

2014-15 School Improvement Plan

Forest Park School

Forest Park School District

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Overview

Plan Name

2014-15 School Improvement Plan

Plan Description

2014-15 plan

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 their knowledge in Social Studies content area. | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$13408 |
| 2 | Students at Forest Park will increase math skills. | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$26289 |
| 3 | Promote positive, productive student and staff relationships. | Objectives: 1 Strategies: 2 Activities: 3 | Organizational | \$300 |
| 4 | Students at Forest Park will increase informational text reading skills. | Objectives: 1 Strategies: 4 Activities: 6 | Academic | \$52498 |
| 5 | Increase the number of Economically Disadvantaged students that score in the proficiency level on the Social Studies MEAP | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 6 | Students at Forest Park will increase science skills. | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$12545 |

Goal 1: Students at Forest Park will increase their knowledge in Social Studies content area.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in higher level thinking application skills in Social Studies by 05/29/2015 as measured by State Social Studies assessment.

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.

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

Tier:

| 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 | | Monitor | 09/02/2014 | 05/29/2015 | \$0 | No Funding Required | 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 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 | Monitor | 09/02/2014 | 05/29/2015 | \$13408 | Title II Part A, Title I Part A | Title I teacher, classroom teacher, administration, title I team |

Goal 2: Students at Forest Park will increase math skills.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency in math connections in Mathematics by 05/29/2015 as measured by State Math assessments.

Strategy 1:

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

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. | Academic Support Program | | Implement | 09/02/2014 | 05/29/2015 | \$0 | No Funding Required | K-12, 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.

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

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:

| 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. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 05/29/2015 | \$25089 | 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 |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | | | |
|---|-----------------------|--------|-----------|------------|------------|--------|-----------------|---|
| ISD is providing a professional development day on curriculum instruction including differentiation of instruction in all content areas | Professional Learning | Tier 1 | Implement | 10/15/2014 | 10/15/2014 | \$1200 | Title II Part A | Title I teacher, para professional, classroom teacher, administration |
|---|-----------------------|--------|-----------|------------|------------|--------|-----------------|---|

Goal 3: Promote positive, productive student and staff relationships.

Measurable Objective 1:

collaborate to develop a purposeful community by 05/08/2015 as measured by state assessments and climate and culture surveys.

Strategy 1:

Staff to student mentor program - Positive relationships will be built through purposeful activities which will enhance the school and classroom environment and culture and increase standardized test scores.

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

Tier:

| 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 a 3 on the Meap assessment 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. | Behavioral Support Program | | Implement | 09/02/2014 | 06/03/2015 | \$0 | No Funding Required | K-12 and support staff |

Strategy 2:

Power Pals - Positive relationships will be built through purposeful activities which will enhance the school and classroom environment and culture and increase standardized test scores

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:

| Activity - Peer Power | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

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| K-12 students will be paired with an upper classmen for the school year. POWER pal activities will be planned throughout the school year. | Behavioral Support Program | | Monitor | 09/02/2014 | 06/03/2015 | \$0 | No Funding Required | 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 | | Monitor | 08/26/2014 | 05/29/2015 | \$300 | Title II Part A | title I personnel, classroom teachers, administration |

Goal 4: Students at Forest Park will increase informational text reading skills.

Measurable Objective 1:

A 5% increase of First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency with informational text reading in English Language Arts by 05/29/2015 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.

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 - Teacher training on Cloze passages | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|---------|------------|------------|-------------------|---------------------|-------------------|
| Cloze passages will be implemented regularly to increase vocabulary by using words from the word walls throughout the year. | Academic Support Program | | Monitor | 09/02/2014 | 05/29/2015 | \$0 | No Funding Required | K-12 staff |

Strategy 2:

Walk to Read - Students will be paired with another student at their reading level in grades 1-9 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.

Cross grade pairs will be developed with grade level teachers responsible for a different level of learners than they normally would teach.

Research Cited: Neumann, Veda S.; Ross, Dorothy K.; Slaboch, Anita F. (2008). Increasing Reading Comprehension of Elementary Students through Fluency-Based

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Interventions. Chicago, IL: Saint Xavier University & Pearson Achievement Solutions, Inc.

Tier:

| Activity - Monitor the walk to read program | 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 | Monitor | 09/02/2014 | 05/29/2015 | \$200 | General Fund | 1-9 staff and administration |

Strategy 3:

Independent Application through modeling - The teacher will model how to achieve a goal. The class will complete an example together as modeled by the teacher. Then students will independently apply the information. This model represents the Anita Archer I do, we do, you do method. The teacher will analyze when the students are ready to move from the we do to the you do method.

Research Cited: Archer, A.L. & Hughes, C.A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Tier: Tier 1

| Activity - Teacher training on the Anita Archer Method | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Staff that have attended the Anita Archer training will educate the staff on the specific I do, we do, you do method and its relationship to informational text. | Professional Learning | Tier 1 | Monitor | 08/25/2014 | 05/29/2015 | \$0 | No Funding Required | Jan Stacy and Erich Ziegler, web resources, resources such as books |

Strategy 4:

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.

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).

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| 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 | 09/02/2014 | 05/22/2015 | \$50178 | Title I Part A | Administration, classroom teachers and title I personnel |
| Activity - Persuasive Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Continued professional development from a writing consultant on persuasive writing. | Professional Learning | Tier 1 | Getting Ready | 09/02/2014 | 05/22/2015 | \$1000 | Title II Part A | writing consultant, classroom teachers, title I teacher, administration |
| Activity - Mini Macul Technology conference | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will attend the mini macul and continue training on integrating technology into the content areas to improve core instruction | Technology | Tier 1 | Getting Ready | 05/01/2015 | 05/01/2015 | \$1120 | Title II Part A | staff and administration |

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

Measurable Objective 1:

A 5% increase of Sixth and Ninth grade Economically Disadvantaged students will demonstrate a proficiency on the State assessment. in Social Studies by 05/29/2015 as measured by state assessment.

Strategy 1:

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

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>

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| 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 | | Implement | 09/02/2014 | 05/29/2015 | \$0 | No Funding Required | teachers and administration |

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, Eleventh and Twelfth grade students will demonstrate a proficiency on the Science state assessment. in Science by 05/29/2015 as measured by Science State Assessment.

Strategy 1:

Technology Resource Integration - Teachers and administration will learn how to better use and implement the resources available to the district through Curriculum Crafter and Odysseyware or additional shared resources

Research Cited: <http://www.kentisd.org/instructional-services/teaching--learningcurriculum/curriculum-crafter/>,

<http://www.odysseyware.com/resources/blog/category/research>

Tier:

| Activity - Online Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-----------|------------|------------|-------------------|---------------------|-------------------------------|
| Teachers and Administration will receive additional professional development training using the resources available through Odysseyware and Curriculum Crafter and ISD curriculum director. | Academic Support Program | | Implement | 08/25/2014 | 05/29/2015 | \$0 | No Funding Required | Administration and k-12 staff |

| 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 1 | Implement | 09/02/2014 | 06/03/2015 | \$12545 | Title I Part A | Classroom teacher, administration, and Title I |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--------------------------|--------|---------------|------------|------------|-------------------|---|
| Persuasive Writing | Continued professional development from a writing consultant on persuasive writing. | Professional Learning | Tier 1 | Getting Ready | 09/02/2014 | 05/22/2015 | \$1000 | writing consultant, classroom teachers, title I teacher, administration |
| 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 social studies content area. Score 4 Reading program will be used as materials. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 05/29/2015 | \$864 | Title I teacher, classroom teacher, administration, title I team |
| 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 | | Monitor | 08/26/2014 | 05/29/2015 | \$300 | title I personnel, classroom teachers, administration |
| Mini Macul Technology conference | Teachers will attend the mini macul and continue training on integrating technology into the content areas to improve core instruction | Technology | Tier 1 | Getting Ready | 05/01/2015 | 05/01/2015 | \$1120 | staff and administration |
| ISD Professional Development on Instructional Strategies | ISD is providing a professional development day on curriculum instruction including differentiation of instruction in all content areas | Professional Learning | Tier 1 | Implement | 10/15/2014 | 10/15/2014 | \$1200 | Title I teacher, para professional, classroom teacher, administration |

No Funding Required

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| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|----------------------------|--------|-----------|------------|------------|-------------------|---|
| 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. | Academic Support Program | | Implement | 09/02/2014 | 05/29/2015 | \$0 | K-12, administration |
| Peer Power | K-12 students will be paired with an upper classmen for the school year. POWER pal activities will be planned throughout the school year. | Behavioral Support Program | | Monitor | 09/02/2014 | 06/03/2015 | \$0 | Administration, All K-12 staff |
| Teacher training on the Anita Archer Method | Staff that have attended the Anita Archer training will educate the staff on the specific I do, we do, you do method and its relationship to informational text. | Professional Learning | Tier 1 | Monitor | 08/25/2014 | 05/29/2015 | \$0 | Jan Stacy and Erich Ziegler, web resources, resources such as books |
| Online Resources | Teachers and Administration will receive additional professional development training using the resources available through Odessyware and Curriculum Crafter and ISD curriculum director. | Academic Support Program | | Implement | 08/25/2014 | 05/29/2015 | \$0 | Administration and k-12 staff |
| Teacher training on Cloze passages | Cloze passages will be implemented regularly to increase vocabulary by using words from the word walls throughout the year. | Academic Support Program | | Monitor | 09/02/2014 | 05/29/2015 | \$0 | K-12 staff |
| Hands on learning | Teachers will incorporate a multisensory activity for each unit. | Academic Support Program | | Implement | 09/02/2014 | 05/29/2015 | \$0 | teachers and administration |
| Empowering students | At-risk students who have been identified as having a 3 on the Meap assessment 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. | Behavioral Support Program | | Implement | 09/02/2014 | 06/03/2015 | \$0 | K-12 and support staff |

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|-------------------------------|--|--------------------|--|---------|------------|------------|-----|-------------------------------|
| 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 | | Monitor | 09/02/2014 | 05/29/2015 | \$0 | K-12 staff and administration |
|-------------------------------|--|--------------------|--|---------|------------|------------|-----|-------------------------------|

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|--|--------------------------|--------|---------|------------|------------|-------------------|------------------------------|
| Monitor the walk to read program | 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 | Monitor | 09/02/2014 | 05/29/2015 | \$200 | 1-9 staff and administration |

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. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 05/29/2015 | \$25089 | 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 1 | Implement | 09/02/2014 | 06/03/2015 | \$12545 | Classroom teacher, administration, and Title I |
| 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 social studies content area. Score 4 Reading program will be used as materials. | Academic Support Program | Tier 2 | Monitor | 09/02/2014 | 05/29/2015 | \$12544 | Title I teacher, classroom teacher, administration, title I team |

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|------------------------------|---|--------------------------|--------|-----------|------------|------------|---------|---|
| 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 | Implement | 09/02/2014 | 05/22/2015 | \$50178 | Administrati on, classroom teachers and title I personnel |
|------------------------------|---|--------------------------|--------|-----------|------------|------------|---------|---|