

2017 School Improvement Plan

Forest Park School

Forest Park School District

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Overview

Plan Name

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Plan Description

Corrected

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	\$43916
2	Students at Forest Park will increase their general knowledge in Social Studies content area.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$11304
3	Students at Forest Park will increase math skills.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$23208
4	Promote a positive and productive school culture.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$1400
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: 2	Academic	\$400
6	Students at Forest Park will increase science skills.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$11629
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 05/30/2018 as measured by State reading assessment, dibels and aimsweb testing, Star reading 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 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	Implement	08/23/2017	05/30/2018	\$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	Implement	08/23/2017	05/30/2018	\$200	General Fund	POWER Team, Administration, staff

Strategy 2:

Walk to Read - Students will be paired with another student at their reading level in grades 1-5 within the classroom using the Six Minute Solution research based program. Data from Aimsweb, Dibels, and Star Reading will be used as a guide in developing pairs of students. 10-15 minutes daily will be allotted for the six minute solution program.

Category: English/Language Arts

Research Cited: Neumann, Veda S.; Ross, Dorothy K.; Slaboch, Anita F. (2008). Increasing Reading Comprehension of Elementary Students through Fluency-Based Interventions. Chicago, IL: Saint Xavier University & Pearson Achievement Solutions, Inc.

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Tier: Tier 1

Activity - Monitor the walk to read program in grades 1-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and administration will monitor the implementation of the Six Minute Solution by using and regularly reviewing a student data wall to ensure that students move to the next level of fluency when appropriate.	Academic Support Program	Tier 2	Evaluate	08/23/2017	05/30/2018	\$200	General Fund	1-5 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 STAR reading result.

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	Implement	08/23/2017	05/30/2018	\$43416	Title I 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

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Tier: Tier 1

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	Implement	08/23/2017	05/30/2018	\$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	Implement	08/23/2017	05/30/2018	\$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	08/23/2017	05/30/2018	\$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 05/30/2018 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. All biweekly 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

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Tier: Tier 1

Activity - Increasing test taking skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings will model successful application 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	Implement	08/23/2017	05/30/2018	\$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	Implement	08/23/2017	05/30/2018	\$10854	Title I Part A	Title I teacher, classroom teacher, administration, title I team
Activity - Teachers include Bloom's Taxonomy activities on lesson plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Bloom's Taxonomy to develop higher level of thinking in the classroom discussions and projects.	Professional Learning	Tier 1	Implement	08/23/2017	05/30/2018	\$250	General Fund	POWER Team, administration, staff

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 05/30/2018 as measured by State Math assessments, classroom assessments and STAR math.

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

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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
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	Monitor	08/23/2017	05/30/2018	\$300	General Fund	Staff, POWER Team, Administration

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 STAR math 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	Monitor	08/23/2017	05/30/2018	\$21708	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.	Professional Learning	Tier 1	Getting Ready	08/21/2017	01/17/2018	\$1200	General Fund	Title I teacher, paraprofessional, classroom teacher, administration, ISD personnel
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Strategy 3:

Student Learning Outcomes - Teachers will use research to develop or modify existing student learning outcomes that are based on the Michigan standards. Teachers will communicate the student learning outcomes with students.

Category: Learning Support Systems

Research Cited: <http://www.tbaisd.org/academic-services/general-ed/>; <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Student-Learning-Objectives.aspx>, <https://www.nwea.org/blog/2015/three-recommendations-in-developing-student-learning-objectives/>

Tier: Tier 1

Activity - Training on Student Learning Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and begin to utilize student learning outcomes in a subject area.	Professional Learning	Tier 1	Getting Ready	08/23/2017	05/30/2018	\$0	General Fund	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 05/30/2018 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

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

Tier: Tier 1

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Activity - Empowering students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students who have been identified as having poor attendance or low grades will be assigned an adult mentor. The adult mentor will utilize purposeful activities to enhance the relationship with the student which will create a positive environment resulting in increased academic success and attendance.	Behavioral Support Program	Tier 2	Monitor	08/23/2017	05/30/2018	\$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 PowerSchool, 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	Getting Ready	08/23/2017	05/30/2018	\$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	Implement	08/23/2017	05/30/2018	\$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
Supplies needed to fund a District open house, a fall and spring family fun night involving parents attending with their child and learning an activity or strategy to implement at home.	Parent Involvement	Tier 1	Implement	08/23/2017	05/30/2018	\$200	General Fund	title I personnel, classroom teachers, administration

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Activity - Parent University	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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, attendance and the new state law, etc. Residence experts will be brought in to present and share the information with parents.	Parent Involvement	Tier 1	Implement	08/23/2017	05/30/2018	\$500	General Fund	Title I, K-12, Administration, POWER Team

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	Implement	08/23/2017	05/30/2018	\$500	General Fund	administration, teachers

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
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Senior level 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	Getting Ready	08/23/2017	05/30/2018	\$0	No Funding Required	Administration, K-12 staff
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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 05/30/2018 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	08/23/2017	05/30/2018	\$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 on a weekly basis 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

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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 weekly 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	Implement	08/23/2017	05/30/2018	\$400	General Fund	POWER Team, administration, K-12 staff

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 05/30/2018 as measured by Science State Assessment.

Strategy 1:

Training on Student Learning Outcomes - Teachers will use research to develop or modify existing student learning outcomes that are based on appropriate Michigan science standards. Teachers will communicate the student learning outcomes with students.

Category: Science

Research Cited: <http://www.tbaisd.org/academic-services/general-ed/>; <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Student-Learning-Objectives.aspx>; <https://www.nwea.org/blog/2015/three-recommendations-in-developing-student-learning-objectives/>

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	08/23/2017	05/30/2018	\$10854	Title I Part A	Classroom teacher, administration, and Title I

Activity - Training on Student Learning Outcomes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research and begin to utilize student learning outcomes in a subject area.	Academic Support Program	Tier 1	Getting Ready	08/23/2017	05/30/2018	\$350	General Fund	K-12 Teachers, Administration.

Strategy 2:

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

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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	Monitor	08/23/2017	05/30/2018	\$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 develop and model a system to teach students on how to study for tests.	Academic Support Program	Tier 1	Implement	08/23/2017	05/30/2018	\$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
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	Implement	08/23/2017	05/30/2018	\$425	General Fund	POWER Team, administration, staff

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 05/30/2018 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.

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Category: Career and College Ready

Research Cited:

https://books.google.com/books?hl=en&lr=&id=AaSjCoWfRrEC&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 4 years will monitor the writing process in the elementary classrooms, middle school and high school language arts classrooms.	Academic Support Program	Tier 1	Monitor	08/23/2017	05/30/2018	\$1000	General Fund	Writing Consultant, staff, administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Monitor	08/23/2017	05/30/2018	\$21708	Administration, classroom teacher, Title I personnel
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	08/23/2017	05/30/2018	\$10854	Classroom teacher, administration, and Title I
Title I Subgroup Achievement	At the K-2 level, the Title I teacher and paraprofessional 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	Implement	08/23/2017	05/30/2018	\$43416	Administration, classroom teachers and 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	Implement	08/23/2017	05/30/2018	\$10854	Title I teacher, classroom teacher, administration, title I team

No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Checklist for studying	Teachers will develop and model a system to teach students on how to study for tests.	Academic Support Program	Tier 1	Implement	08/23/2017	05/30/2018	\$0	K-12 Staff, Administration, POWER team
Communication logs	Using PowerSchool, 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	Getting Ready	08/23/2017	05/30/2018	\$0	Administration, K-12 staff
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	Monitor	08/23/2017	05/30/2018	\$0	K-12 Staff, administration, POWER team
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	Implement	08/23/2017	05/30/2018	\$0	POWER Team, staff and administration
Hands on learning	Teachers will incorporate a multisensory activity for each unit.	Academic Support Program	Tier 1	Monitor	08/23/2017	05/30/2018	\$0	teachers and administration
Peer to Peer Support	Senior level 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	Getting Ready	08/23/2017	05/30/2018	\$0	Administration, K-12 staff
Empowering students	At-risk students who have been identified as having poor attendance or low grades will be assigned an adult mentor. The adult mentor will utilize purposeful activities to enhance the relationship with the student which will create a positive environment resulting in increased academic success and attendance.	Behavioral Support Program	Tier 2	Monitor	08/23/2017	05/30/2018	\$0	K-12 and support staff, 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	Implement	08/23/2017	05/30/2018	\$0	Staff, Administration, POWER Team

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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	08/23/2017	05/30/2018	\$0	POWER Team, staff, administration
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on Student Learning Outcomes	Teachers will research and begin to utilize student learning outcomes in a subject area.	Academic Support Program	Tier 1	Getting Ready	08/23/2017	05/30/2018	\$350	K-12 Teachers, Administration.
Monitor student engagement	Teachers will use successful engagement strategies to implement in the classroom.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/23/2017	05/30/2018	\$500	administration, teachers
Monitor the walk to read program in grades 1-5	Staff and administration will monitor the implementation of the Six Minute Solution by using and regularly reviewing a student data wall to ensure that students move to the next level of fluency when appropriate.	Academic Support Program	Tier 2	Evaluate	08/23/2017	05/30/2018	\$200	1-5 staff and administration
Family nights	Supplies needed to fund a District open house, a fall and spring family fun night involving parents attending with their child and learning an activity or strategy to implement at home.	Parent Involvement	Tier 1	Implement	08/23/2017	05/30/2018	\$200	title I personnel, classroom teachers, 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	Monitor	08/23/2017	05/30/2018	\$300	Staff, POWER Team, Administration
ISD Professional Development on Instructional Strategies	ISD is providing professional development to K-3 staff on curriculum instruction including math recovery.	Professional Learning	Tier 1	Getting Ready	08/21/2017	01/17/2018	\$1200	Title I teacher, para professional, classroom teacher, administration, ISD personnel

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Training on Student Learning Outcomes	Teachers will research and begin to utilize student learning outcomes in a subject area.	Professional Learning	Tier 1	Getting Ready	08/23/2017	05/30/2018	\$0	administration, teachers, ISD
Increasing test taking skills	Monthly meetings will model successful application 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	Implement	08/23/2017	05/30/2018	\$200	K-12 staff and administration
6+1 Writing Traits	Writing Consultant that has been working with teachers for the past 4 years will monitor the writing process in the elementary classrooms, middle school and high school language arts classrooms.	Academic Support Program	Tier 1	Monitor	08/23/2017	05/30/2018	\$1000	Writing Consultant, staff, administration
Teachers utilize vocabulary strategies	Cloze passages 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	Implement	08/23/2017	05/30/2018	\$100	K-12 staff and administration
Parent University	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, attendance and the new state law, etc. Residence experts will be brought in to present and share the information with parents.	Parent Involvement	Tier 1	Implement	08/23/2017	05/30/2018	\$500	Title I, K-12, Administration, POWER Team
Teachers incorporating current events into the classroom	Teachers will develop a weekly 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	Implement	08/23/2017	05/30/2018	\$400	POWER Team, administration, K-12 staff
Teachers include Bloom's Taxonomy activities on lesson plans	Teachers will implement Bloom's Taxonomy to develop higher level of thinking in the classroom discussions and projects.	Professional Learning	Tier 1	Implement	08/23/2017	05/30/2018	\$250	POWER Team, administration, staff
Teachers utilize continuity of vocabulary	Teachers use common developed vocabulary in all curricular areas.	Teacher Collaboration	Tier 1	Implement	08/23/2017	05/30/2018	\$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	Implement	08/23/2017	05/30/2018	\$200	Administration, All K-12 staff

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"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	Implement	08/23/2017	05/30/2018	\$425	POWER Team, administration, staff
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