential element of the MTSS model is the engagement of students, parents and the community. This research based framework is intended to provide all students with the opportunities to succeed academically and behaviorally in school. MTSS focuses on providing high quality instruction and interventions matched to the students' needs. MTSS monitors progress frequently to make decisions about changes in instruction or goals and allocates resources to improve student learning. Finally, MTSS helps to support staff implementation of effective practices.

MTSS Process (Behavioral Domain): To address the cultural and behavioral domains of MTSS, Cromie will implement "Big Idea #3." Staff will work with MISD and district staff to improve engagement and school climate with Positive Behavior Intervention Strategies (PBIS) in conjunction with trainings pertaining to our MTSS initiative. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies.

Cromie has many strengths that we can build upon. We have an existing Parent-Teacher Committee (PTC) and teachers actively reach out to parents to encourage their participation as classroom volunteers. Title I and Language Acquisition teachers also reach out to parents on a regular basis. This year parents will be invited to participate in instructional nights focused on understanding the common core, curriculum and practicing the instructional strategies their children are using in the classroom. For example, parents will learn reading strategies,

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experience writing tasks and expectations. Participate in number talks and problem solving with real-life math tasks. Title I events this year will focus on encouraging parent involvement and promoting a positive school community.

PBIS School-wide Program: Staff will study PBIS programs and activities facilitated by MISD staff in order to evaluate our current program and determine if a new model is needed to meet the current needs of the Cromie community. Our building's current behavior program is known as, "Respect the ROAR". This program promotes respect, on-task behaviors, active listening, and responsibility. Monthly assemblies and ROAR cards are used to reward students exhibiting these skills. Cards are tracked in an effort to earn a school-wide reward like a dance or concert. Data (student engagement, behavior referrals/discipline, parent involvement levels, and impact of current strategies impact on student achievement) will be collected and analyzed at PLC meetings and research findings will be discussed to determine our next steps in strengthening our PBIS model. Funding source: Title IIA, General Fund-Building SIP Account

Culturally Responsive Classrooms: As the demographics of Cromie Elementary School are changing dramatically, it is imperative that staff members understand how to meet the needs of all of their diverse learners and guide their families to support learning at home and school. In 2015-16, Staff will study the research on Culturally Responsive Classrooms and to determine which best practices will meet the needs of our learning community. Anticipated implementation of strategies will occur in 2016-17. Funding source: Title IIA, General Fund-Building SIP Account

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Teachers willing to teach in priority schools will be provided staffing and material resources that meet or exceed those available in other schools. Based on a review of data, in which student needs are identified, additional staff will be assigned to assist in student achievement goals (i.e. If student growth is needed in math, the additional staff member assigned will have math expertise. If student growth is needed in ELA, the additional staff member will have ELA expertise.) In this way, classroom teachers will be uniquely supported in their efforts to reach students. Teachers in priority schools will also have access to additional professional development and/or additional professional development funding.

Priority schools will be protected from the placement processes of the rest of the district. Unless the teacher is removed from the building for performance or best-interest reasons, the teacher will have assurance that he or she will not be involuntarily transferred or bumped from his or her position. In this way, assignment in a priority school will provide stability and predictability to the development of mastery level teaching. This continuity will provide incentive to invest in the hard work of raising student performance and building a school culture of learning.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program.

Throughout the 2013-14 school year, the Cromie staff collaboratively participated in a comprehensive needs assessment during PLC and staff meetings. Student work was analyzed and data was disaggregated from several resources: Data Director, Riverside Data Manager, BAA, CEPI, MiSchoolData, Power School, and staff and parent surveys. The School Improvement team in conjunction with the staff, analyzed and identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff prioritized areas of greatest need for all diverse learners and established school improvement goals based on the data results.

We began the 2014-15 school with a Data Dialogue meeting facilitated by an MISD facilitator. Together with district leaders, Cromie Elementary School identified the "underlying causes" to help explain why the school's achievement is low enough to have been placed in the state's bottom 5%. Cromie Elementary School staff recognizes the need to revise our instructional program to reflect the big ideas gleaned from our data dialogues and align to the Common Core State Standards. The revised program needs to be based on research and best practices, aligned with the Common Core State Standards, and implemented with consistency and fidelity.

Examples of data used to help us make data-driven decisions have been included.

Accountability Scorecard and Top to Bottom Ranking: Cromie received YELLOW designations for 2011-2013 school years. A downward trend on Top to Bottom percentile rankings over the past three years also occurred. Cromie was never identified as a Focus school. In 2013-14, we received a RED designation and Priority status due to decreased achievement, performance level change and increased achievement gaps in math, reading, science and social studies.

MEAP Trend Data:

Percent of Students Proficient

All Students	2011	2012	2013
Reading	64.35%	53.96%	53.89%
Math	29.00%	24.32%	23.44%
Science	12.15%	4.27%	7.38%

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3rd Grade

Reading	70.00%	52.48%	50.45%
Math	31.82%	30.00%	22.23%

4th Grade

Reading	62.28%	57.52%	48.04%
Math	29.82%	23.68%	24.76%
Writing	40.35%	46.43%	40.38%

5th Grade

Reading	60.75%	51.75%	62.13%
Math	25.23%	20.00%	23.33%
Science	7.83%	12.15%	7.38%

MEAP: True Cohort Data

2013 5thGradeStudents	2011	2012	2013
Reading	70.00%	57.52%	62.13%
Math	31.82%	23.68%	23.33%

2013 4th Grade Students

Reading	52.48%	48.08%
Math	30.00%	24.76%

MEAP: Demographic Data

2013 3rd Gr.	Reading	Math	Writing	Science
Male	56%	30%		
Female	47%	18%		
Asian	40%	20%		
Black	27%	5%		
White	58%	28%		
Two/More Races	60%	30%		
ED	33%	11%		
LEP	0%	0%		

2013 4th Gr.

Male	42%	27%	27%
Female	55%	22%	55%
Asian	36%	27%	36%
Black	39%	11%	28%
White	52%	29%	44%
ED	35%	13%	20%
LEP	17%	0%	17%

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2013	5th Gr.			
Male	59%	20%	3%	
Female	65%	26%	11%	
Black	57%	19%	0%	
White	62%	23%	8%	
ED	55%	14%	5%	
LEP	15%	0%	0%	

Demographic Five Year Trends:

Enrollment Data indicates significant increases in LEP and ED populations. Overall enrollment has remained stable. There are currently 685 students enrolled. One hundred ten (110) LEP students were tested on the WIDA (formerly ELPA) in the spring of 2014. As of September of 2014, that number has increased to one hundred forty five (145).

Data analysis based on examining multiple measures (ex. MEAP, DRA, IOWA, demographic and perception), provided our team to draw conclusions and identify possible root causes of low student performances. The following causes led to the development of our three big ideas:

- Inconsistent implementation of curriculum using specific research-based strategies/materials across all grade levels.
- Insufficient team collaboration time for: professional learning, data review, instructional planning, monitoring student work and developing academic and behavioral supports to increase student achievement.
- Limited shared vision and beliefs that all students can learn which creates culture and climate issues
- Current MTSS process is not fully developed and operationalized, or understood by staff.

Our staff determined that cohort data showed evidence of several trends. Patterns demonstrated inconsistent implementation of curriculum and the need to use specific research based strategies/materials across all grade levels. More team collaboration time would be necessary for professional learning, data review, instructional planning, monitoring student work and developing academic and behavioral supports to increase student achievement. Data was also an indicator of a limited shared vision and beliefs.

Special Education, Economically Disadvantaged and LEP (Limited English Proficient) data demonstrated that the current MTSS process is not fully developed and operationalized, nor is it understood by the staff.

Cromie has established a School Support Team (SST) to help monitor and evaluate instructional programs, intervention strategies, community involvement and disaggregation of data. This team consists of staff members, MISD School Improvement Facilitator, district central office representative and an MSU K-12 Intervention Specialist.

A three year plan has been put in place for improving instruction in all content areas related to our priority school designation. Professional learning that aligns with our three big ideas will occur during PLC, staff and grade-level meetings. All staff is expected to implement their learning into instructional practice. The three (3) big ideas, discussed in further detail below, were developed to further strengthen our educational program.

Big Idea #1: Cromie will engage in rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels. These strategies will benefit all students, but in particular will further support the needs of EL (English Learners) and ED (Economically Disadvantaged) students:

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The building principal will employ district and MISD resources to provide building staff with Collaborative Practices like team-building and collaborative protocols to promote increased problem solving and collaboration during Professional Learning Community meetings.

Classroom Instruction That Works (CITW) is a research-based set of strategies proven to have a positive effect on learning. The building principal and classroom teachers will work together with staff from the MISD to continue this professional development, application to classroom instruction and embedded peer-coaching. Staff members will also attend Kagan Structures Training at the MISD that builds upon the strategies learned in CITW.

A 90 minute, Balanced Literacy Block will continue. The building principal will ensure an uninterrupted block of time for each classroom to be used for literacy instruction. CITS staff will work with teachers to provide professional development, support and coaching. Teachers will employ district tools, balancing instruction with Benchmark Literacy, Words their Way/Sitton Spelling, Guided Reading/Leveled Literacy Library, and Lucy Calkins/MAISA Writing.

A 60 minute, Balanced Math Block will be implemented. The principal will plan for an uninterrupted block of time for classrooms to deliver balanced math instruction to include Number talks, Problem Solving, Guided Math, and employing strategies that encourage deep thinking and writing integration like math journals. Staff will be provided professional development and coaching from Waren Consolidated Schools' Curriculum/Instruction Technology Specialists (WCS C/ITS).

Student Discourse and Engagement job-embedded, peer coaching will be provided to staff by WCS C/ITS and Macomb Intermediate School District (MISD) personnel to demonstrate the look, sound and feel of oral discourse.

Cromie classroom teachers will be sent in grade level teams to receive Balanced Assessment Practices (Instructional Learning Cycle) training in cooperation with the building principal and MISD staff. This professional development promotes continuous use of individual student data through the establishment of a data team process.

Teaching staff will be provided professional development in Surveys of Enacted Curriculum (SEC) through the MISD. This is a web-based tool that provides math, science, and ELA teachers with consistent data on both practices and content.

PLC Data Tracking will occur for DRA/MLPP, IOWA, MEAP or Smarter Balance, WCS Writing Tasks, Lucy Calkins/MAISA Writing Rubrics, Envision Math Pre and Post-tests, Battle Creek Science Kit Pre and Post-tests, and Pearson Social Studies Pre and Post-tests. Data will be used to evaluate student growth and to drive instruction (use of summative and formative assessments).

Administrative and Peer Monitoring will occur through Grade Level "Look For" checklists. Through these checklists, grade level teams will employ Peer walk-throughs to monitor and support one-another. Administrator walk-throughs will provide further assistance and leadership.

Big Idea #2: Cromie will establish and strengthen a tiered academic support system for struggling students. These strategies will benefit all learners, more specifically those struggling; special education, economically disadvantaged or those learning English as a second language.

Leveled Literacy Instruction will continue. This program provides leveled and progressive reading and writing intervention with Tier II and III students with the Language Acquisition and Title I teacher.

Multi-Tiered Support Systems will be researched and implemented. This framework will provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve academic success. The principal will coordinate with the MISD

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for professional development and all building staff will be part of the implementation and maintenance of the framework.

Sheltered Instruction Observation Protocol (SIOP) professional development will continue to be coordinated by the building principal and the MISD. Strategies will be employed by all building staff. This program helps to structure lessons and conversations to meet the needs of all students, especially those with limited English.

Corrective Reading training and materials will be provided to special education staff. This program is research-based and includes tier II/III strategies and assessments. This will be done in coordination with the building principal, the WCS Sp. Ed. department, and the Resource Room Teacher.

PLC Data Tracking will occur for DRA/MLPP, IOWA, MEAP or Smarter Balance, WCS Writing Tasks, Lucy Calkins/MAISA Writing Rubrics, Envision Math Pre and Post-tests, Battle Creek Science Kit Pre and Post-tests, and Pearson S. Studies Pre and Post-tests. Data will be used to evaluate student growth for EL students, Title I students, special education students, and economically disadvantaged students. Data will be used to adjust Tier II groupings, and to drive the focus of tier II and III instruction and interventions.

Administrative and Peer Monitoring will occur through Grade Level "Look For" checklists. Through these checklists, grade level teams will employ Peer walk-throughs to monitor and support one-another. Administrator walk-throughs will provide further assistance and leadership.

Big Idea #3: Cromie will build a positive school community for all students, parents, and staff. We believe that these strategies promote enthusiasm about school and learning and the feeling of inclusion, therefore increasing student success overall.

The building principal will work with the MISD to coordinate professional development in Positive Behavior Intervention Supports. This is a component of MTSS program, focusing on behavioral success.

Cromie will continue its Respect the ROAR program. This is a building-based reward system promoting Responsibility, On-task behavior, Awesome Effort and Respect. The program promotes good choices with ROAR cards, monthly drawings, staff nominations for recognition during assemblies/certificates, and a school-wide, end-of-year reward.

Parent Meetings will continue to help parents support the learning of their children. Title I and Language Acquisition specialists meet with parents of those receiving their services several times a year. Grade level teachers also plan parent and/or parent/child activities throughout the year to address needs and strategies specific to their content and student expectations. These meetings promote parent involvement and positive interactions between home and school.

The principal will coordinate staff professional development in Culturally Responsive Classrooms. This is a research-based model of classroom practices that support the needs of diverse learners.

The effectiveness of these programs will be tracked through Community Outreach Surveys. A survey will be used to get parent feedback from population groups such as parents of EL students, those whose children are receiving Title I services, families that are new to the building, parents of students receiving special education services, as well as other selected groupings. We will also solicit input from parent volunteers, community volunteers that visit the building, and staff members.

2014-2018: Implementation of Instructional Plan

The following professional learning will be extended to all or various staff members. Furthermore, based upon data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

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Professional Learning: Collaborative Practices

Goal/Purpose: Staff will learn specific protocols in order to strengthen collaboration among staff during professional learning meetings.

Timeline: 2014-2018

Resources: MISD resources, Title IA, IIA, Building SIP Account

Professional Learning: Balanced Assessment Practices (ILC Model)

Goal/Purpose: To promote continuous use of individual student data through the establishment of a data team process.

Timeline: Initiated Winter 2015; ongoing through Winter of 2018

Resources: MISD Resources, Title IA

Staff Responsible: Dr. Thomas Many, Principal, staff, MISD consultants

Professional Learning: Surveys of Enacted Curriculum

Goal/Purpose: SEC is a web based tool that provides math, science and ELA teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms

Timeline: Spring of 2015; ongoing through Spring of 2018

Resources: Michigan Department of Education, Title IA

Staff Responsible: Principal, staff, MISD Consultants

Professional Learning: Classroom Instruction that Works (CITW)

Goal/Purpose: Staff will analyze/evaluate the teaching strategies that have the most positive effect on student learning.

Timeline: Initiated Winter of 2013; ongoing through Fall of 2017

Resources: WCS Title IIA

Staff Responsible: Principal, staff, Macomb Intermediate School District Consultants

Professional Learning: Sheltered Instruction Observation Protocol

Goal/Purpose: Providing staff with a framework to meet the needs of all students, especially those who are limited English

Timeline: Initiated Fall of 2014; ongoing through Winter of 2018

Resources: WCS Title IA/III, MISD Resources

Staff Responsible: MISD Consultants, staff, Principal

Professional Learning: Oral Language- Student Discourse and Student Engagement

Goal/Purpose: This job-embedded professional development will show staff how productive discourse looks, sounds and feels.

Timeline: Initiated in the Fall of 2014; ongoing through Fall 2017

Resources: Title IIA

Staff Responsible: Principal, staff, WCS and MISD Curriculum Consultants

Professional Learning: Math Journaling, Guided Math with the CCSS

Goal/Purpose: Provide staff with research based math intervention strategies.

Timeline: Initiated Fall of 2014; ongoing through Fall of 2017

Resources: WCS Title IIA, General Fund

Staff Responsible: WCS Curriculum Consultants, Principal, Staff

Professional Learning: MTSS (Multi-tier System of Supports)

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Goal/Purpose: To provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve academic success.

Timeline: Fall of 2015; ongoing through Spring of 2018

Resources: WCS Title IIA, Title IA Set Aside

Staff Responsible: Principal, staff, MISD Consultants

Professional Learning: Positive Behavior Interventions and Supports (PBIS)

Goal/Purpose: To provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve behavioral success.

Timeline: Fall of 2015; ongoing through Spring of 2018

Resources: Building SIP Account

Staff Responsible: Principal, staff, MISD consultants

Professional Learning: Differentiated Reading Instruction: Leveled Literacy Intervention (LLI)

Goal/Purpose: To provide staff with research based Tier II/III interventions, inclusive of materials, strategies, and assessments. After initial training, job-embedded professional development /coaching support will be provided.

Timeline: Initiated in 2012; ongoing through Fall of 2017

Resources: Title IA

Staff Responsible: Principal, Staff

Professional Learning: Corrective Reading

Goal/Purpose: To provide special education staff with research based Tier II/III interventions, inclusive of materials, strategies, and assessments. After initial training, job-embedded professional development /coaching support will be provided.

Timeline: Initiated in the Fall of 2014; ongoing through Fall of 2017

Resources: IDEA

Staff Responsible: Principal, Special Ed. Staff (Resource Room teacher)

Professional Learning: Culturally Responsive Classrooms

Goal/Purpose: To provide staff with a research-based model of classroom practices that support the needs of diverse learners.

Timeline: 2015-16 Research and Planning; 2016-17 Implementation

Resources: Title IA, Building SIP Account

Staff Responsible: Principal, Staff

Monitoring Process: Administrative and peer-led walk-throughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b)

describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact.

During our ongoing monthly Professional Learning Committee (PLC) meetings, professional development staff meetings and SIP meetings grade level staff will dis-aggregate data collected and share across grade levels to help guide instruction and plan for further interventions. We will not only be looking at student scores, but the combination of student results, teaching strategies and curriculum alignment.

At each PLC and staff meeting, teachers will bring current DRA scores, recent writing samples/district writing task, and current grade level math common assessment scores to analyze. When available, building staff will also evaluate, discuss and plan using MEAP and IOWA scores. Grade level teams will use this data to plan for Tier 1 instruction, develop Tier II groups and interventions, and assist Title 1 staff in Tier III support. This data will also be used to gather information necessary for the Tier IV referrals. It is vital that we carefully analyze student performance and then select research-based instructional strategies that will have the strongest impact on student learning and help provide differentiated instruction to meet the needs of students.

For the 2014-2015 School Year, the following expectations will ensure the regular and on-going use of student data in our instructional programs:

- Monthly professional development and bi-weekly staff meetings: review of data, including looking at student work, to inform modifications in instruction;
- Identify areas of focus within reading and math instruction for Tiers I, II & III
- Align instructional components within all core content areas, with a greater focus on reading and math
- Organize and establish testing dates for district/building formative and summative assessments for the school year
- Analyze current student data (Pre-test Common Assessments, DRA2, IOWA, State Assessment)
- After Tier II & Tier III students have been identified, progress monitor interventions every 3-4 weeks
- Continually analyze student data and adjust instructional plan as needed; implement revisions to the plan
- School-wide grade level progress monitoring of student data and staff progress monitoring logs will occur every 6-10 weeks
- Analyze outcome of student data (Post-test Common Assessments, DRA2, IOWA, State Assessment)
- Update instructional components based on the new student data

Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

The current schedule has been redesigned to increase instructional time in the core academic subjects. Additional time has been recaptured through thematic integration of science and social studies concepts into the ELA and math blocks. Staff is exploring ways to incorporate instructional activities into recess/brain break and transition times. It is estimated that approximately 30 minutes daily may be recaptured. Beginning in 2015-16, a 0.6 FTE teacher will be allocated at Cromie. This teacher will conduct small group 40 minute interventions, pulling from specials on a rotating basis. As an example, one third of the students in Spanish may be pulled out for a 6-8 week period to engage in an extended learning opportunity in reading or math. At the end of this period, a different third may be pulled out for an equal amount of time, for a similar experience. This estimate of recaptured time is independent of currently-scheduled tier II and III supplemental intervention time identified students receive throughout the school day or extended day programs. Planning continues in the development of this research-based model.

Research supports the concept of maximizing instructional time through strategic student engagement activities and multi-tiered systems of support.

The district's plan for increasing time for enrichment activities will occur through the redesign of the current schedule. Currently, the school offers 40 minutes per week of Spanish, Art, Music, Physical Education and Media. All grade 5 students receive 40 minutes of band each week in lieu of music class. Grade 6 students at our year round schools receive daily band or 21 Things Technology course. As stated in Indicator 8A, students will receive additional forty minutes/week of extended learning opportunities within a 6-8 weekly cycle. In addition, beginning in January, 2015, the school has received a Bosch Community Grant---whereby students in grades 4-5 will participate in a 40 minute, twice weekly, Science, Technology, Engineering and Math (STEM) extended learning program.

Research supports the benefits students' receive when incorporating fine arts and physical education as part of a liberal arts education, and supports differentiated, brain-based multiple learning styles.

The district's plan for increasing professional collaboration time will occur through a redesign of the current schedule. Time has been added and recaptured in two ways. First, the school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels. Currently the schools have professional collaboration time in the following ways: two days before the start of school; one day in November (Election Day);

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13 after-school staff meetings (13 hours); and six three-hour PLC meetings (18 hours) scheduled throughout the year. In addition, each Title I school has funds allocated for professional collaboration and each school is allocated general-fund school improvement funds that may be utilized for professional collaboration. Second, professional collaboration time has been recaptured by redesigning the current daily specials' schedule. Beginning in December, 2014, each grade-level team has two common planning times (40-minutes) per week.

Research cites the importance of regularly-scheduled, focused collaboration time is a high leverage/mission critical strategy that produces positive student achievement results. The district values this research and is committed to providing our staff the necessary resources to sustain collaborative practices.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Cromie will encourage parent partnerships and involvement in the curriculum by inviting parents to volunteer for programs like Math Workshop, Math Fact Lab, Math Games and Language Arts Word Lab. We will continue to offer after-school and evening Title 1 activities encouraging family involvement to strengthen the relationship between the school and home. Our Title 1 and Language Acquisition teachers offer parent workshops on topics such as Working with Your Child in Math and Language Arts, Technology and the Importance of Communication between home and school. To help support Math and Literacy achievement Cromie's first grade teachers hosts Family Game Nights to help school-wide parents and students with valuable lessons and games to enhance Math and Literacy achievement. Cromie has also been very lucky to have community support through the Kohl's Care Program. Volunteers come to our school to help out with various activities such as our Math and Literacy Game nights. The Kohl's Care volunteers also come in during the school day to help teach the children how to play these games as well as assist us in other academic programs. Further workshop needs will be determined through discussions based upon academic data, perception data and observations.

Parents will be encouraged to be involved in two-way communication about the Cromie Elementary School's reform efforts in the following ways:

- A parent will be included as a member of the reform team
- Regular communication/topic and engagement at monthly PTC Meetings (regarding school reform initiatives)
- Information about the reform efforts will be published in our monthly newsletters and on the school website.
- A Reform Meeting will be offered three times per year for parents and community members to participate in collaborative conversations regarding school level decisions.
- A parent survey will be given out to parents throughout the year. This survey (available during fall and spring conferences) will also be posted on the school website, and will include questions seeking input into building level reform efforts.

Cromie recognizes that students need connections between real life and the content that they are learning. We are very fortunate to be in an area where community resources are easily accessible. To help strengthen academics and positive school community, we have developed a partnership with the Big Brothers/Big Sisters of Metro Detroit and the General Motors Tech Center. Twenty at-risk third graders will be paired with a mentor from the GM Tech Center. Participants from this program may also be identified participants of the Superintendent's Dropout Challenge. These students, along with their mentors, will be involved in a bi-weekly "Lunch Buddies Mentoring Program" held at Cromie. This program will be facilitated by a certified Big Brothers/Big Sisters of Metro Detroit trainer who will lead the group through various team building lessons. This opportunity will help our third grade at risk students grow socially and will have a tremendous impact on their academic performance. Cromie has also received a BOSCH Grant to start a STEM (Science, Technology, Engineering and Math) program for our fourth and fifth grade students. This program will take place during their lunch time and help strengthen their academic skills in the area of science and mathematics.

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Community members will be encouraged to be involved in school reform efforts. Community members will be encouraged to attend a meeting three times per year that discusses the school reform process. Mentors involved in the Big Brothers/Big Sisters Lunch buddy mentoring program, representatives from BOSCH, and representatives from the Kohl's Cares program will be invited to these meetings and encouraged to participate.

Various classrooms utilize our local police, fire department and the Warren Public Library for real life experiences. Our first graders have a partnership with the Detroit Zoo. The students learn about life cycles of different animals at the education center at the zoo, and then go on guided tours to observe these animals and their habitats. Our third graders have a partnership with the Detroit Institute of Arts. The Warren Rotary Club also partners with our 3rd graders and gives each student in third grade a dictionary. Our 4th graders have a partnership with the Warren Symphony and are able to attend a concert each spring. Our fifth grade students participate in an outdoor education program at Camp Storer in Jackson, Michigan.

To help strengthen a positive school community, Cromie Elementary hosts a dinner three times per year for our families new to our school. These meetings are a great way to communicate with our new families, to speak about the activities happening at school. This is also a time for families to share ideas and thoughts on how we can better the services at our school. Our staff puts on a breakfast honoring all of our volunteers once a year. Every few years, Cromie hosts a large Veterans Day Celebration. Incoming kindergarten students receive a backpack at the beginning of the year that has supplies and activities for them that will help them be successful at school. These backpacks are provided because of a partnership that we have with the Macomb Intermediate School District and their Making Macomb Transitions program. Before the beginning of the school year, Cromie has "Popsicles with the Principal." At this event, students can get their classroom assignment and take a tour of the school which helps our new families get familiar with the building.

Another way Cromie will continue to help support and strengthen community and school climate by continuing our ROAR assemblies per trimester. Parents are invited to attend these assemblies that recognize the outstanding behaviors and academic achievements occurring in our school.

In an effort to encourage and support reading, as well as building a positive school community, Cromie holds multiple reading activities held in March for March is Reading month. Community members, local TV personalities, school board members, administration, retired teachers, parents, grandparents and families are invited to Cromie to read to our students. Cromie has opened the Media Center during the summer for Cromie families to come in and check out books to help promote summer reading. Another way Cromie has supported the importance of literacy is through our Title One Program. Our Title One staff was able to purchase enough books for all of our Title One students to take at least three books home, to keep, to help with their summer reading. The books provided were at each student's specific DRA level.

In an effort to encourage and support writing in our school, and across the district, Cromie participates in a district-wide Writing Celebration to honor our young authors and their parents.

To help build a positive school and community climate, Cromie families have the opportunity to become involved in service learning projects that benefit our surrounding communities. Such charitable events include collecting cans for the Warren Goodfellows, Jeans for Troops, Ponytail Drive for cancer research, and Relay for Life.

Cromie Elementary will continue to monitor these programs and efforts through parent, staff, and student surveys throughout the year.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The school receives an annual Title I budget, School Improvement budget and building supply budget that allows the principal and staff to make decisions on how to allocate resources which will effectively support the implementation of the plan.

Currently the building has operational flexibility in the following ways:

1. Principal has right of assignment to place teachers in appropriate grade levels.
2. Principal has right of developing the school schedule, including specials and teacher preparation time. Principals and staff have the ability to adjust teaching and learning times within the current school day to meet the needs of their students.
3. The school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels.
4. Principal and SIP team/staff have the ability to determine and implement professional learning needs based on the school's SIP plan. They may allocate building budgets (Title I, School Improvement) accordingly to implement the professional learning. Principals and SIP teams have the ability to plan professional learning during scheduled PLC half days and after school staff meetings, and if incorporated into their SIP plan, during the day grade level team meetings.

The district has completed the operational flexibility diagnostic as a signed Memorandum of Understanding with a completed signature page.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The district will ensure that the school receives on-going technical assistance and related supports by engaging in collaborative relationships with the Michigan Department of Education staff, the Macomb Intermediate School District staff, the Warren Education Association, and the Warren Administrators' Association in order to provide the schools with the resources and tools needed to support and sustain their reform plans. Scheduled monthly meetings will be arranged as part of the planning, implementation and monitoring process established by the district. All district departments are committed to supporting the school at any time. Specifically, OCI staff will provide technical assistance and professional development to the school on a scheduled basis.

In addition:

- Principal and designated staff will participate in ILC process and Surveys of Enacted Curriculum Professional development, and SST

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meetings facilitated by the MISD staff;

- Principal will attend MISD Principal Series (ex. CITW, Total Participation Techniques, 12 Touchstones of Effective Teaching);
- Principal and SIP chairs will attend the MDE School Improvement Conference(s);
- Principal and designated staff will participate in MDE/SRO Technical Assistance meetings;
- Principal will utilize professional organizations (for example, MEMSPA, ASCD, IRA) for resources and support.

Central Office contact person responsible for monitoring and supporting the schools are: Dr. Marianne Ochalek, Executive Director of School Improvement. Additional supporters are: Robert D. Livernois, Ph.D., Superintendent; Mr. Joseph E. Konal, Chief Academic Officer; Ms. Sharon Irvine, Esq., Chief Human Resources Officer; Ms. Linda Austin, Chief Financial Officer; Ms. Ellen Kozich, Director of Curriculum and Special Projects, and Ms. Christine Lewis, Administrator of State and Federal Programs; and WCS C/ITS.