



School Improvement Plan

Crestwood Elementary School

Rockford Public 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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Crestwood Elementary has a student population of 460 students. The surrounding community has a mix of various levels of socio-economic families. The location of the school and community is in a suburban setting with several large housing developments, as well as many wooded, private home sites. There is also a small population of families that live in a low income housing development within the Crestwood Elementary boundaries. There have been many changes to the school and community within the last few years. There has been significant staff movement between grade levels. Crestwood Elementary has seen an increase in family and student turnover with many moving in and out of the area due to relocation for employment. The school and community demographics are similar. The school population consists of primarily white/Caucasian students and teachers. The surrounding community consists of primarily white/Caucasian families. Crestwood has a high level of parent involvement which is unique within the school district.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

At Crestwood Elementary School we envision our school as a provider of a world-class education whose priority is to seek high academic standards, increase academic achievement, and develop our students' learning skills while preparing them for the global world. We envision a learning environment that encourages the participation of all stakeholders, which in turn inspires confidence and trust in our school. We will provide proof of our students' achievement in order to confirm our commitment to stakeholders. We will maximize student learning by initiating research-based teaching strategies and interventions while seeking continuous improvement.

Mission Statement

Crestwood Elementary is a cooperative community where all stakeholders are provided the opportunity to reach their potential academically and emotionally by celebrating strengths and respecting uniqueness.

Beliefs Statement

We believe that an elementary school is more than just a building. It is, in large measure, a community of learners who recognize that all students need and deserve a well-rounded education in a positive learning environment.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Crestwood Elementary has been recognized as a REWARD SCHOOL by the Michigan Department of Education in 2012. This incredible honor was based on data that showed our school was a high performing school. Crestwood has also been recognized as an Emerald School by the Kent Intermediate School District. This distinction recognizes our school's participation in environmentally friendly activities at the Emerald level. Crestwood was recognized the last five years by the Rockford Education Foundation as a "100% Participation School" in the annual REF payroll deduction program. This shows the incredible generosity of our staff at Crestwood!

Overall, the school's MEAP scores in the areas of reading and math have incrementally improved over the last three years. There is a positive trend from our students moving from 3rd grade to 5th grade.

Crestwood Elementary strives for improvement in all curricular areas every single year! Focused areas of improvement the last three years have included professional development in the areas of reading comprehension, math manipulatives/fractions, and writing strategies. These areas will continue to be a focus for improvement, as well as our science curriculum/professional development for the next few years.

We have implemented RAM Buddies as a building wide program and couple this with a building wide focus on PBIS, vocabulary and strategies.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

None at this time.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Rockford Community surveys the students, staff, and community members frequently about the various areas of the school community. The survey indicates how the information will be used to support districtwide and building level planning.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The surveys were detailed in questions and allowed families the opportunities to answer multiple choice and respond in narrative to questions. Directions outlined how the information would support the school improvement process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Survey results are shared with families in a variety of ways through the community newsletter and when the school improvement plans are posted on school websites. Progress of these goals is reported out at school board meetings and this progress is shared in School Board Meeting Minutes.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Crestwood has been in a declining enrollment of our student population. The "graduating" 5th grade class is not replacing itself with the kindergarten numbers. This has caused a decrease in the number of classroom sections needed at grade levels.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our student attendance data is consistent year to year. The largest challenge we have is due to our dismissal time; many students are picked up early to be able to make it to sports, practices, and appointments.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

This year we implemented a PBIS behavior management structure and we believe that is the direct cause to the decrease of "major" behaviors by 25%. Suspensions have decreased by 2 incidents in 2014-15 over the data from 13-14.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

In the 2015-16 school year, Crestwood will host 5 of the 8 Developmental Kindergarten sections for the district. This will increase our student population by 80+ students. This change will have impacts on the system that will need to be addressed through our building school improvement team. Additionally, the district is looking at potential "redistricting" to bring greater balance of student enrollment across the buildings.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The current principal is in her second year at Crestwood. The direction of the leadership focuses on instructional strategies in the classroom and core instructional delivery. We have had deliberate data meetings set around student achievement, creating grade level goals and
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School Improvement Plan

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individual goals for students. The school improvement plan is used to guide our staff meetings and our collective work.

The lead teacher at the building has been there for over 15 years. She has worked with 4 different principals and has been able to provide historical viewpoints of process and practice.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The 2015-16 year will bring 5 "new teachers to Crestwood". Moving the 5 DK sections from another elementary to Crestwood will be a shifting of staff. This impacts the culture of the building when introducing a large percentage of new members. Over the last 2 years, we have hired new teachers to the building and the staff has shifted significantly. This has caused an increased need for mentoring in the building and many members are learning new curriculums. There is a direct impact on student learning. Our student data from 2014-15 has demonstrated that in the area of literacy there was not an adverse impact. Math scores are lower.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The school leader has district responsibilities that do pull her from the building from time to time. The communication is consistent and she is present at data meetings to insure a focus on instruction. The leader is rarely ill.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The number of teacher absences is very low. Out of 17 classroom teachers, only 3 have been gone for 8 or more days, and 1 has been on medical leave. We work hard to have the same guest teachers in classrooms to keep consistency. The guest teacher filling in for the medical leave was thoroughly screened and interviewed to make sure he would be able to uphold the instructional integrity of the classroom. Yet, we recognize that absences of the classroom teacher directly impact classroom instruction in a negative manner.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

This does not present a challenge at this time.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Reading is a strength and we feel this is due to our strong MTSS structure.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Science continues to be a challenging area.

12. How might these challenges impact student achievement?

Students are able to read the test but do not have the background knowledge to support the conceptual understanding. This impacts their performance.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Our school improvement plan will address the areas of challenge with specific goals and strategies.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All students are provided the consistent curriculum and appropriate interventions based upon their classroom, district, and state assessments.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

ESY is determined for students with IEP's based on their performance. We offer summer school opportunities for students that received reading and math interventions during the school year. Students that have qualified for GT services are provided with suggestions for extended opportunities outside of the school day. RPS offers many cocurricular opportunities throughout the school year.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Most opportunities are shared with parents directly from the teacher, or through our Community Services website/newsletter.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We have curriculum maps that outline scope and sequence of instruction for teachers. Pre and post data are collected on common assessments.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

n/a

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Our MTSS process has decreased the number of students needing intervention in Tier 2 and Tier 3 to less than 10 students in each grade level.

19b. Reading- Challenges

Materials ~ we continue to struggle to have enough reading materials at students' individual reading level.

19c. Reading- Trends

Our reading trends are very positive over the school years. Additionally, the number of students identified needing intervention at the beginning of the year decreases substantially by the end of the year.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our school improvement plan will address core reading instruction to focus on fluency and comprehension.

20a. Writing- Strengths

The adaption of a common writing resource has created fidelity and a common vocabulary for students and staff.

20b. Writing- Challenges

The challenge that we are focusing on is that the report card and the resource did not match. A district writing committee is working to make these alignments. There will be needed review of common assessments and scoring.

20c. Writing- Trends

The adoption of the resource has shown a positive impact on student performance. We feel that as the assessment conversation becomes dedicated to the common core genres, this will increase student performance as well.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

School Improvement goals will be written to address writing assessments in informational, expository, and narrative.

21a. Math- Strengths

We perform at or above state and county averages.

21b. Math- Challenges

Fractions and operations continue to be areas of challenge.

21c. Math- Trends

Trend data would support continued improvement.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our school improvement goals will include a focus on how to incorporate new materials into our curriculum maps to support instruction and assessment.

22a. Science- Strengths

Our strength is a strong understanding of plants and related vocabulary.

22b. Science- Challenges

Background knowledge is missing in most other areas that are tested on state assessments.

22c. Science- Trends

Our trend data is consistently at or below state and county averages.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our school improvement goals will be focused on reading and writing in the content areas to support development of background knowledge and vocabulary.

23a. Social Studies- Strengths

History is a strength.

23b. Social Studies- Challenges

Processes of government is a challenge.

23c. Social Studies- Trends

Trend data is consistent.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our school improvement goals will focus on reading and writing in the content area to grow background knowledge and related vocabulary.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Communication, purpose, community, safe care, and orderly environment

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Using Results for Continuous Improvement.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

To change this negative perception, the principal and teachers must do a better job of communicating to students why we do this survey, as well as potentially have more intimate and personable settings for discussion.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Governance and Leadership, Teaching and Assessing for Learning, Using Results for Continuous Improvement.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Resources and Support Systems.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Crestwood Elementary will work towards doing a better job in creating an awareness about the various technologies that are used within the classroom, as well as the support services that are available.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Purpose and Direction and Using Results for Continuous Improvement.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teaching and Assessing for Learning and Resources and Support Systems.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

There is a lack of financial resources for upgrades in technology and lack of consistent time to plan, analyze and collaborate with grade level educators. We will continue to look for time within the school day to collaborate. The principal will look at revamping support systems and will look for ways to pool finances for purchases.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Purpose and Direction and Using Results for Continuous Improvement.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Communication of how we are enhancing our resources with Bond monies and how resources are used to support student learning.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The strength of our community is found in our instructional practices. Resources continue to be an area where we need to communicate how we use them, and the rationale. Additionally, we need to continually seek additional and creative ways to do what is best for kids.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Limited resources have a direct impact on student learning if they do not have access to the materials that they are being tested on at the state level. When there are limited books at their reading level, achievement is impacted due to lack of practice and repetition.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Our School Improvement plan will include strategies of communication to all stakeholders of the work that we are doing and how resources are being used with fidelity, while being fiscally responsible.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.rockfordschools.org/Resources/PDF/RPS/AER%20CRW%20Elem%208_13r.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Doug VanderJagt Assistant Superintendent of Human Resources 350 N. Main St. Rockford, MI 49341 616-863-6320	

School Improvement Plan

Crestwood Elementary School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Over the last year we have worked to create a parent involvement policy.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We have a parent involvement policy. However, because we are not a Title 1 school we do not have a School-Parent Compact.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Crestwood 2016-2017

Overview

Plan Name

Crestwood 2016-2017

Plan Description

School Improvement Plan and Goals

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Crestwood Elementary will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$14415
2	All students at Crestwood Elementary will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
3	All students at Crestwood Elementary will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
4	All students at Crestwood Elementary will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
5	All students at Crestwood Elementary will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$0
6	Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

Goal 1: All students at Crestwood Elementary will be proficient in math.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in number sense in Mathematics by 06/30/2022 as measured by the determined State Testing and district assessments reliant on pre and post year data..

Strategy 1:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category: Other - Instructional Practices

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district has adapted Purpose Statements as a common focus area within the Gradual Release of Responsibility. - Building administrators will be in-serviced by KISD instructional specialists prior to the 2016/17 school year in the area of Purpose Statements and on the utilization of staff evaluations to monitor implementation. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on the district focus area of purpose statements and purposeful teaching. - The district will support the professional growth of classroom learning lab facilitation team. 	Implementation	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$7065	General Fund	Identified staff members

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Crestwood Elementary School

- Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted Gradual Release PD efforts. - The district will provide and communicate a classroom learning lab facilitators' structure and develop their specific professional development calendar. - Elementary and Secondary: The district will increase the utilization of classroom learning lab to support Gradual Release focus areas across all subjects.	Implementa tion	Tier 1	Implement	06/10/2016	06/09/2017	\$200	General Fund	all staff members
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Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the knowledge and application of the instructional strategy in preparation for the 2016/17 school year.	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$7000	General Fund	All staff members

Strategy 2:

Everyday Mathematics - All elementary teachers will participate in the continued application Everyday Mathematics 4 (EM4), a CCSS based curriculum.

Category: Mathematics

Research Cited: Everyday Math Teachers Manual

Tier: Tier 1

Activity - Everyday Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation.	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$150	General Fund	All staff

Activity - Everyday Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Crestwood Elementary School

- Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter.	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	all staff
Activity - Everyday Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.	Monitor	Tier 1	Monitor	06/10/2016	06/01/2017	\$0	General Fund	all staff and administration

Strategy 3:

RTI services will be expanded to include 1st and 2nd grade students. - All RPS elementary schools will continue to implement a Response to Intervention model in order to identify and assist students that need additional assistance. Additionally, RTI will be expanded in the area of 1st and 2nd grade math intervention.

Category: Other - Rtl/MTSS

Research Cited: MTSS

Tier: Tier 2

Activity - Math Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district will establish a professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Academic Support Program	Tier 2	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	all 1-2 grade teachers
Activity - Math Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Academic Support Program	Tier 2	Implement	06/10/2016	06/09/2017	\$0	General Fund	all 1-2 grade staff

Goal 2: All students at Crestwood Elementary will become proficient writers.

School Improvement Plan

Crestwood Elementary School

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in English Language Arts by 06/30/2022 as measured by the State Assessments and internal District Assessments. .

Strategy 1:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category:

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	Dk-5 grade level teachers and administration

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	All teachers and administration

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Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	Administrators and all teachers

Strategy 2:

Writer's Workshop - Continue the implementation of Writer's Workshop.

Category:

Research Cited: Calkins, L & L. Pessa. A Principal's Guide to Leadership in the Teaching of Writing. 2008.

Tier: Tier 1

Activity - Data Driven Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	All teaching staff and administration

Activity - Data Driven Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	All Staff

Activity - Data Driven Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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- - The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	All Staff
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Goal 3: All students at Crestwood Elementary will become proficient in Social Studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in content in Social Studies by 06/30/2022 as measured by state assessments and internal pre/post assessment. .

Strategy 1:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category:

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team.	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	All staff members

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff	Implementa tion	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	K-5 teachers and administrat ors
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Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	All staff

Strategy 2:

Comprehension Toolkits and Writer's Workshop - All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkin's writing strategies while the district social studies team assembles and provides additional content recommendations.

Category: Social Studies

Research Cited: Social Studies Curriculum

Tier: Tier 1

Activity - Comprehension Toolkits and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse.	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	K-5 Social Studies Committee and all teachers

Activity - Comprehension Toolkits and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- - Teachers will further implement district reading and writing strategies. - District team members will collaborate to in identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team.	Implementa tion	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	All teachers
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Activity - Comprehension Toolkits and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	K-5 teachers and administrat ors

Goal 4: All students at Crestwood Elementary will become proficient in science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in assessed understanding of content in Science by 06/30/2022 as measured by the State Science Assessment and internal pre/post assessments..

Strategy 1:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category:

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. - 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	All staff members
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Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	K-5 teachers and administrators

Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	All staff and administration

Strategy 2:

Comprehension Toolkits and Writer's Workshop - All teachers will continue to implement Comprehension Toolkit reading and Lucy Caulkin's writing strategies as well as prepare to transition to district science team recommendations..

Category: Science

Research Cited: Science Curriculum and Comprehension Toolkits and Writer's Workshop

Tier: Tier 1

SY 2016-2017

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Activity - Comprehension Toolkits and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The science district team will to review NGSS standards, course scope and sequence, inquiry based instructional practices, and current student achievement data with a focus on the 4th grade GAN claim of earth science.	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	All new teachers and administrators
Activity - Comprehension Toolkits and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team members will participate in STEM and Van Andel Institute of learning opportunities throughout the year. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry based instruction aligned to NGSS content standards.	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	All teachers
Activity - Comprehension Toolkits and Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	K-5 teachers and administrators

Goal 5: All students at Crestwood Elementary will be proficient in reading.

Measurable Objective 1:

demonstrate a proficiency of 85% for all students by 06/30/2022 as measured by state assessments.

Strategy 1:

Gradual Release of Responsibility - All RPS teachers will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model.

Category:

Research Cited: Fisher, D. and N. Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd edition. 2013.

Tier: Tier 1

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Activity - Embedding Knowledge into Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	All staff
<ul style="list-style-type: none"> - - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	All staff
<ul style="list-style-type: none"> - - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	All staff

Strategy 2:

Comprehension Toolkits - All teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas. The GAN area of focus is Research and Inquiry

Category: English/Language Arts

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Research Cited: Comprehension Toolkits by Harvey and Goudvais

Tier: Tier 1

Activity - Comprehension Toolkits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- - New elementary teachers will be provided Comprehension Took Kit materials and training.	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	Administration and all new staff

Activity - Comprehension Toolkits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. - All DK-5th grade teachers will receive two hours of training using the Toolkit Texts in literacy focusing on Gradual Release of Responsibility Model and Differentiation. - Building principals and lead teachers will identify necessary Comprehension Toolkits needs areas and address at the building level. District needs areas will be identified through building principal communication, and addressed as necessary.	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	General Fund	All staff

Activity - Comprehension Toolkits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	All staff

Strategy 3:

RtI/MTSS - All eligible students will participate in reading interventions services as identified through Universal Screening.

Category: English/Language Arts

Research Cited: RtI/MTSS

Tier: Tier 2

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Activity - Reading Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district will establish a professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Academic Support Program	Tier 2	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	all staff
Activity - Rtl/MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All district teachers will participate in professional development around RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices	Academic Support Program	Tier 2	Implement	06/10/2016	06/09/2017	\$0	General Fund	all staff
Activity - Rtl/MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session	Academic Support Program	Tier 2	Monitor	06/10/2016	06/09/2017	\$0	General Fund	all staff

Goal 6: Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to increase a positive culture in Art & Humanities by 06/09/2017 as measured by student participation in events and PBIS/SWISS data.

Strategy 1:

Culture - - Enhance the imbedded curricular practices

Category: School Culture

Research Cited: Capturing Kids' Hearts - Flippen Group

Tier: Tier 1

Activity - Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> - Each building will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness. - CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	General Fund	All Staff
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Activity - Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Building committees will review the data from the CKH and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. - Building principals will collaborate to build increased consistency and effectiveness among all buildings. 	Implementation	Tier 1	Implement	06/17/2016	06/09/2017	\$0	General Fund	all staff

Activity - Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for increased strategy effectiveness. - Staff will be surveyed for implementation, fidelity, and input. 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	General Fund	all staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehension Toolkits and Writer's Workshop	- District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP.	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	K-5 teachers and administrators
Embedding Knowledge into Practice	- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using walk-through observations, monthly checklists, and the teacher evaluation process. - Preparations will be made to grow the knowledge and application of the instructional strategy in preparation for the 2016/17 school year.	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$7000	All staff members
Embedding Knowledge into Practice	- Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year.	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	All staff
Rtl/MTSS	Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session	Academic Support Program	Tier 2	Monitor	06/10/2016	06/09/2017	\$0	all staff
Reading Rtl	- The district will establish a professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model.	Academic Support Program	Tier 2	Getting Ready	06/10/2016	06/09/2017	\$0	all staff

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Embedding Knowledge into Practice	<ul style="list-style-type: none"> - - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	All staff
Data Driven Writing Instruction	<ul style="list-style-type: none"> - - The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	All teaching staff and administration
Everyday Mathematics	<ul style="list-style-type: none"> - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter. 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	all staff
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	K-5 teachers and administrators

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Embedding Knowledge into Practice	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	All staff and administration
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	Administrators and all teachers
Comprehension Toolkits and Writer's Workshop	<ul style="list-style-type: none"> - Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	K-5 Social Studies Committee and all teachers
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. - 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	All staff members

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Comprehension Toolkits	<ul style="list-style-type: none"> - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. - Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry." 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	All staff
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - The district has adapted Purpose Statements as a common focus area within the Gradual Release of Responsibility. - Building administrators will be in-serviced by KISD instructional specialists prior to the 2016/17 school year in the area of Purpose Statements and on the utilization of staff evaluations to monitor implementation. - The district will provide an introductory kickoff for all staff as part of the beginning of the school year professional development. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on the district focus area of purpose statements and purposeful teaching. - The district will support the professional growth of classroom learning lab facilitation team. 	Implementation	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$7065	Identified staff members
Comprehension Toolkits and Writer's Workshop	<ul style="list-style-type: none"> - The science district team will to review NGSS standards, course scope and sequence, inquiry based instructional practices, and current student achievement data with a focus on the 4th grade GAN claim of earth science. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	All new teachers and administrators
Culture	<ul style="list-style-type: none"> - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for increased strategy effectiveness. - Staff will be surveyed for implementation, fidelity, and input. 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	all staff
Math Rtl	<ul style="list-style-type: none"> - The district will establish a professional development curriculum for with a focus on Tier 1 instruction influenced by the differentiated workshop model. 	Academic Support Program	Tier 2	Getting Ready	06/10/2016	06/09/2017	\$0	all 1-2 grade teachers

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Embedding Knowledge into Practice	<ul style="list-style-type: none"> - - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	All staff members
Comprehension Toolkits and Writer's Workshop	<ul style="list-style-type: none"> - - Teachers will further implement district reading and writing strategies. - District team members will collaborate to in identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	All teachers
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	All staff
Comprehension Toolkits and Writer's Workshop	<ul style="list-style-type: none"> - - District team members will participate in STEM and Van Andel Institute of learning opportunities throughout the year. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. - Teachers will further implement inquiry based instruction aligned to NGSS content standards. 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	All teachers

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Embedding Knowledge into Practice	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	K-5 teachers and administrators
Comprehension Toolkits and Writer's Workshop	<ul style="list-style-type: none"> - District team recommendations will be made for future programming including a NGSS transition plan. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	K-5 teachers and administrators
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	All staff
Everyday Mathematics	<ul style="list-style-type: none"> - Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$150	All staff
RtI/MTSS	<ul style="list-style-type: none"> - All district teachers will participate in professional development around RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices 	Academic Support Program	Tier 2	Implement	06/10/2016	06/09/2017	\$0	all staff
Data Driven Writing Instruction	<ul style="list-style-type: none"> - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	All Staff

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Culture	<ul style="list-style-type: none"> - Each building will establish or continue committee work with the purpose of auditing current CKH and PBIS implementation and effectiveness. - CKH data review will include identifying practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classrooms and overall building culture. - PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	All Staff
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	Dk-5 grade level teachers and administration
Culture	<ul style="list-style-type: none"> - Building committees will review the data from the CKH and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established. - Building principals will collaborate to build increased consistency and effectiveness among all buildings. 	Implementation	Tier 1	Implement	06/17/2016	06/09/2017	\$0	all staff
Comprehension Toolkits	<ul style="list-style-type: none"> - New elementary teachers will be provided Comprehension Took Kit materials and training. 	Getting Ready	Tier 1	Getting Ready	06/10/2016	06/09/2017	\$0	Administration and all new staff
Everyday Mathematics	<ul style="list-style-type: none"> - The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP. 	Monitor	Tier 1	Monitor	06/10/2016	06/01/2017	\$0	all staff and administration

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Comprehension Toolkits	<ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. - All DK-5th grade teachers will receive two hours of training using the Toolkit Texts in literacy focusing on Gradual Release of Responsibility Model and Differentiation. - Building principals and lead teachers will identify necessary Comprehension Toolkits needs areas and address at the building level. District needs areas will be identified through building principal communication, and addressed as necessary. 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	All staff
Data Driven Writing Instruction	<ul style="list-style-type: none"> - The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards. 	Monitor	Tier 1	Monitor	06/10/2016	06/09/2017	\$0	All Staff
Embedding Knowledge into Practice	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff 	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$0	All teachers and administration
Math Rtl	<ul style="list-style-type: none"> - All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices. 	Academic Support Program	Tier 2	Implement	06/10/2016	06/09/2017	\$0	all 1-2 grade staff

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Embedding Knowledge into Practice	<ul style="list-style-type: none">- Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth.- The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted Gradual Release PD efforts.- The district will provide and communicate a classroom learning lab facilitators' structure and develop their specific professional development calendar.- Elementary and Secondary: The district will increase the utilization of classroom learning lab to support Gradual Release focus areas across all subjects.	Implementation	Tier 1	Implement	06/10/2016	06/09/2017	\$200	all staff members
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