

# Creston Community Schools



## DISTRICT GOALS

### Improve District Culture

### Strengthen District Multi-Tiered Systems of Support

#### Improve District Culture

We will create a shared system of support where every student is our student. We will educate, equip, and support staff, students, and families in implementing effective strategies that promote academic, behavioral, and emotional growth, including positive behavior practices, mental health awareness, trauma-informed care, and executive functioning.

***Champions:***

*Deron Stender, Scott Driskell, Kelsey Malmanger, Bryce Schaefer*

#### Strengthen District Multi-Tiered Systems of Support

We will implement a Multi-Tiered System of Support (MTSS) framework with fidelity. This will be evidenced by universal Tier 1 screening for all students, documented data-based decisions for Tier 2 and Tier 3 interventions, and instructional staff trained in MTSS instructional practices and progress monitoring. Rooted in our core values—**Respect Yourself, Respect Others, Respect This Place**—we will implement clear and consistent expectations, along with tiered interventions, to ensure that every student is engaged, growing, and supported in a safe, respectful, and inclusive environment.

***Champions:***

*Callie Anderson, Lesa Downing, Bill Messerole, Trish Carson*

## **Success Indicators: Tier I Systems of Support**

### **1. Staff Understanding & Implementation**

- Training on Tier 1, research-based instructional methods, classroom management, differentiation, and formative assessment techniques designed to support the success of every student.
- Teachers can clearly articulate what their core block of instruction should look like, focusing on the key instructional strategies, student engagement, and learning outcomes that define effective teaching during that time.
- Implement Tier 1 strategies consistently by posting & connecting lessons to learning targets, communicating behavior expectations, and teaching routines clearly.

### **2. Common Expectations & Practices**

- All students are screened using a district-selected Universal Screener to identify students needing additional support.
- Each building defines and implements 3–5 clear behavior expectations (e.g., Respect Yourself, Others, and This Place) across all environments.
- Expectations are taught, modeled, and reviewed with students at least once per month.

### **3. Student Engagement & Feedback**

- Students can describe classroom expectations and routines for learning and for behavior in their own words.
- Teachers provide timely, constructive feedback to support student learning and guide improvement.
- Decrease in office discipline referrals for Tier I behaviors.

### **4. Collaborative Teams (PLCs) Aligned with Tier I**

- All collaborative teams will implement the PLC framework and engage in the 4 essential PLC questions with a focus on universal instruction and supports.
- Collaborative teams use common formative assessments to monitor Tier I instruction and student understanding.
- Each team reviews Tier I academic and behavior data at least monthly and all conversations end with which instructional strategies yielded the most success.

### **5. Communication & Family Connection**

- Families receive communication at the start of the year outlining Tier I expectations and supports.
- Every student will receive at least one positive contact home from school staff within the first month of school.
- Communication with families about student progress happens regularly and proactively.

## Success Indicators: District Culture

### 1. Clear and Consistent Expectations

- All schools implement and post the three core values: ***Respect Yourself, Respect Others, Respect This Place***, in classrooms and common areas.
- All staff receive training on modeling, teaching, and reinforcing these core values.
- Monthly classroom walkthroughs show classrooms with expectations visibly posted and actively reinforced.

### 2. Positive Behavior Supports

- Each building implements a Tier I behavior framework that incorporates proactive teaching, integrating mental health and behavioral awareness.
- Implement strategies to reduce minor and major behavior referrals based on the previous year's baseline data.
- Provide ongoing professional development for staff to strengthen trauma-informed practices, de-escalation techniques, and culturally responsive interventions.

### 3. Attendance Improvement

- Tiered attendance protocols are implemented consistently across all schools.
- Chronic absenteeism decreases across the district, with specific targets set for at-risk groups.
- Attendance teams meet monthly in each building to monitor and intervene with students falling below 90% attendance.

### 4. Student Engagement and Belonging

- All students participate in a relationship-building initiative (Social and Emotional Learning Lessons).
- Increase in student participation in extracurricular or enrichment opportunities.
- Engage students in school structures that foster belonging and engagement during the school day.

### 5. Staff and Family Involvement

- All staff complete annual culture and climate training (e.g., trauma-informed care, de-escalation, inclusion).
- Provide family engagement activities that focus on behavior expectations, attendance, and student support.
- Establish regular communication between school and home to ensure families are informed, supported, and involved in reinforcing positive behavior, attendance, and student well-being.