

Forest Park School Improvement Plan

2018-19

Forest Park School
Forest Park School District

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Overview

Plan Name

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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	Students at Forest Park will increase informational text reading skills.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$54841
2	Students at Forest Park will increase their general knowledge in Social Studies content area.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$13785
3	Students at Forest Park will increase math skills.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$34349
4	Promote a positive and productive school culture.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$5800
5	Increase the number of Economically Disadvantaged students that score in the proficiency level on the Social Studies State Assessment.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1263
6	Students at Forest Park will increase science skills.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$14010
7	Students at Forest Park will increase writing skills.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000

Goal 1: Students at Forest Park will increase informational text reading skills.

Measurable Objective 1:

A 5% increase of First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency with informational text reading in English Language Arts by 05/31/2019 as measured by State reading assessment, dibels and aimsweb testing, NWEA assessment and classroom assessments.

Strategy 1:

Word Walls - The goal of vocabulary word walls is to get students interested in building and utilizing word walls, interested in words, and give students the opportunity to revisit the vocabulary words they learned during the year. Situations where the students must use the word wall to complete assignments will be presented.

Research indicates when a student increases their vocabulary, an increase in reading fluency will be evident.

Category: English/Language Arts

Research Cited: Callella, T. (2001). Making your word wall more interactive. Huntington Woods, MI: Creative Writing Press, Inc; Gipe, J.P. (2010). Multiple paths to literacy: Assessment and differentiated instruction for diverse learners, K-12, (7th ed). Upper Saddle River, NJ: Pearson, Merrill, Prentice Hall.

Tier: Tier 1

Activity - Teachers utilize vocabulary strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cloze passages, outlines, flashcards, webquests, websites, timelines and other strategies will be implemented regularly to increase vocabulary by using words from the word walls throughout the year.	Academic Support Program	Tier 1	Monitor	09/03/2018	05/31/2019	\$100	General Fund	K-12 staff and administration
Activity - Teachers utilize continuity of vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use common developed vocabulary in all curricular areas.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	05/31/2019	\$200	General Fund	POWER Team, Administration, staff

Strategy 2:

READWORKS - Teachers assign each student a passage at their designated reading level for a 10 minute time period on the chromebooks in the classroom or in the computer lab. There is a written response regarding what the students read. Teacher can assign articles according to student interest.

Category: English/Language Arts

Research Cited: Engagement and motivation in reading

A Wigfield, JT Guthrie - Handbook of reading research, 2000

Tier: Tier 1

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Activity - Monitor ReadWorks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and administration will monitor the implementation of the ReadWorks activity by using and regularly reviewing student data to ensure that students move to the next level of comprehension when appropriate.	Academic Support Program	Tier 2	Implement	09/04/2018	05/31/2019	\$200	General Fund	K-12 Staff and Administration

Strategy 3:

Core Reading Instruction - Classroom teacher will identify the students who have not mastered particular literacy concepts and move them into a small group to work with the Title I teacher on that particular concept. This grouping and regrouping will occur throughout the school year until phonological awareness, phonological segmentation, nonsense word fluency, comprehension, vocabulary and oral reading fluency are mastered by all students.

Title I personnel will assist the classroom teacher in using research based comprehension activities with those who are not achieving benchmark on DIBELS and those scoring in the below average range on NWEA results.

Category: Early Learning

Research Cited: Slavin, Robert E. "Effective Reading Programs for Title I Schools."; Slavin, Robert E., et al. "Educator's Guide Identifying What Works for Struggling Readers." Best Evidence Encyclopedia (2010).

Tier: Tier 2

Activity - Title I Subgroup Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the K-2 level, the Title I teacher and para professional will pull out individuals or small groups to work on targeted phonemic awareness, fluency and vocabulary deficits. The title I teacher will work with grades 3-5 students who are below the benchmark level and they will receive instruction in a smaller group using appropriate vocabulary skill building and comprehension activities developed to meet their needs in the science, social studies and reading content areas.	Academic Support Program	Tier 2	Evaluate	09/04/2018	05/31/2019	\$54341	Title I Part A, Title II Part A	Administration, classroom teachers and title I personnel

Strategy 4:

Reading, Writing, Thinking Tools - Teachers will teach the process of using margin notes, graphic organizers, and outlining as a way to organize informational text to increase comprehension of material being read. Teachers will include the process of teaching these activities in their lesson plans throughout the school year.

Administration will monitor the strategy through lesson plan review, classroom observations and walk throughs.

Category: Learning Support Systems

Research Cited: <http://penningtonpublishing.com/blog/reading/how-margin-notes-are-better-than-the-yellow-highlighter/>

<http://aem.cast.org/about/publications/2003/ncac-graphic-organizers-udl.html>

http://www.salisbury.edu/counseling/new/7_critical_reading_strategies.html

Tier: Tier 1

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Activity - Student Instruction on Margin Notes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Margin notes will be taught as an option to use when informational text is being read in a classroom	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$0	No Funding Required	POWER Team, staff and administration
Activity - Student instruction on Outlining	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 1-12 will teach students the outlining process with a gradual increase from a partial outline to be completed at the early grades to the total process being completed by the student at the high school level.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$0	No Funding Required	Staff, Administration, POWER Team
Activity - Student Instruction on Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will continue to complete a variety of graphic organizers as introduced throughout the year.	Academic Support Program	Tier 1	Evaluate	09/04/2018	05/31/2019	\$0	No Funding Required	POWER Team, staff, administration

Goal 2: Students at Forest Park will increase their general knowledge in Social Studies content area.

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in higher level thinking application skills in Social Studies by 05/31/2019 as measured by State Social Studies assessment and individual classroom assessments..

Strategy 1:

Higher Level Thinking - Staff will implement higher level thinking questions and problem solving activities to increase the critical thinking skills of all students. Lesson plans will include at least one example of a higher order question and a problem solving activity.

Category: Career and College Ready

Research Cited: Gall, Meredith D. "The use of questions in teaching." Review of educational research 40.5 (1970): 707-721

Tier: Tier 1

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Activity - Increasing test taking skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yearly review of successful applications of higher level thinking lessons and activities presented from staff members. Students will be engaged in activities that require higher level thinking in classroom activities. Assessments will be developed and questions on tests will be analyzed according to Bloom's Taxonomy. Post assessment activity will be to review results with class indicating where individuals higher level thinking skills were applied.	Direct Instruction	Tier 1	Monitor	09/04/2018	05/31/2019	\$200	General Fund	K-12 staff and administration
Activity - Title I Subgroup Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher will collaborate and assist the Classroom teacher at grades 3-4-5 sharing and exploring reading informational text strategies that will increase achievement levels in the social studies content area. Score 4 Reading program will be used as materials.	Academic Support Program	Tier 2	Evaluate	09/04/2018	05/31/2019	\$13585	Title I Part A, Title II Part A	Title I teacher, classroom teacher, administration, title I team

Goal 3: Students at Forest Park will increase math skills.

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math connections in Mathematics by 05/31/2019 as measured by NWEA assessment, classroom assessments and State Math assessment.

Strategy 1:

Real World Application - Students will understand, analyze, and connect math information and objectives learned, and apply to real world application activities.

Category: Career and College Ready

Research Cited: <http://www.sciencedirect.com/science/article/pii/S0742051X05000387>, <http://link.springer.com/article/10.1023/A:1022435827400#page-1>,

http://link.springer.com/chapter/10.1007/978-94-009-1465-0_3#page-1

Tier: Tier 1

Activity - Incorporate real world problems in lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Use relevant data in daily lessons to analyze, interpret, apply and evaluate data information taken from charts, graphs, tables, etc. and apply to real world situations. Student created graphs will be evaluated by peers and higher level thinking questions developed from each others information.	Direct Instruction	Tier 1	Evaluate	09/04/2018	05/31/2019	\$300	General Fund	Staff, POWER Team, Administration
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Activity - Digital Accounting Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Business/Technology Teacher will implement digital accounting resources in accounting I and advanced accounting to remain current with application to real world situations.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$2400	Title IV Part A	Administration, Business/Technology Teacher

Strategy 2:

Subgroup Math Achievement-Title I - Title I personnel will assist the classroom teacher in using research based mathematical activities with those who are not achieving benchmark on NWEA and classroom assessments. The focus will become changing the teacher's instructional strategies rather than the curriculum or textbooks.

Category: Mathematics

Research Cited: Slavin, R. E. & Lake, C. (2007, February). Effective programs in elementary mathematics: A best-evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education. Slavin, R.E. & Lake, C. (2008, September). Effective programs in elementary mathematics: A best-evidence synthesis. Review of Educational Research, 78, 3, 427-515. Slavin, R. E., Lake, C., & Groff, C. (2008, October). Effective programs in middle and high school mathematics: A best evidence synthesis. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education

Tier: Tier 2

Activity - Title I math intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the K-2 level, the Title I teacher and paraprofessional will pull out individuals or small groups to work on targeted mathematical deficits. The 3-5 students who are below the benchmark level will receive instruction in a smaller group using appropriate vocabulary skill building and mathematical activities developed to build their math skills. Focused teaching on common math vocabulary developed by the district will be reinforced.	Academic Support Program	Tier 1	Evaluate	09/04/2018	05/31/2019	\$27171	Title II Part A, Title I Part A	Administration, classroom teacher, Title I personnel

Activity - ISD Professional Development on Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ISD is providing professional development to K-3 staff on curriculum instruction including math recovery. Two Kindergarten and two second grade teachers will be trained in the 2018-19 school year. First grade teachers will be in year two grant funded training.	Professional Learning	Tier 1	Implement	09/04/2018	05/31/2019	\$3600	Title IV Part A	Title I teacher, para professional, classroom teacher, administration, ISD personnel
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Strategy 3:

Math Recovery - Teachers will receive professional development training on the Math Recovery program at the Kindergarten, second grade level, along with the K-4 Special Education teacher. Teachers will implement math recovery strategies during centers.

Category: Mathematics

Research Cited: The number sense: How the mind creates mathematics

S Dehaene - 2011

The importance of number sense to mathematics achievement in first and third grades

NC Jordan, J Glutting, C Ramineni - Learning and individual differences, 2010

Tier: Tier 1

Activity - Number Sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and utilize activities to develop number sense. Supplies for recording the students such as an ipad and tripod will be purchased as part of the requirement for assessing students.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/04/2018	05/31/2019	\$878	Title II Part A	administration, teachers, ISD

Goal 4: Promote a positive and productive school culture.

Measurable Objective 1:

collaborate to increase positive relationships by 10% within the school community including students, parents, staff, and community members by 05/31/2019 as measured by communication logs and surveys..

Strategy 1:

Staff to student mentor program - Teachers will build positive relationships through purposeful activities including weekly one on one meetings with discussion on attendance and class achievement which will be accessed through PowerSchool to improve attendance and grades.

Category: School Culture

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Research Cited: Wentzel, Kathryn R. "Peer relationships, motivation, and academic performance at school." Handbook of competence and motivation (2005): 279-296.

Education with character J Arthur - 2003

Tier: Tier 1

Activity - Empowering students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Character will be developed during a designated time period called "POWER HOUR" in the school day. Students will participate in activities that will develop their skills in Pride, Organization, Winning Attitude, Effort and Respect.	Behavioral Support Program	Tier 2	Implement	09/04/2018	05/31/2019	\$0	No Funding Required	K-12 and support staff, administration

Activity - Communication logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Google Docs, staff will document a minimum of two weekly communication logs with families that address one positive and one needs improvement correspondence.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2018	05/31/2019	\$0	No Funding Required	Administration, K-12 staff

Strategy 2:

POWER Pals - Teachers will develop quarterly purposeful activities using collaborative pairings within the K-12 environment to increase positive relationships as measured by a pre- and post- staff/student survey.

Category: School Culture

Research Cited: Rubin, K. H., Coplan, R. J., Nelson, L. J., Cheah, C. S. L., & Lagace-Seguin, D. G. (1999). Peer relationships in childhood. Developmental psychology: An advanced textbook, 4, 451-502.

Tier: Tier 1

Activity - Peer POWER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 students will be paired with an upperclassmen for the school year. POWER pal activities will be planned throughout the school year.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$200	General Fund	Administration, All K-12 staff

Activity - Family nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Family engagement activities involving parents attending with their child and learning an activity or strategy to implement at home. Supplies needed to fund a District open house and family engagement activities. Parents will be provided a learning opportunity at each family night during the school year. Parents will learn about a variety of topics such as safe technology use, math and reading assistance at home, wellness, etc. Residence experts will be brought in to present and share the information with parents.	Parent Involvement	Tier 1	Monitor	05/31/2018	05/31/2019	\$1500	Title IV Part A	title I personnel, classroom teachers, administration
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Strategy 3:

Student Engagement - Teachers will use best practices to enhance student engagement in the classroom, including academic games, response rates, physical movement and a lively pace.

Category: School Culture

Research Cited: <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/Strengthening-Student-Engagement@-What-Do-Students-Want.aspx>;
<https://soundout.org/defining-student-engagement-a-literature-review/>

Tier: Tier 1

Activity - Monitor student engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use successful engagement strategies to implement in the classroom.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$500	General Fund	administration, teachers

Activity - Youth Speaker(s)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide speaker or speakers will be contracted to present information to our student population in relationship to student engagement in the school, community, climate, and overall health and wellness.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$3000	Title IV Part A	administrations, teaching staff

Activity - Local Business Walking Tour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The sophomore and junior students will engage in a walking tour of the community resources that are available for career exploration. Funds will be needed for busing to outlying businesses.	Career Preparation /Orientation	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$600	Title IV Part A	Administration, HS teaching staff

Strategy 4:

Peer to Peer - Teachers will facilitate the activities required of the assigned at risk student and their mentor to improve academic and social behaviors including attendance, grades and disciplinary referrals.

Category: School Culture

Research Cited: Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students? access to the general curriculum and social interactions. Research and Practice for Persons with Severe Disabilities, 30, 15-25.

Tier: Tier 1

Activity - Peer to Peer Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary students participating in the peer to peer program will be matched with an at risk student to model positive academic and social behaviors within the school setting.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/27/2018	05/31/2019	\$0	No Funding Required	Administration, K-12 staff

Goal 5: Increase the number of Economically Disadvantaged students that score in the proficiency level on the Social Studies State Assessment.

Measurable Objective 1:

A 5% increase of Fifth and Eighth grade Economically Disadvantaged students will demonstrate a proficiency on the State assessment. in Social Studies by 05/31/2019 as measured by state assessment.

Strategy 1:

Multi sensory - Teachers will incorporate movement, role play, real life application, etc. into social studies curriculum.

Category: Social Studies

Research Cited: <http://www.centergrove.k12.in.us/cms/lib4/IN01000850/Centricity/Domain/1217/The%20Main%20Idea%20-%20The%20Highly%20Engaged%20Classroom.Pdf>, <http://eric.ed.gov/?id=EJ917520>

Tier: Tier 1

Activity - Hands on learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate a multisensory activity for each unit.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$0	No Funding Required	teachers and administration

Strategy 2:

Current Events - POWER Team will assist teachers with current events website and activities to use in their classrooms to improve the connection between social studies learning and everyday living. Resources will be shared on the school district google drive for easy access.

Category: Career and College Ready

Research Cited: http://www.educationworld.com/a_curr/curr084.shtml

<http://socialstudies.pressible.org/lizhoelzle/current-events>

<http://www.newscurrents.com/intro/NCManual.pdf>

Tier: Tier 1

Activity - Teachers incorporating current events into the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a system to incorporate current events into any part of their teaching day through their smartboards, websites, webinars, virtual field trips, etc.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$400	General Fund	POWER Team, administration, K-12 staff

Activity - Civics/Economics Today	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and/or High School Social Studies teachers will utilize online, relevant, current civics and economic resources.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$863	Title IV Part A	Administration, HS/MS Social Studies Teachers

Goal 6: Students at Forest Park will increase science skills.

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency on the Science state assessment. in Science by 05/31/2019 as measured by Science State Assessment.

Strategy 1:

Informational ScienceText Reading - Teachers will use research to incorporate NGSS into their science curriculum. Teachers will communicate the NGSS standards with students.

Category: Science

Research Cited: The case for informational text

NK Duke - Educational Leadership, 2004

Challenges and opportunities for language learning in the context of the CCSS and the NGSS

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K Hakuta, M Santos, Z Fang - Journal of Adolescent & Adult ..., 2013

Tier: Tier 1

Activity - Title I Subgroup Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Teacher will collaborate and assist the classroom teacher at grades 3-4 sharing and exploring reading informational text strategies that will increase achievement levels in the science content area using the current science, reading and Score 4 Reading materials	Academic Support Program	Tier 2	Implement	09/04/2018	05/31/2019	\$13585	Title II Part A, Title I Part A	Classroom teacher, administration, and Title I

Strategy 2:

Real world application - Students will understand, analyze, and connect science information and objectives learned, and apply to real world application activities.

Category: Career and College Ready

Research Cited: <http://www.sciencedirect.com/science/article/pii/S0742051X05000387>, <http://link.springer.com/article/10.1023/A:1022435827400#page-1>

http://link.springer.com/chapter/10.1007/978-94-009-1465-0_3#page-1

Tier: Tier 1

Activity - Incorporate real world applications in science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use real world activities in science, including the use of relevant data and materials in order to connect learned science skills and knowledge to real world applications and student's lives.	Direct Instruction	Tier 1	Evaluate	09/04/2018	05/31/2019	\$0	No Funding Required	K-12 Staff, administration, POWER team

Activity - Checklist for studying	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate and model a system to teach students on how to study for tests.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$0	No Funding Required	K-12 Staff, Administration, POWER team

Activity - "I do, you do, we do"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will implement the model of "I do, You do, and We do" within their teaching method in the classroom.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$425	General Fund	POWER Team, administration, staff
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Goal 7: Students at Forest Park will increase writing skills.

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency with informational and persuasive writing skills in Writing by 05/31/2019 as measured by state writing assessment and classroom assessments.

Strategy 1:

Writing Consultant - A writing consultant will monitor and model effective writing strategies in the persuasive and informational writing areas giving clear and concise information on how to improve writing in the classroom content area using the 6+1 writing traits model.

Category: Career and College Ready

Research Cited:

https://books.google.com/books?hl=en&lr=&id=AaSjCoWfRsEC&oi=fnd&pg=PA4&dq=research+on+6%2B1+writing+traits+model&ots=2W0sDyY_4V&sig=08iNle8wVuKguCM0HBTNhgBQaas#v=onepage&q=research%20on%206%2B1%20writing%20traits%20model&f=false

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.133.3088&rep=rep1&type=pdf>

Tier: Tier 1

Activity - 6+1 Writing Traits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Consultant that has been working with teachers for the past 5 years will monitor the writing process in the elementary classrooms, middle school and high school language arts classrooms.	Academic Support Program	Tier 1	Evaluate	09/04/2018	05/31/2019	\$1000	Title II Part A	Writing Consultant, staff, administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachers utilize continuity of vocabulary	Teachers use common developed vocabulary in all curricular areas.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	05/31/2019	\$200	POWER Team, Administration, staff
Peer POWER	K-12 students will be paired with an upperclassmen for the school year. POWER pal activities will be planned throughout the school year.	Behavioral Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$200	Administration, All K-12 staff
Teachers utilize vocabulary strategies	Cloze passages, outlines, flashcards, webquests, websites, timelines and other strategies will be implemented regularly to increase vocabulary by using words from the word walls throughout the year.	Academic Support Program	Tier 1	Monitor	09/03/2018	05/31/2019	\$100	K-12 staff and administration
Incorporate real world problems in lessons	Use relevant data in daily lessons to analyze, interpret, apply and evaluate data information taken from charts, graphs, tables, etc. and apply to real world situations. Student created graphs will be evaluated by peers and higher level thinking questions developed from each others information.	Direct Instruction	Tier 1	Evaluate	09/04/2018	05/31/2019	\$300	Staff, POWER Team, Administration
Teachers incorporating current events into the classroom	Teachers will develop a system to incorporate current events into any part of their teaching day through their smartboards, websites, webinars, virtual field trips, etc.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$400	POWER Team, administration, K-12 staff
Monitor ReadWorks	Staff and administration will monitor the implementation of the ReadWorks activity by using and regularly reviewing student data to ensure that students move to the next level of comprehension when appropriate.	Academic Support Program	Tier 2	Implement	09/04/2018	05/31/2019	\$200	K-12 Staff and Administration

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Increasing test taking skills	Yearly review of successful applications of higher level thinking lessons and activities presented from staff members. Students will be engaged in activities that require higher level thinking in classroom activities. Assessments will be developed and questions on tests will be analyzed according to Bloom's Taxonomy. Post assessment activity will be to review results with class indicating where individuals higher level thinking skills were applied.	Direct Instruction	Tier 1	Monitor	09/04/2018	05/31/2019	\$200	K-12 staff and administration
Monitor student engagement	Teachers will use successful engagement strategies to implement in the classroom.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$500	administration, teachers
"I do, you do, we do"	All teachers will implement the model of "I do, You do, and We do" within their teaching method in the classroom.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$425	POWER Team, administration, staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Sense	Teachers will research and utilize activities to develop number sense. Supplies for recording the students such as an ipad and tripod will be purchased as part of the requirement for assessing students.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/04/2018	05/31/2019	\$878	administration, teachers, ISD
Title I math intervention	At the K-2 level, the Title I teacher and paraprofessional will pull out individuals or small groups to work on targeted mathematical deficits. The 3-5 students who are below the benchmark level will receive instruction in a smaller group using appropriate vocabulary skill building and mathematical activities developed to build their math skills. Focused teaching on common math vocabulary developed by the district will be reinforced.	Academic Support Program	Tier 1	Evaluate	09/04/2018	05/31/2019	\$3815	Administration, classroom teacher, Title I personnel
6+1 Writing Traits	Writing Consultant that has been working with teachers for the past 5 years will monitor the writing process in the elementary classrooms, middle school and high school language arts classrooms.	Academic Support Program	Tier 1	Evaluate	09/04/2018	05/31/2019	\$1000	Writing Consultant, staff, administration

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Title I Subgroup Achievement	Title I teacher will collaborate and assist the Classroom teacher at grades 3-4-5 sharing and exploring reading informational text strategies that will increase achievement levels in the social studies content area. Score 4 Reading program will be used as materials.	Academic Support Program	Tier 2	Evaluate	09/04/2018	05/31/2019	\$1907	Title I teacher, classroom teacher, administration, title I team
Title I Subgroup Achievement	Title I Teacher will collaborate and assist the classroom teacher at grades 3-4 sharing and exploring reading informational text strategies that will increase achievement levels in the science content area using the current science, reading and Score 4 Reading materials	Academic Support Program	Tier 2	Implement	09/04/2018	05/31/2019	\$1907	Classroom teacher, administration, and Title I
Title I Subgroup Achievement	At the K-2 level, the Title I teacher and para professional will pull out individuals or small groups to work on targeted phonemic awareness, fluency and vocabulary deficits. The title I teacher will work with grades 3-5 students who are below the benchmark level and they will receive instruction in a smaller group using appropriate vocabulary skill building and comprehension activities developed to meet their needs in the science, social studies and reading content areas.	Academic Support Program	Tier 2	Evaluate	09/04/2018	05/31/2019	\$7628	Administration, classroom teachers and title I personnel

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family nights	Family engagement activities involving parents attending with their child and learning an activity or strategy to implement at home. Supplies needed to fund a District open house and family engagement activities. Parents will be provided a learning opportunity at each family night during the school year. Parents will learn about a variety of topics such as safe technology use, math and reading assistance at home, wellness, etc. Residence experts will be brought in to present and share the information with parents.	Parent Involvement	Tier 1	Monitor	05/31/2018	05/31/2019	\$1500	title I personnel, classroom teachers, administration
Youth Speaker(s)	School wide speaker or speakers will be contracted to present information to our student population in relationship to student engagement in the school, community, climate, and overall health and wellness.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$3000	administrations, teaching staff

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Digital Accounting Applications	Business/Technology Teacher will implement digital accounting resources in accounting I and advanced accounting to remain current with application to real world situations.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$2400	Administration, Business/Technology Teacher
ISD Professional Development on Instructional Strategies	ISD is providing professional development to K-3 staff on curriculum instruction including math recovery. Two Kindergarten and two second grade teachers will be trained in the 2018-19 school year. First grade teachers will be in year two grant funded training.	Professional Learning	Tier 1	Implement	09/04/2018	05/31/2019	\$3600	Title I teacher, paraprofessional, classroom teacher, administration, ISD personnel
Local Business Walking Tour	The sophomore and junior students will engage in a walking tour of the community resources that are available for career exploration. Funds will be needed for busing to outlying businesses.	Career Preparation/Orientation	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$600	Administration, HS teaching staff
Civics/Economics Today	Middle and/or High School Social Studies teachers will utilize online, relevant, current civics and economic resources.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$863	Administration, HS/MS Social Studies Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Hands on learning	Teachers will incorporate a multisensory activity for each unit.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$0	teachers and administration
Student Instruction on Graphic Organizers	Students will continue to complete a variety of graphic organizers as introduced throughout the year.	Academic Support Program	Tier 1	Evaluate	09/04/2018	05/31/2019	\$0	POWER Team, staff, administration
Incorporate real world applications in science	Teachers will use real world activities in science, including the use of relevant data and materials in order to connect learned science skills and knowledge to real world applications and student's lives.	Direct Instruction	Tier 1	Evaluate	09/04/2018	05/31/2019	\$0	K-12 Staff, administration, POWER team
Empowering students	Character will be developed during a designated time period called "POWER HOUR" in the school day. Students will participate in activities that will develop their skills in Pride, Organization, Winning Attitude, Effort and Respect.	Behavioral Support Program	Tier 2	Implement	09/04/2018	05/31/2019	\$0	K-12 and support staff, administration

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Student Instruction on Margin Notes	Margin notes will be taught as an option to use when informational text is being read in a classroom	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$0	POWER Team, staff and administration
Student instruction on Outlining	Teachers in grades 1-12 will teach students the outlining process with a gradual increase from a partial outline to be completed at the early grades to the total process being completed by the student at the high school level.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$0	Staff, Administration, POWER Team
Communication logs	Using Google Docs, staff will document a minimum of two weekly communication logs with families that address one positive and one needs improvement correspondence.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2018	05/31/2019	\$0	Administration, K-12 staff
Checklist for studying	Teachers will incorporate and model a system to teach students on how to study for tests.	Academic Support Program	Tier 1	Monitor	09/04/2018	05/31/2019	\$0	K-12 Staff, Administration, POWER team
Peer to Peer Support	Secondary students participating in the peer to peer program will be matched with an at risk student to model positive academic and social behaviors within the school setting.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/27/2018	05/31/2019	\$0	Administration, K-12 staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Subgroup Achievement	At the K-2 level, the Title I teacher and para professional will pull out individuals or small groups to work on targeted phonemic awareness, fluency and vocabulary deficits. The title I teacher will work with grades 3-5 students who are below the benchmark level and they will receive instruction in a smaller group using appropriate vocabulary skill building and comprehension activities developed to meet their needs in the science, social studies and reading content areas.	Academic Support Program	Tier 2	Evaluate	09/04/2018	05/31/2019	\$46713	Administration, classroom teachers and title I personnel

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Title I math intervention	At the K-2 level, the Title I teacher and paraprofessional will pull out individuals or small groups to work on targeted mathematical deficits. The 3-5 students who are below the benchmark level will receive instruction in a smaller group using appropriate vocabulary skill building and mathematical activities developed to build their math skills. Focused teaching on common math vocabulary developed by the district will be reinforced.	Academic Support Program	Tier 1	Evaluate	09/04/2018	05/31/2019	\$23356	Administration, classroom teacher, Title I personnel
Title I Subgroup Achievement	Title I teacher will collaborate and assist the Classroom teacher at grades 3-4-5 sharing and exploring reading informational text strategies that will increase achievement levels in the social studies content area. Score 4 Reading program will be used as materials.	Academic Support Program	Tier 2	Evaluate	09/04/2018	05/31/2019	\$11678	Title I teacher, classroom teacher, administration, title I team
Title I Subgroup Achievement	Title I Teacher will collaborate and assist the classroom teacher at grades 3-4 sharing and exploring reading informational text strategies that will increase achievement levels in the science content area using the current science, reading and Score 4 Reading materials	Academic Support Program	Tier 2	Implement	09/04/2018	05/31/2019	\$11678	Classroom teacher, administration, and Title I