



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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|-------|--|---------------------------|--|------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | During the 2019-20 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. | |

Final 2019/20 SIP

Overview

Plan Name

Final 2019/20 SIP

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | All students at Crestwood Elementary will be proficient in math. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$14415 |
| 2 | All students at Crestwood Elementary will be proficient in reading. | Objectives: 1 Strategies: 3 Activities: 9 | Organizational | \$0 |
| 3 | All students at Crestwood Elementary will become proficient writers. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$800 |
| 4 | All students at Crestwood Elementary will become proficient in Social Studies. | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 5 | All students at Crestwood Elementary will become proficient in science. | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 6 | Staff will continue to organize a systematic agenda of activities to increase positive feeling tone and character education for students and staff. | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 7 | Culture | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$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 |
|---|----------------|--------|---------------|------------|------------|-------------------|-------------------|--------------------------|
| The district will continue to provide choice offerings of professional development specific to the GRR. | Implementation | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$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 |
|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| - 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. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$200 | 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 |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| - 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. - | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$7000 | General Fund | All staff members |

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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 Teacher's 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 current curriculum maps, PBL and the EDM4 program implementation. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$150 | General Fund | All staff |

| Activity - Everyday Mathematics | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| - 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 | 08/26/2019 | 06/05/2020 | \$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 | 08/26/2019 | 06/05/2020 | \$0 | General Fund | all staff and administration |

Strategy 3:

Number Operations - All Crestwood elementary students will increase automaticity of number sense and operations. Students will participate in Mad Minutes and Number Talks. The strategy will be incorporated in the Math Workshop Approach.

Category: Mathematics

Research Cited: NWEA, EDM4, CCSS

Tier: Tier 1

| Activity - Number Talks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|---------------|--------|---------------|------------|------------|-----|--------------|--------------------------------------|
| - The staff will participate in professional conversation and training about Number Talks and Fact Fluency. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | all staff and building administrator |
|---|---------------|--------|---------------|------------|------------|-----|--------------|--------------------------------------|

| Activity - Number Talks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| The students will participate in use of number talks. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | All staff |

| Activity - Number Talks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Student achievement data will be reviewed for review of individual growth, class growth, and building growth. This data will be used to inform instruction. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | All staff |

Goal 2: 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

| Activity - Embedding Knowledge into Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| The district will continue to provide choice offerings of professional development specific to the GRR. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All staff |

| 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. | Implementa tion | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All staff |
|---|--------------------|--------|-----------|------------|------------|-----|-----------------|-----------|

| 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 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All staff |

Strategy 2:

Informational Text- Language, Craft, and Structure - All teachers will continue to enhance the existing implementation of Comprehension Toolkits, MAISA Units and Classroom Libraries. In order to increase proficiency in the area of reading comprehension across all content areas.

Category: English/Language Arts

Research Cited: Comprehension Toolkits by Harvey and Goudvais, CCSS

Tier: Tier 1

| Activity - Informational Text- Language, Craft, and Structure | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| - - New elementary teachers will be provided Comprehension Toolkit materials and training. All teachers will receive training on MAISA units and Guided Reading. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | Administrati on, all new staff, all staff |

| Activity - Informational Text- Language, Craft, and Structure | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| - Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. - All DK-5th grade teachers will receive 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 address as necessary. - All teachers will be implementing 2-3 x's a week direct instruction using Comp. Toolkit, MAISA Units, and Classroom Libraries. | Implementa tion | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All staff |
|--|--------------------|--------|-----------|------------|------------|-----|--------------|-----------|

| Activity - Informational Text- Language, Craft, and Structure | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|-----------------------|
| - 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 Informational Text. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$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

| Activity - Reading RtI | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|-----------------------|
| - The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. | Academic Support Program | Tier 2 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | all staff |

| Activity - RtI/MTSS | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|-----------------------|
| - 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 | 08/26/2019 | 06/05/2020 | \$0 | General Fund | all staff |

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| Activity - Rtl/MTSS | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Student achievement data will be reviewed according to the district scheduled RTI calendar and NWEA and M-STEP results. - Staff will be surveyed after each professional development session | Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/05/2020 | \$0 | General Fund | all staff |

Goal 3: All students at Crestwood Elementary will become proficient writers.**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: English/Language Arts

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 continue to provide choice offerings of professional development specific to the GRR. - All Crestwood staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$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 |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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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. | Implementa tion | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All teachers and administrati on |
|---|--------------------|--------|-----------|------------|------------|-----|-----------------|---|

| 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 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | General Fund | Administrat ors and all teachers |

Strategy 2:

Writer's Workshop - Continue the implementation of Writer's Workshop with the support of MAISA units as a resource.

Category: English/Language Arts

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 |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| - The district writing team will train all teachers on the MAISA units of study. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All teaching staff and administrati on |

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

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|---|--------------------|--------|-----------|------------|------------|-----|-----------------|-----------|
| - - Continue the use of MAISA Units of Study 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 half-day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. | Implementa tion | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$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 |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| - - The team will survey staff for continued questions, concerns and comments. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All Staff |

Strategy 3:

Understand and Edit of Mechanics - Students will be presented with research-based instruction to increase use of writing mechanics and grammar.

Category: English/Language Arts

Research Cited: CCSS, Lucy Calkins, Jeff Anderson, MAISA

Tier: Tier 1

| Activity - Getting Ready-Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will receive professional development on a scope and sequence for grammar instruction and district pilots of resources will take place. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$800 | General Fund | All staff |

| Activity - Mechanics Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will provide instruction using the district-provided resources. | Direct Instruction | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | All staff |

| Activity - Monitoring of Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Administration will monitor the implementation of the resource with teacher walk-throughs, surveys, local assessment; including NWEA and M-Step | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | All staff |

Goal 4: 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:

Social Studies MAISA Units - All teachers will implement social studies MAISA units.

Category: Social Studies

Research Cited: Social Studies Curriculum

Tier: Tier 1

| Activity - MAISA Units - Getting Ready | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| District social studies team members will identify a scope and sequence and timeline for training and implementation of MAISA units. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | K-5 Social Studies Committee and all teachers |
| Activity - MAISA Units - Implement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| - - Teachers will implement social studies MAISA units. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All teachers |
| Activity - MAISA Units - Monitor | 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 | 08/26/2019 | 06/05/2020 | \$0 | General Fund | K-5 teachers and administrators |

Goal 5: All students at Crestwood Elementary will become proficient in science.

Measurable Objective 1:

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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:

Inquiry-Based - All teachers will continue to implement inquiry-based instructional practices using the Battle Creek science kits as well use Next Generation Science Standards

Category: Science

Research Cited: NEXT Generation Science Standards

Tier: Tier 1

| Activity - Getting Ready | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------------------------|
| - The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data with a focus student achievement data. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All new teachers and administrators |

| Activity - Implement | 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 | 08/26/2019 | 06/05/2020 | \$0 | General Fund | All teachers |

| Activity - Monitor | 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 | 08/26/2019 | 06/05/2020 | \$0 | General Fund | K-5 teachers and administrators |

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

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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 |
|---|---------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| <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 | 08/28/2017 | 06/08/2018 | \$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">- 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 | 08/28/2017 | 06/08/2018 | \$0 | General Fund | all staff |

| Activity - Culture | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| - 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 |
|---|---------|--------|---------|------------|------------|-----|--------------|-----------|

Goal 7: Culture

Measurable Objective 1:

demonstrate a behavior by 85% of students will self-evaluate that the Crestwood culture is positive. by 06/10/2022 as measured by survey data and SWISS data.

Strategy 1:

PBIS - All staff and students will define what it means to be safe, respectful, and responsible in all areas of the school

Category: School Culture

Research Cited: PBIS

Tier: Tier 1

| Activity - Getting Ready | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| Crestwood will continue committee work with the purpose of auditing current SWIS and PBIS implementation and effectiveness. SWIS data review will include identified practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classroom and overall building culture. PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. | Behavioral Support Program, Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | all staff |

| Activity - Implement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Building committees will review the data from the SWIS and PBIS audits and establish action plans to further escalate positive student behavior and overall increase positive culture. Benchmarks of implementation and progress will be established. Building principals will collaborate to build increased consistency and effectiveness among all buildings. | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | all staff |

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| Activity - Monitor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Identified benchmarks in SWIS will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at buliding meetings. Buidling principals will collaborate to share building data, practices and ideas for increased strategy effectiveness. Staff will be surveyed for implementation, fidelity, and input. | Behavioral Support Program | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | No Funding Required | 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 |
|-----------------------------------|---|----------------|--------|---------------|------------|------------|-------------------|--|
| Implement | <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 | 08/26/2019 | 06/05/2020 | \$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 walk-through observations, monthly checklists, and the teacher evaluation process. - | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$7000 | All staff members |
| 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. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | All teachers and administration |
| Embedding Knowledge into Practice | <ul style="list-style-type: none"> The district will continue to provide choice offerings of professional development specific to the GRR. - All Crestwood staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | Dk-5 grade level teachers and administration |
| Embedding Knowledge into Practice | <ul style="list-style-type: none"> The district will continue to provide choice offerings of professional development specific to the GRR. | Implementation | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$7065 | Identified staff members |

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|---|---|----------------|--------|---------------|------------|------------|-------|--|
| Informational Text-Language, Craft, and Structure | - - New elementary teachers will be provided Comprehension Toolkit materials and training. All teachers will receive training on MAISA units and Guided Reading. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | Administrators, all new staff, all staff |
| Getting Ready-Professional Learning | Teachers will receive professional development on a scope and sequence for grammar instruction and district pilots of resources will take place. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$800 | All staff |
| 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 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All staff |
| 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 school year. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | Administrators and all teachers |
| Culture | - 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 |
| Data Driven Writing Instruction | - - Continue the use of MAISA Units of Study 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 half-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 | 08/26/2019 | 06/05/2020 | \$0 | All Staff |
| Number Talks | - The staff will participate in professional conversation and training about Number Talks and Fact Fluency. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | all staff and building administrator |

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|---|--|--------------------------|--------|---------------|------------|------------|-------|---------------------------------|
| RtI/MTSS | Student achievement data will be reviewed according to the district scheduled RTI calendar and NWEA and M-STEP results. - Staff will be surveyed after each professional development session | Academic Support Program | Tier 2 | Monitor | 08/19/2019 | 06/05/2020 | \$0 | all staff |
| Everyday Mathematics | - Establish a district team to further review current curriculum maps, PBL and the EDM4 program implementation. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$150 | All staff |
| Informational Text-Language, Craft, and Structure | - Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. - All DK-5th grade teachers will receive 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 address as necessary. - All teachers will be implementing 2-3 x's a week direct instruction using Comp. Toolkit, MAISA Units, and Classroom Libraries. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | All staff |
| RtI/MTSS | - 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 | 08/26/2019 | 06/05/2020 | \$0 | all staff |
| MAISA Units - Monitor | - 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 | 08/26/2019 | 06/05/2020 | \$0 | K-5 teachers and administrators |
| Everyday Mathematics | - 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 | 08/26/2019 | 06/05/2020 | \$0 | all staff |
| Monitor | - 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 | 08/26/2019 | 06/05/2020 | \$0 | K-5 teachers and administrators |
| Embedding Knowledge into Practice | The district will continue to provide choice offerings of professional development specific to the GRR. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | All 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. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$200 | all staff members |
| 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. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | All 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 | 08/26/2019 | 06/05/2020 | \$0 | all staff and administration |
| Data Driven Writing Instruction | <ul style="list-style-type: none"> - The team will survey staff for continued questions, concerns and comments. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All Staff |
| Informational Text-Language, Craft, and Structure | <ul style="list-style-type: none"> - 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 Informational Text. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All staff |
| 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 | 08/28/2017 | 06/08/2018 | \$0 | All Staff |
| Data Driven Writing Instruction | <ul style="list-style-type: none"> - The district writing team will train all teachers on the MAISA units of study. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | All teaching staff and administration |

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|-----------------------------|---|--------------------------|--------|---------------|------------|------------|-----|---|
| MAISA Units - Getting Ready | District social studies team members will identify a scope and sequence and timeline for training and implementation of MAISA units. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | K-5 Social Studies Committee and all teachers |
| Reading Rtl | - The district will establish a professional development curriculum with a focus on Tier 1 instruction influenced by the differentiated workshop model. | Academic Support Program | Tier 2 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | all staff |
| Culture | - 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 | 08/28/2017 | 06/08/2018 | \$0 | all staff |
| Getting Ready | - The science district team will review NGSS standards, course scope and sequence, inquiry-based instructional practices, and current student achievement data with a focus student achievement data. | Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | All new teachers and administrators |
| MAISA Units - Implement | - Teachers will implement social studies MAISA units. | Implementation | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | All teachers |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|---|--------|---------------|------------|------------|-------------------|-------------------|
| Getting Ready | Crestwood will continue committee work with the purpose of auditing current SWIS and PBIS implementation and effectiveness. SWIS data review will include identified practices that are universal in every classroom as well as feedback from staff about practices that could further benefit the classroom and overall building culture. PBIS data review will include an audit of current implementation and the amount of office referrals compared to previous years. | Behavioral Support Program, Getting Ready | Tier 1 | Getting Ready | 08/26/2019 | 06/05/2020 | \$0 | all staff |
| Implement | Building committees will review the data from the SWIS and PBIS audits and establish action plans to further escalate positive student behavior and overall increase positive culture. Benchmarks of implementation and progress will be established. Building principals will collaborate to build increased consistency and effectiveness among all buildings. | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | all staff |

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|------------------------|--|----------------------------------|--------|-----------|------------|------------|-----|-----------|
| Number Talks | The students will participate in use of number talks. | Implementa tion | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | All staff |
| Number Talks | Student achievement data will be reviewed for review of individual growth, class growth, and building growth. This data will be used to inform instruction. | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All staff |
| Monitoring of Practice | Administration will monitor the implementation of the resource with teacher walk-throughs, surveys, local assessment; including NWEA and M-Step | Monitor | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | All staff |
| Monitor | Identified benchmarks in SWIS will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at buliding meetings. Buidling principals will collaborate to share building data, practices and ideas for increased strategy effectiveness. Staff will be surveyed for implementation, fidelity, and input. | Behavioral Support Program | Tier 1 | Monitor | 08/26/2019 | 06/05/2020 | \$0 | all staff |
| Mechanics Instruction | Teachers will provide instruction using the district-provided resources. | Direct Instruction | Tier 1 | Implement | 08/26/2019 | 06/05/2020 | \$0 | All staff |