



Priority School Improvement Plan

Cromie Elementary School

Warren Consolidated Schools

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Warren, MI 48093

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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.

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?

We have identified three challenges: High enrollment numbers (currently we have 683 students), increasing ELL population as well as increasing ED.

Student Demographic Data

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

We have a consistent 10% absenteeism rate that we can attribute to lack of transportation, and/or lack of medical care.

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?

The challenge is addressing the students needs who are frequently referred to the office and/or suspended.

Student Demographic Data

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

To address increasing ELL populations we have increased our EL staff to 2.5. To address increasing ED populations we have increased our Title I staff to 1.5 as well as now being School Wide Title I to meet the needs of all of our learners.

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?

Our school leader comes to us with 9 years of teaching experience and 13 years as an administrator. He offers both teaching and leadership experience.

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?

We feel that we have a well balanced staff. Varied experienced levels bring a wealth of knowledge and teaching practices to promote growth in student achievement.

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?

Our administrator used very few personal absences. He is out frequently due to professional learning which should result in an increase in student achievement.

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?

Teacher absence rates due to conferences and illnesses have decreased from 17% to 14% over the last three years. Decreasing the frequency of absences should lead to increased student achievement.

Teacher/School Leader(s) Demographic Data

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

Warren Consolidates Schools is taking action to reduce the amount of change within our staff allocations and transfers.

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?

The indicators that stood out as strengths on our Interim Self Assessment were the areas of Governance and Leadership, as well as Using Results for Continuous Improvement.

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?

Our Interim Self Assessment found that Resources and Support Systems and Purpose and Direction were areas in need of improvement.

12. How might these challenges impact student achievement?

To improve consistency and increase student achievement, a shared purpose and learning targets are in place, as well as the resources and support to achieve them.

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 plan involves collaborating within our school and with the district to align our curriculum and gather the resources to meet learning targets.

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?

Our building is in full compliance with student IEPs.

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

STEM Program for grades 4-5.

Big Brother/Big Sisters Program for grade 5

Peer to Peer for grades 2-3.

Summer Library program for grades K-5.

Cougar Council for grades grades 3-5.

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Fifth Grade Outdoor Education Program

Kindergarten Orchard and WCSPA Performance.

First Grade Zoo Trip

Second Grade Sea Life Michigan Aquarium Trip

Third Grade DIA Partnership

Fourth Grade Symphony

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

STEM Program for grades 4-5.

Big Brother/Big Sisters Program - teacher recommendation based upon at-risk status, principal invitation

Peer to Peer - teacher recommendation, invitation from School Social Worker

Summer Library program - flier, school newsletter, school website

Cougar Council - teacher recommendation and classroom elections

Fifth Grade Outdoor Education Program - two parent meetings, scholarships available for those in need

Grade level trips - classroom flier and newsletters

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?

All staff have learning targets posted for all subjects.

Staff are maintaining records of student progress on classroom assessments for all subjects, including things like pre and post-test data and journal observations.

Staff meets regularly during common prep times to discuss progress with curriculum delivery, as well as achievement data including classroom and standardized test data. Time also spent during PLC to allow for cross-grade level discussions.

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.

na

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

Over all reading strength at Cromie is our DRA growth with 99% of Cromie Students have made progress with their DRA scores. Teachers have stated that two strengths within reading that are strengths are decoding and fluency.

Overall percentages on the IOWA in the area of reading shows:

1st grade at a 64%,

2nd grade 57%

3rd grade 49%

4th grade 45%

5th grade 43%

19b. Reading- Challenges

Cromie teachers have stated that comprehension, making connections to text, and vocabulary are a few of the challenges we face. The IOWA Data shows some of our challenges are Integration of Knowledge and Ideas, as well as Essential Competencies.

19c. Reading- Trends

Though 99% of Cromie students are making gains with their DRA levels, 77% are on or above grade level.

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Iowa data shows percent proficiency in reading:

3rd grade	4th grade	5th grade
2011 70%	62%	61%
2012 53%	58%	52%
2013 50%	48%	62%
2014 N/A	N/A	N/A
2015 58%	57%	53%
2016 49%	45%	43%

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.

Starting June 2015 Cromie teachers will be trained in the Balanced Literacy Approach and continued throughout the year until all teachers are trained. Cromie teachers will also use common prep time, after school sessions, as well as PLC time to collaborate ideas to strengthen reading weaknesses. These areas are addressed in our School Improvement Plan.

20a. Writing- Strengths

Cromie teachers expressed student strengths in the area of ideas, topic selection and focus.

20b. Writing- Challenges

Cromie teachers identified challenges in writing with organization, and developing thought with details.

20c. Writing- Trends

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Currently there is little data to support our strengths as well as our weaknesses due to a re-alignment of the district wide writing curriculum and assessments.

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.

Starting June 2015 Cromie teachers will be trained in the Balanced Literacy Approach and continued throughout the year until all teachers are trained. Cromie teachers will also use common prep time, after school sessions, as well as PLC time to collaborate ideas to strengthen reading weaknesses. These areas are addressed in our School Improvement Plan.

21a. Math- Strengths

Cromie teachers identified geometry as a strength in Math.

Iowa Scores:

Geometry 3rd 80% 4th grade 67% and 5th grade 70%

21b. Math- Challenges

Cromie teachers identified fractions as well as numbers and operations as areas of weaknesses.

According to IOWA scores:

Fractions 3rd grade 45%, 4th grade 48% and 5th grade 36%.

Numbers and Operations 3rd grade 49% 4th grade 47% 5th grade 45%

Overall Math proficiency 3rd grade 62%, 4th grade 59% and 5th grade 60%

21c. Math- Trends

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Overall IOWA Math proficiency Data

2011 3rd grade 32 % 4th grade 30% and 5th grade 25%

2012 3rd grade 30 % 4th grade 24% and 5th grade 20%

2013 3rd grade 22 % 4th grade 25% and 5th grade 23%

2014 N/A

2015 3rd grade 56% 4th grade 54% and 5th grade 53%

2016 3rd grade 50% 4th grade 45% 5th grade 41%

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.

Starting Jan 2015 Cromie 3-5 grade teachers were trained in the district wide roll out math curriculum and continued throughout the year until all teachers are trained and will be trained in number talks this coming school year fall 2015. K-2 teachers were trained in number talks and will be trained in the district wide curriculum roll out in the fall of 2015. Cromie teachers will also use common prep time, after school sessions, as well as PLC time to collaborate ideas to strengthen math weaknesses. These areas are addressed in our School Improvement Plan

22a. Science- Strengths

Teachers determined that Inquiry and the hands-on activities/experiments/investigations Battle Creek Science curriculum were strengths.

22b. Science- Challenges

Weaknesses in Science were demonstrating mastery on assessments, writing, and academic vocabulary.

22c. Science- Trends

IOWA Proficiency Data for 5th grade

SY 2016-2017

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2011 12%

2012 4%

2013 7%

2014 4%

2015 NA

2016 NA

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.

Cromie teachers will also use common prep time, after school sessions, as well as PLC time to collaborate ideas to strengthen Science weaknesses. These areas are addressed in our School Improvement Plan.

23a. Social Studies- Strengths

Due to lack of availability of data we were unable to review to identify strengths at this time. When data becomes available in the fall Cromie will look at the data to determine strengths.

23b. Social Studies- Challenges

Due to lack of availability of data we were unable to review to identify weaknesses at this time. When data becomes available in the fall Cromie will look at the data to determine the weaknesses.

23c. Social Studies- Trends

Due to lack of availability of data we were unable to review to identify trends at this time. When data becomes available in the fall Cromie will look at the data to determine such trends.

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.

Cromie teachers will also use common prep time, after school sessions, as well as PLC time to collaborate ideas to strengthen Social

Studies weaknesses. These areas are addressed in our School Improvement Plan.

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?

94% of the students felt that Cromie is a safe and friendly place to learn.

24b. Student Perception Data

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

Student survey indicated that 88% indicated that Social Studies was their least favorite subject.

24c. Student Perception Data

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

Cromie teachers will also use common prep time, after school sessions, as well as PLC time to collaborate ideas to strengthen Social Studies Curriculum.

25a. Parent/Guardian Perception Data

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

The overall highest level of satisfaction among our parents/guardians was in the area of school safety where 96% felt the school was a safe and friendly learning environment. Cromie parents also felt academics were strong where 90% felt that the curriculum meets and/or challenges the needs of our students.

25b. Parent/Guardian Perception Data

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

Parent concerns were parking lot size and dangers and the need for an assistant principal to help out with our large population of students.

25c. Parent/Guardian Perception Data

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

Most of the areas of concern from the spring parent survey are out of Cromie's immediate control (IE; State Common Core, Parking lot-District, and Assistant Principal).

26a. Teacher/Staff Perception Data

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

100% Teachers surveyed indicated that they have high expectations for student learning.

26b. Teacher/Staff Perception Data

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

64% of teachers surveyed indicated that they do not have adequate support for the Common Core.

26c. Teacher/Staff Perception Data

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

Our District has been in the process of aligning our curriculum to the Common Core and will provide professional development accordingly.

27a. Stakeholder/Community Perception Data

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

Stakeholders indicated that Cromie provides a safe and friendly environment for learning.

27b. Stakeholder/Community Perception Data

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

Stakeholders indicate the lowest level of satisfaction was the logistics of the parent parking lot and the lack of an assistant principal to support a building of Cromie's size.

27c. Stakeholder/Community Perception Data

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

Both area of concerns are addresses at the Central Office level.

Summary

28a. Summary

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

Based on Data Discussions in the 2015-2016 school year, the staff at Cromie has been focusing on 3 Big Ideas: 1) The need for a rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels 2) the need to establish and strengthen a tiered academic support system to meet the need for all learners 3) the need to build a positive school community for all students, parents, and staff.

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

Overall MEAP and IOWA Data demonstrates a decreasing trend in student proficiency from 2010-2015. MSTEP data is currently being analyzed.

Demographic data shows significant increases in ELL populations as well as ED populations. In an effort to address our changing diversities, building focus will be placed on consistencies in instruction and research based strategies. Staff will continue to be trained in CITW and SIOP and initiatives, as well as future trainings will focus on MTSS Program and its components.

Data demonstrates decreasing student performance in both cohort and subgroups in both the MEAP and IOWA Assessments. Curriculum alignment and delivery needs to be enhanced by research based strategies and best practices. Tier 2 and 3 services need to continue to be focused on oral language and Leveled Literacy Intervention programs. Teachers will continue to provide 30 minutes of intervention based upon student needs, focusing on literacy and math. Extended learning opportunities for students and parents will be provided by Grade Level, Language Acquisition and Title-1 staff

28b. Summary

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

Based on Data Discussions, the staff at Cromie came up with 3 Big Ideas: 1) The need for a rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels 2) the need to establish and strengthen a tiered academic support system to meet the need for all learners 3) the need to build a positive school community for all students, parents, and staff.

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

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

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SIOP and initiatives, as well as future trainings will focus on MTSS Program and its components.

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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?

Based on Data Discussions, the staff at Cromie came up with 3 Big Ideas: 1) The need for a rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels 2) the need to establish and strengthen a tiered academic support system to meet the need for all learners 3) the need to build a positive school community for all students, parents, and staff.

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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	www.wcskids.net	

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	www.wcskids.net	

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

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

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	Chief Human Resources Officer 31300 Anita Warren Michigan 48093 586-825-2400	

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	Chief Human Resources Officer 31300 Anita Warren Michigan 48093 586-825-2400	

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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		Cromie Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Cromie Compact 16-17

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Professional Development Plan Attached	2016-17 Professional Development Plan