



# **School Improvement Plan**

**Tomek-Eastern Elem. School**

**Fenton Area 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **Title I Targeted Assistance Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment has been conducted both prior to the start of last school year as well as throughout. We used Eidex's comprehensive needs support along with our benchmark data (NWEA). Our analysis has offered us a chance to 'size up' our overall performance, gain insight from stake holders, and pose several questions about the work that we do. Data must be used to empower teachers toward the development and improvement of instruction. Effective data use can bring about the changes in attitudes and beliefs that are necessary for teachers to alter their instruction to improve teaching and learning. Full integration of data use into the vision and practices of our school, this analysis can be used to set the expectations needed to organize and challenge the staff toward increasing student achievement.

### 2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

All first through fifth grade students are universally screened by their classroom teacher using the either Developmental Reading Assessment (DRA2) and/or NWEA MAP assessments. First grades students who are behind at all and second grade students scoring 6 months behind the expected grade level score are eligible for Title I reading support. Third through fifth grade students scoring one year behind the expected grade level score are eligible for Title I reading support. Kindergarten students are assessed with MLPP phonemic awareness and letter/sound identification instruments to determine eligibility. IRIPs are generated if they are behind benchmark. We are investigating the grade three benchmark cuts to more accurately reflect progress toward M-STEP.

Math eligibility is decided by scoring 70% or less on local normed math assessments and NWEA percentile scores. In addition, support for students in writing results from performance on writing samples and on percentile rank on NWEA percentile scores. These are directly tied to the MAISA units with the writing samples collegial scored using unit rubrics.

### 3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

All third through fifth grade classroom teachers use the District established assessments (Include NWEA content assessments) and cut scores chosen to show a one year gap of development in reading or relate to percentile ranks. Assessments identify scores in reading accuracy, fluency and comprehension.

In math, students show a 70% or less accuracy on unit math assessments that are tied to the appropriate MI GLCE/CCSS. In writing, rubric cuts have been outlined district wide with all unit assessments being collegial scored.

### 4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine

**which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Kindergarten students are assessed using MLPP and NWEA assessments; specifically Rhyme Choice and Supply and letter-sound identification during first semester along with teacher observation of classroom performance. Second semester additional MLPP assessments are included; Onset/Rime and Blending. At the end of the year, these indicators and the Developmental Reading Assessment are taken into consideration.

First and second grade students not reaching mastery of the MLPP assessments or low NWEA percentile ranks are monitored with these assessments in addition to the MLPP Segmenting and Sight Word list. The Developmental Reading Assessment is also used. Students scoring six months or more behind the expected grade level score are considered eligible for services.

## **Component 2: Services to Eligible Students**

**1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Reading, math, writing, social studies and science supplemental program services are provided to eligible students. For K-1, we employ a pull out program. For 2-5, we provide push in service to eligible students when possible, if not possible we provide pull out services.

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Our School Improvement goals include exiting 35-40% of students from Title I services in reading and math services. Programs used to offer intervention services are research-based and information is shared with the classroom teachers.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State/common core curriculum standards in the four core academic areas include reading recovery and guided reading. In math they focus on improving numeracy, the use of manipulatives and math talks. We have implemented Math In Focus. This Singapore Math model uses a scaffold approach of taking students from the concrete level to pictorial and into the abstract. The strategies are based on scientific research. In upper grades to minimize the amount of time students are pulled from the regular classroom, we push-in to classrooms to provide small group service.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

The methods and strategies are small group and guided reading lessons. In math, small guided groups again with the use of manipulatives and math talks or in upper grades, push in support is provided. The math and reading programs used are research based and provide the quality. Students receive service 4-5 days a week to provide needed quantity.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

While we offer some extended learning opportunities after school, we have focused on harnessing academic learning time with our reading blocks. In other words, the learning time that is the precise period when an instructional activity matches with student readiness. Our current structure for push in and pull out evidence has been positive as we have exiting over 48% of those who are being serviced in math, 57% in reading and 45% of those in writing.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Unfortunately, our targeted assistance program has limited us in this. We utilize a pull out structure for our k-2 students. These students are pulled out each day to receive supplemental instruction. In grade 3, we push in with support. Grades 4 and 5 have flexed schedules to provide intervention support within the classroom. Our title schedules are our evidence along with our service year end report of progress.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Classroom teachers use the District identified assessments to determine areas of need in students. Time is provided for classroom teachers to meet with intervention staff to discuss and plan the areas of need for each Title I student. Classroom teachers provide intervention staff with instructional areas of focus for each week; intervention staff shares student progress documentation from intervention services. Progress monitoring occurs both in the classroom and in title one. Formal intervention meetings occur four times each year to formally review progress and to adjust services as needed.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

NA. We have a once a year visitation.

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		



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## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

All professional development, driven by district standards and student data, is based on current research and best practices and has been shown to demonstrate effectiveness in classroom application. The school offers on-going opportunities for staff to acquire and apply interrelated long-term professional development content to practice. Professional development initiatives train teachers to integrate core skills (literacy, mathematics, and higher order thinking) into all content areas. The focus of this past school year was centered on Singapore Math (Math in Focus) and in writers workshop. We are now looking to emphasize the literacy essential practices provided by MDE.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

No sustained professional development has been provided to parents, pupil services or other staff at this time. We do offer some scoring and program delivery fidelity professional development in Leveled Literacy Intervention program at the start of each year. However, IRIP training and guided reading (Jan Richardson Model) has been provided to our literacy specialist.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Tomek has worked hard aligning school improvement goals to our professional development plan.	

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Parent representatives are on the school leadership team. One of the leadership team meetings is devoted to our targeted assistance program. In addition, parent feedback is solicited and obtained at our title one breakfast and books which is used to guide our program. Parent information is sent to explain the Title I program. At Open House, intervention staff and support materials are available to families. This includes reading resources and a Title I parent 'library'. A Parent Night is also held to offer more information, to offer skills and strategies to support their child from home and a clearer understanding of our program. We also held quarterly 'coffee' talks where parents have a dialogue platform of our targeted program.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are informed as students qualify and exit from Title I services. During the intervention services, take-home activities are sent on a daily or weekly basis (depending on grade level). Students in reading support are offered an online reading service they can use at home. It is established and monitored by the intervention teacher. Our quarterly 'coffee' talks have also provided a dialogue platform for parent voice to occur.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	The targeted plan is evaluated annually. This includes both a formal and informal process. The Informal process includes qualitative data through conferences, quarterly dialogue meetings as well as interviews. Formally, the use of comprehensive surveys serve as a quantitative measure.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parents receive information regarding their child qualifying for Title I services. Along with this information is an explanation of the intervention service, how to contact intervention staff, ideas to support student learning at home and the Parent-Child-Staff Compact. Parents are encouraged to view an intervention session. Information on student progress and at home activities are a part of the Title I program. Intervention teachers are a part of Parent-Teacher conferences. Parent Information Night includes how students are identified, how they are serviced, and what families can do at home to support their child. We have also incorporated quarterly 'coffee' talks allowing parents to have a dialogue about our program.

### 5. Describe how the parent involvement activities are evaluated.

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Title one staff generate an evaluation survey as part of our overall program survey to include activities. In addition, our attendance rate of parent involvement is analyzed and is also included in our evaluation.

### 6. Describe how the school-parent compact is developed.

Our school parent compact was developed collaboratively with our staff and parent representative. It includes elements of our learner profile traits and is reviewed annually.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The school parent compact is attached.	

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

Our assessment policy was revised at a district level with all heads of school and the curriculum director. It was then taken to the staff at each building for review and refinement. Feedback was discussed at the district level and revisions to the document followed. Feedback included making assessment information clear for parents. Annual conversations with parents during our quarterly 'coffee' talks include stakeholder input allowing us to revise accordingly.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached is the parent involvement policy.	

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The heart of the compact includes roles/responsibilities of the parent, student and teacher. We are committed to helping each student progress in school. It is an agreement or promise made by all stakeholders to work together.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

We integrate and coordinate our after-school programs with local programs. We have a successful after school enrichment program. We also coordinate with local churches, our area Masons, local Kiwanis and local Lions to help serve not only eligible but all of our students.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

We integrate and coordinate our after-school programs with local programs. We have a successful after school enrichment program with courses offered throughout the year in the areas STEAM (Elementary Robotics, Coding, Studio Art workshops, drama, and strings orchestra). Eligible Title I students may also be eligible for reduced cost for these courses.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Kindergarten students are monitored in the area of concern: rhyming, phonemic awareness and letter/sound identification using MLPP assessments, ability to participate in games using these skills and teacher observation.

First and second grade reading support students are monitored by oral reading accuracy and grade appropriate fluency and comprehension.

Third through fifth grade reading support students are monitored in comprehension with retellings, written and oral. Curriculum-based measures are also used to assist in the comprehension monitoring. They are also monitored for oral reading accuracy and fluency.

Math students first through fifth grade are monitored with locally normed curriculum-based measures.

Progress monitors are reviewed weekly at Intervention meetings to oversee any adjustments needed. Students not showing progress will have adjusted intervention services. Progress meetings also occur quarterly with the classroom teacher. We also have intervention meetings occurring every 8-10 weeks where classroom interventions of at risk students are reviewed. This includes the review of progress monitoring data of the classroom interventions that are in place as we assess effectiveness. NWEA assessments also are used to monitor progress in each academic area. These provide individualized growth targets that match our three assessment periods.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

Students that fail to show progress over time, will have the intensity of their intervention and/or a changed intervention. This may occur by moving the student in to a smaller group or one-on-one setting, changing the amount of time spent in intervention services, changing the intervention program or moving the student to a different intervention staff person. These changes occur on a quarterly basis, with teacher input, or as needed per our intervention process. Students that show progress at expected grade level over time, will be exited from services and returned to Tier 1 instruction with transition support.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

All staff have been trained in the DRA (developmental reading assessment). Our Kindergarten staff have been trained to give the MLPP as well as received NWEA proctor and data report interpretation. All K-3 teachers have received Phonics First training and our K-1 teachers have been trained in Math Advantage (math recovery). By reviewing the success of the program services, we also are able to determine which areas of literacy and math have the higher number of qualifying students. This data will help us identify areas that classroom teachers may need further professional development in order to instruct their students more effectively.



## Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

### **1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Our school leadership team devotes an annual meeting to review our targeted program in an effort to prepare, inquire and act. Services are reviewed and grade level enter and exit percentages are reviewed and analyzed. Summer meetings with the curriculum director and key literacy teachers also occurs. Below is a breakdown of our reading intervention success rate for the 17-18 school year.

Success of Reading interventions - 70%

Success of Math interventions - 67%

Success of Writing interventions - 58%

For 18-19:

Success of Reading interventions - 69%

Success of Math interventions - 54%

Success of Writing interventions - 39%

### **2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

Provided service and enter/exit percentages are tightly aligned to service eligibility. Cut score qualifiers include local, state and national assessments. This allows for an accurate evaluation of our service percentages. We conduct formal data dialogues to challenge assumptions related to achievement and to guide decisions. End of year data is also reviewed with the district literacy team and critical reflections drive future PD and/or program adjustments.

### **3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

Eligible and exited students are monitored over several years. With identification cut score qualifiers tied closely to state assessments, we are able to determine how eligible students are achieving on state standards compared to national and/or local assessments. Students not progressing may be eligible for increased service.

### **4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

Title services are an integral part of our Response to Intervention model as this serves as our Tier two and three or RTI. Students not responding or making enough gains with small group service over a period of time coupled with classroom performance trigger a student

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assistance team meeting (SAT). During this meeting, the SAT team reviews and evaluates individual plans, interventions used, progress monitoring data, work samples and/or additional support information. The team then makes recommendations that may include implementation of alternate interventions, movement to tier three or may call for an evaluation for special services



# **TE 2019/2020 Final**

## Overview

### Plan Name

TE 2019/2020 Final

### 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 math Title one students at Tomek-Eastern Elementary will become proficient mathematical problem solvers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Tomek Eastern Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1605
3	All students at Tomek Eastern Elementary will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$16605
4	All students at Tomek Eastern Elementary will become proficient problem solvers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$9000
5	All students at Tomek Eastern Elementary will become proficient in self management.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
6	All reading Title one students at Tomek Eastern Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	All students will receive age appropriate Career Information, Exposure, and Experiences	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: All math Title one students at Tomek-Eastern Elementary will become proficient mathematical problem solvers.

### Measurable Objective 1:

43% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in math problem solving in Mathematics by 06/21/2019 as measured by district benchmark assessments.

### Strategy 1:

Math manipulatives - It is important for children to have a variety of materials to manipulate and the opportunity to sort, classify, weigh, stack and explore if they are to construct mathematical knowledge. "In order to have opportunities to learn math, children need firsthand experiences related to math, interaction with other children and adults concerning these experiences and time to reflect on the experiences" (Seefeldt & Wasik, 2006, p. 250). Educational research indicated that the most valuable learning occurs when students actively construct their own mathematical understanding, which is often accomplished through the use of manipulatives. Programs used include: Number worlds, CAMS and STAMS and Do the Math.

Category: Mathematics

Research Cited: Puchner, L., Taylor A., O'Donnell, B., & Fick, K. (2008). Teacher learning and mathematics manipulatives: A collective case study about teacher use of manipulatives in elementary and middle school mathematics lessons. School Science and Mathematics. Retrieved December 10, 2009, from: [http://www.accessmylibrary.com/coms2/summary\\_0286-35888184\\_ITEM](http://www.accessmylibrary.com/coms2/summary_0286-35888184_ITEM)

Tier: Tier 2

Activity - Implementation essential agreements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential agreements about program continuity and implementation.	Professional Learning, Policy and Process	Tier 2	Monitor	09/02/2013	06/14/2017	\$0	No Funding Required	Title one staff

## Goal 2: All students at Tomek Eastern Elementary will become proficient writers.

### Measurable Objective 1:

75% 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 increase student growth in writing in English Language Arts by 06/21/2019 as measured by standardized district writing rubrics/NWEA Language Useage.

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### Strategy 1:

Writers workshop - Curriculum and pedagogy professional development (The mini lesson). Providing scaffolds for the learning task that support the development of the targeted concepts and skills. Student Engagement Through Quality Instruction - All teachers will implement a Writer's Workshop approach using Benchmark Advance for writing instruction that includes small group or one-on one instruction based on student need to meet the individual needs of all students. Lessons will be differentiated and focused on student engagement to best meet the needs of writers of all abilities and performance levels.

Research Cited: Allington, Richard L., and Peter H. Johnston. Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms. New York: Guilford, 2002. Print. Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print.

Category: English/Language Arts

Research Cited: Stigler, J. and Hiebert, J (1999). The teaching gap: Best ideas from the world's teachers for improving education in the classroom. New York: The Free Press.

Tier: Tier 1

Activity - Benchmark ELA Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive Tier 1 reading instruction from the classroom teacher using Benchmark ELA Reading Program.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$0	No Funding Required	Principals, Teachers

  

Activity - MTSS Data Dialogue Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tomek Eastern will develop a MTSS plan to meet the needs of all students in Tier 1. Data dialogue meetings will occur 3x/year to focus on writing instruction/strategies.	Academic Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$1605	Title II Part A	Principal, Literacy Coach, Instructional Staff

## Goal 3: All students at Tomek Eastern Elementary will become proficient readers.

### Measurable Objective 1:

73% 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 increase student growth in grade level reading in English Language Arts by 06/21/2019 as measured by DRA, MWEA and/or M-Step.

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**Strategy 1:**

Guided reading - Guided Reading Programs support a comprehensive reading program by integrating guided instruction, assessment, and independent practice into your classroom. The effect is improved student performance with reading.

Category: English/Language Arts

Research Cited: Fountas, Irene, C., and Pinnell, Gay Su. Guided Reading: Good

First Teaching for All Children, Heinemann.

Tier: Tier 1

Activity - Guided reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential agreements on frequency and duration of guided reading	Professional Learning, Curriculum Development, Direct Instruction, Policy and Process	Tier 1	Monitor	09/01/2014	06/21/2019	\$0	No Funding Required	All k-5 instructional staff
Activity - Guided Reading Training-Jan Richardson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-5 teachers in the Jan Richardson Guided Reading Framework, focusing on the Guided Reading structure.	Professional Learning, Direct Instruction	Tier 1	Implement	06/05/2018	06/19/2019	\$5000	Title II Part A	Principal, Instructional Coach
Activity - Literacy Essentials Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-5 teachers in Literacy Essentials/Literacy Coach Model, focusing on instructional practices in reading.	Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Implement	06/15/2018	06/19/2019	\$5000	Title II Part A	Principal, Literacy Coach
Activity - Benchmark Advance Adoption Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Continuous K-5 training for teachers implementing the new Benchmark Advance ELA Program.	Professional Learning, Curriculum Development	Tier 1	Implement	09/03/2019	06/26/2020	\$5000	Title II Part A	Principal, Director of Curriculum and Technology, Literacy Coach, Teacher
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### Strategy 2:

MTSS - Students in grades Y5/K-2 will receive minimum of 60 minutes daily of Tier 1 Math instruction.

Students in grade 3-5 will receive a minimum of 90 minutes daily of Tier 1 Math instruction.

Category: Mathematics

Research Cited: The IRIS Center. (2018). MTSS/RTI: Mathematics. Retrieved from <https://iris.peabody.vanderbilt.edu/module/rti-math/>

Tier: Tier 1

Activity - Data Dialogue Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tomek Eastern will develop a MTSS plan to meet the needs of all students in Tier 1. Data dialogue meetings will occur 3x/year to focus on writing instruction/strategies.	Academic Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$1605	Title II Part A	Principal, Literacy Coach, Teachers

## Goal 4: All students at Tomek Eastern Elementary will become proficient problem solvers.

### Measurable Objective 1:

73% 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 increase student growth on assessments in Mathematics by 06/21/2019 as measured by NWEA, M-Step and/or unit assessments.

### Strategy 1:

Fidelity Checks - Linking Walks is a brief, focused and frequent visit to the classroom for the purpose of observing instructional delivery, instructional management, and instructional needs. This approach will allow staff to become more familiar with curriculum and instructional practices and strengthen the link with instructional planning.

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Category: Mathematics

Research Cited: <https://www2.ed.gov/programs/readingfirst/2008conferences/providing.pdf>

Tier: Tier 1

Activity - Linking Walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brief, scheduled visits will focus on agreed-upon priorities determined from the School Improvement plan. Afterwards, there will be a discussion focused on classroom observations and trends which will help guide future decision making.	Professional Learning, Academic Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$500	Title II Part A	Principal, Teachers, Instructional Coach

### Strategy 2:

Increasing rigor in common core - A focus on authentic rigor to include high expectations for students, increased support for students, and increased demonstration of learning by students. We are looking for improved instructional practice building wide. It is crucial for teachers to identify and implement high-leverage practices that underlie teaching complex mathematical content to all students. A logical starting point is to develop a new structure for the math class – full of proven pedagogical strategies and practical ideas that will differentiate the learning opportunities for all students within their classroom.

Category: Mathematics

Research Cited: <http://www.corestandards.org/>

Tier: Tier 1

Activity - Learning Continuum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Unpacking benchmark data to inform practice. Specifically to help tailor instruction to meet the needs of all students.	Other - Data analysis	Tier 1	Getting Ready	09/03/2019	06/26/2020	\$5000	Title II Part A	Principal, Teachers, Instructional Staff

Activity - Academic Vocabulary - Numeracy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To build academic language for essential practices for content teachers. Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important. (Cobb et al. 1991; Greeno 1991; Kamii 1985, 1989, 1994; Markovits and Sowder 1994; Reys et al. 1991; Reys and Barger 1994; Sowder 1992a, 1992b.)	Curriculum Development	Tier 1	Implement	09/07/2016	06/21/2019	\$1000	Title II Part A	Department chairs and grade level reps



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### Strategy 3:

Effective Use of Technology to Support Learning - Utilizing technology effectively in the classroom can be a powerful tool for teachers to meet the needs of all students. Technology has been found to increase learning, engagement, communication and test scores. Incorporating technology, along with effective teaching strategies, is key to success. Engaging in purposeful technology training, will allow teachers the tools to incorporate technology into the classroom effectively.

Category: Technology

Research Cited: Groff, J., & Haas, J. (2008). Groff, J., & Haas, J. (2008). Web 2.0: Today's technology, tomorrow's learning. Learning & Leading with Technology, September/October 2008.

Tier: Tier 1

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-5 teachers to use technology effectively in the classroom to support instruction.	Curriculum Development, Technology, Direct Instruction	Tier 1	Implement	09/03/2019	06/26/2020	\$2500	Title II Part A	District Technology Director, Principal, Teacher

## Goal 5: All students at Tomek Eastern Elementary will become proficient in self management.

### Measurable Objective 1:

demonstrate a proficiency of making informed choices by following our codes of behavior by 06/21/2019 as measured by Synergy and/or building level assessment data..

### Strategy 1:

Positivity Project Character building - Building Essential agreements to incorporate school wide morning meeting. During this time, all instructional staff to deliver daily character building lessons.

Category: School Culture

Research Cited: <https://posproject.org/impact/>

The Handbook of Positive Psychology (Snyder & Lopez, 2002), Authentic Happiness (Seligman, 2002), A Psychology of Human Strengths (Aspinwall & Staudinger, 2003), Flourishing (Keyes & Haidt, 2003), Positive

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Psychological Assessment: A Handbook of Models and Measures (Lopez & Snyder, 2004), Positive Psychology in Practice (Linley & Joseph, 2004), and Handbook of Methods in Positive Psychology (Ong & van Dulmen, in press).

Tier: Tier 1

Activity - Daily Positivity Project Character Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily delivery of character education lessons aligned to each character attribute.	Other - Building essential agreements	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff

Activity - Monthly Positivity Project All School Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month we will have an all school assembly focusing on positive behavior traits.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$0	No Funding Required	Principal, Instructional Staff

### Strategy 2:

RTI Synergy Module MTSS - We will develop a MTSS plan to assist students to be proficient in self management using the RTI Synergy Module to track student progress.

Category: Learning Support Systems

Research Cited: "Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters with Different Misters?" Therese Sandomierski University of Florida, Don Kincaid University of South Florida, Bob Algozzine University of North Carolina at Charlotte June 2007

Tier: Tier 1

Activity - Success Criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Success Criteria for self management within the classroom.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$0	No Funding Required	Principals, Instructional staff

## Goal 6: All reading Title one students at Tomek Eastern Elementary will become proficient readers.

### Measurable Objective 1:

43% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/21/2019 as measured by DRA (K-2) and/or NWEA.

### Strategy 1:

Guided reading - Guided Reading Programs support a comprehensive reading program by integrating guided instruction, assessment, and independent practice into your classroom. The effect is improved student performance with reading (leveled literacy intervention, soar to success, phonographix and cars and stars.)

Category: English/Language Arts

Research Cited: Fountas, Irene, C., and Pinnell, Gay Su. Guided Reading: Good First Teaching for All Children, Heinemann.

Tier: Tier 1

Activity - Program essential agreements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Essential agreements regarding program continuity and implementation.	Professional Learning, Policy and Process	Tier 1	Monitor	09/02/2013	06/14/2017	\$0	No Funding Required	Title one staff as well as classroom teachers

## Goal 7: All students will receive age appropriate Career Information, Exposure, and Experiences

### Measurable Objective 1:

achieve college and career readiness by 06/28/2020 as measured by their completion of a preliminary career interest plan or portfolio. .

### Strategy 1:

Speakers - Career Awareness: Staff will provide a variety of age appropriate career awareness opportunities and activities to ensure students make connections to the world of work considering their interests and aptitudes.

Category: Career and College Ready

Research Cited: Predictors of Postsecondary Success, College & Career Readiness Success Center at the AIR, by Vanessa Hein and Becky Smerdon, Quill Research Associates L.L.C and Megan Sambolt AIR and Michigan Revised School Code 380. 1277.

Tier: Tier 1

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Activity - Speakers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide all students with opportunities to meet with individuals or experts in a variety of career fields.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/26/2020	\$0	No Funding Required	Principal, Teachers

  

Activity - Employability Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will provide opportunities for students to participate in student career awareness activities and their purpose.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/26/2020	\$0	No Funding Required	Principals, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Linking Walks	Brief, scheduled visits will focus on agreed-upon priorities determined from the School Improvement plan. Afterwards, there will be a discussion focused on classroom observations and trends which will help guide future decision making.	Professional Learning, Academic Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$500	Principal, Teachers, Instructional Coach
Learning Continuum	Unpacking benchmark data to inform practice. Specifically to help tailor instruction to meet the needs of all students.	Other - Data analysis	Tier 1	Getting Ready	09/03/2019	06/26/2020	\$5000	Principal, Teachers, Instructional Staff
Literacy Essentials Training	Train K-5 teachers in Literacy Essentials/Literacy Coach Model, focusing on instructional practices in reading.	Professional Learning, Curriculum Development, Direct Instruction	Tier 1	Implement	06/15/2018	06/19/2019	\$5000	Principal, Literacy Coach
Technology Training	Train K-5 teachers to use technology effectively in the classroom to support instruction.	Curriculum Development, Technology, Direct Instruction	Tier 1	Implement	09/03/2019	06/26/2020	\$2500	District Technology Director, Principal, Teacher
Benchmark Advance Adoption Support	Continuous K-5 training for teachers implementing the new Benchmark Advance ELA Program.	Professional Learning, Curriculum Development	Tier 1	Implement	09/03/2019	06/26/2020	\$5000	Principal, Director of Curriculum and Technology, Literacy Coach, Teacher
Guided Reading Training-Jan Richardson	Train K-5 teachers in the Jan Richardson Guided Reading Framework, focusing on the Guided Reading structure.	Professional Learning, Direct Instruction	Tier 1	Implement	06/05/2018	06/19/2019	\$5000	Principal, Instructional Coach

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MTSS Data Dialogue Meetings	Tomek Eastern will develop a MTSS plan to meet the needs of all students in Tier 1. Data dialogue meetings will occur 3x/year to focus on writing instruction/strategies.	Academic Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$1605	Principal, Literacy Coach, Instructional Staff
Data Dialogue Meetings	Tomek Eastern will develop a MTSS plan to meet the needs of all students in Tier 1. Data dialogue meetings will occur 3x/year to focus on writing instruction/strategies.	Academic Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$1605	Principal, Literacy Coach, Teachers
Academic Vocabulary - Numeracy	To build academic language for essential practices for content teachers. Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline where thinking is important. (Cobb et al. 1991; Greeno 1991; Kamii 1985, 1989, 1994; Markovits and Sowder 1994; Reys et al. 1991; Reys and Barger 1994; Sowder 1992a, 1992b.)	Curriculum Development	Tier 1	Implement	09/07/2016	06/21/2019	\$1000	Department chairs and grade level reps

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Program essential agreements	Essential agreements regarding program continuity and implementation.	Professional Learning, Policy and Process	Tier 1	Monitor	09/02/2013	06/14/2017	\$0	Title one staff as well as classroom teachers
Success Criteria	Teachers will utilize Success Criteria for self management within the classroom.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$0	Principals, Instructional staff
Employability Skills	Students will provide opportunities for students to participate in student career awareness activities and their purpose.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/26/2020	\$0	Principals, Teachers
Speakers	Staff will provide all students with opportunities to meet with individuals or experts in a variety of career fields.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/26/2020	\$0	Principal, Teachers
Monthly Positivity Project All School Assemblies	Each month we will have an all school assembly focusing on positive behavior traits.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$0	Principal, Instructional Staff
Implementation essential agreements	Essential agreements about program continuity and implementation.	Professional Learning, Policy and Process	Tier 2	Monitor	09/02/2013	06/14/2017	\$0	Title one staff

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Benchmark ELA Program	All students will receive Tier 1 reading instruction from the classroom teacher using Benchmark ELA Reading Program.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/03/2019	06/26/2020	\$0	Principals, Teachers
Guided reading	Essential agreements on frequency and duration of guided reading	Professional Learning, Curriculum Development, Direct Instruction, Policy and Process	Tier 1	Monitor	09/01/2014	06/21/2019	\$0	All k-5 instructional staff
Daily Positivity Project Character Lessons	Daily delivery of character education lessons aligned to each character attribute.	Other - Building essential agreements	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional staff