



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 2016-2017 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	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. 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 falling 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 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.

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 falling 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 falling or most at risk of failing to meet the State's challenging content and student performance standards.

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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.

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 the use of manipulatives. We have adopted and 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 group again with the use of manipulatives 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 3-5, we push in with support. 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.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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		

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

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.

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.

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. https://docs.google.com/spreadsheets/d/1Fp66dfUD3PZY-qXr3ECDPcQvBSV9dTEyKLov9iJ-G6s/edit?usp=sharing	

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 night 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.

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 of robotics, homework help and more. Eligible Title I students may also be eligible for reduced cost for these courses.