Single Building District Improvement Plan

Forest Park School

Forest Park School District

Mr. Becky Waters
801 Forest Pkwy
Crystal Falls, MI 49920-1133
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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.
Improvement Plan Assurance
Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>Forest Park chose to update the goals and plans in ASSIST.</td>
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Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Monthly school improvement meetings were designated at the beginning of the school year with a calendar shared to all stakeholders. The stakeholders are involved in determining the day of the week and the time of the meetings. The school board members are designated according to interest and their individual strengths and knowledge that would benefit the school improvement team. The teaching staff volunteer for the school improvement team and are chosen based on their level of expertise, leadership qualities and individual strengths. The school board committee has an additional function working directly with administration and guidance counselor on district curriculum needs from a policy and financial point of view. The teaching staff committee has additional responsibilities to assess the data and plan the SIP activities for the entire staff. They also present the activities throughout the school year.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The staff involvement included administration from all levels, educators from each area - lower elementary, upper elementary, middle school, high school, and specific content areas. Staff was an integral role in the data analysis part of the development of the plan. The guidance counselor's role and the Curriculum Director from the ISD is to provide the materials for the data review and share individual student concerns as well. Administration's role is to continually focus and refocus the group on developing an achievable plan that is based on research based interventions. The school board/community members participated as members who bring in the voice from the community in regards to what they are actually hearing from parents and students.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

All stakeholders will receive an email copy of the school improvement plan. The members who could not attend a particular monthly meeting were emailed the information that was missed and follow up meetings were held if requested. The school improvement plan is also posted on the website. Every staff member will receive a checklist of SIP goals, strategies and activities sheet to post in their classrooms for the upcoming school year as a continual reminder of what our focus is for the school year.
Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment is conducted through a collaborative effort of our school improvement team consisting of staff and board members, guidance counselor, and administration along with the Title I team, who has representation from all grade levels. The team reviewed the grade level criteria for determining the highest needs for Title I services and adjustments are made when necessary. The data from the M-Step state testing, DIBELS, NWEA, AIMSWEB, and individual classroom assessments along with teacher and parent input were reviewed to determine student needs for the future and celebrate successes of those students who showed an increase in test scores. A review of the evidence based programs occurred with conversation centered around the program and its implementation with fidelity and its results on learning. A specific math intervention program—Math Recovery—was used in the Kindergarten and first grades and data revealed a positive impact on student outcomes. Implementation of this program for grades 2, 3, 4, and 5 was discussed with the decision to continue the use of the program and providing training for the grade level teachers. Reading and fluency programs continued to show gains with the current interventions being used. Positive reading data showed high growth in the middle school grades, but very little growth in the middle school math area.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

A full data review was completed by the Title I and SIP team using the state standardized test, DIBELS, AIMSWEB, NWEA and test scores. Individual student grades and teacher assessments were also reviewed. The students identified through the 31A at risk process were reviewed for determination of services. The team made decisions based on data and teacher input on who is mostly at risk for failing the core areas. The staff set a goal to close the gap and raise the proficiency level of this subgroup. Kindergarten through eighth grade students are given the NWEA Math and NWEA Reading tests. In addition, DIBELS, for grades K-5, and AIMSWEB, for grades 6-8, are administered to each student. The grade level teachers and administration review the test data and classroom performance in grade level meetings. Potential intervention strategies are discussed, time and scheduling are planned, and progress monitoring is scheduled. All information is documented for individual students and high need classrooms. Math is an area of concern at the K-12 level and will be addressed through continued professional development and course materials.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The grade level teams decide with the Title I teacher, SIP and administration the criteria that would be most beneficial in determining which students are at risk of failing to meet the state core curriculum standards. The common test scores for all grade levels included: DIBELS (grades K-5), NWEA (K-8), state standardized test (grades 3-9), AIMSWEB (grades 6-8), and PSAT and SAT (high school). The students from the high risk category on these tests along with teacher recommendation and parent input were the major components in the decision making process. All teachers use the grade level content expectations and the common core curriculum as a guide to select students whose performance is at risk or failing these grade level expectations. The high school failures are analyzed for commonality and plans are made to close the gap with this particular group of student with plans developed to meet those student needs.
4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals will reflect the needs of the students at the K-12 level. Test data revealed various areas of curriculum and teaching that needed to be improved. School improvement team created goals to compensate for the deficits. Additional strategies, including differentiation was incorporated to further help those students with multiple learning styles. The DIBELS testing is used at the K-5 and Aimsweb at 6-8 grade levels, along with teacher recommendation to determine services. The pre-school teacher uses the Brigance assessment tool and classroom assessments to determine which students would be most likely to begin the year in the reading curriculum and which students will need more letters and sound remediation. Student data is shared with parents at conference time and during home visits. Progress monitoring occurs for those students who are in the strategic and intensive categories. Head start teacher discusses progress of students transitioning into our district at the end of each school year for proper program placement. The school district eliminated the STAR Math and Reading program in the fall of 2018 while replacing it with the NWEA-MAPS assessments. As any new testing measure, year two will provide the district with more data as training is provided on how to read reports and use the information for adjustments in teaching.
Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Reading: The word walls, graphic organizers is a school wide strategy for all classrooms to assist students in recognizing common vocabulary in subject areas. Teachers implement a variety of graphic organizers to ensure all students are exposed so that a student may decide which one works best to organize, engage in, and learn information.

Test-taking study skills: School wide initiative from K-12 to assist students in learning how to best attack a summative test. Kahn Academy linked to NWEA data—Students will have the opportunity to use Kahn academy which has been linked to their NWEA testing to learn deficit skills in another way.

Reflex math program—This Intervention was used and data revealed that math scores increased. Therefore, team decided to expand this option to other grade levels.

Moby Max—Intervention used to close the achievement gap for the at risk population. Data revealed a gain; therefore, team decided to expand this option to a greater at risk population.

Six minute solution—Reading intervention used in the middle school to close the gap with at risk population. Data revealed an increase in scores; therefore, intervention will be utilized with additional grade levels as appropriate.

Differentiation of outcomes—Strategy used school wide with professional development provided for all teaching staff with oversight from the special education department and administration.

Blended learning—This is a 2018-19 initiative that will continue to grow into the 2019-20 school year with further professional development for all staff and continued relationship with Michigan Virtual to provide the assistance with the continued development.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Forest Park bases its instructional program on effective means of improving the quality and quantity of instruction using research based methods, such as, such as small group instruction, direct instruction, peer tutoring, blended learning, project based learning that increase the amount and quality of learning time and help provide an enriched, personalized and accelerated curriculum. The Forest Park SIP plan is formed through sound educational research based effective practices.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Strategies are researched and developed based on the results of the SIP, Title I and Administration teams' analysis of the data results, teacher input and parent input. The Title I team meets to analyze the data. They share the results with the whole staff. The staff has a professional development day where prior year goals, objectives, and strategies are assigned to a group to analyze and recommend to the SIP team to modify, delete or create that goal accordingly. The SIP team then meets to discuss the staff consensus and determine if the recommendation will be followed or modified. The SIP team then writes the plan according to the comprehensive needs assessment.
4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Professional development for staff on Math Recovery will impact the students who need the most instructional support to close the gap of our at-risk and special education students. There will be a second round of professional development for grades 2, 3, 4, and 5 that will need to be completed and administration will need to ensure that the trained staff are implementing the math recovery interventions within the classrooms as centered based activities.

5. Describe how the school determines if these needs of students are being met.

Student scores on the NWEA MAPS testing, individual classroom assessments, M-Step scores, and classroom grades will be used to determine if the needs of the students are being met. Administration walk throughs and observations will be focused on math instruction in each classroom K-12.
Component 3: Instruction by Highly Qualified Staff

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<tr>
<td>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</td>
<td>Yes</td>
<td>All instructional paraprofessionals have passed the work keys test or have the necessary credits to meet the qualifications.</td>
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<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</td>
<td>Yes</td>
<td>All teachers have filed the necessary paperwork and administration has approved the filings indicating their Highly Qualified status.</td>
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Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Teacher turnover rate is 10% due to one relocating to another district and two teachers with non renewed status due to performance.

2. What is the experience level of key teaching and learning personnel?

The average years of experience of a 28 member staff is 12 years. The professional staff experience level is quite evenly distributed with years of experience ranging from high of 27 to 3 with no years of experience. The median experience level is 11 years. The Title I teacher has 23 years of experience and the Principal has 33 years of experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

When hiring teachers, Forest Park attracts high quality candidates by providing mentor teachers in addition to on-going professional development. Non-tenured teachers work with administration to create an individual development plan each year. The plan indicates goals that the staff member will work to achieve within the school year and is monitored closely by the school administrator and a teacher mentor to offer appropriate support. Mentors and new teachers are expected to meet weekly initially and monthly thereafter to complete a monthly checklist of activities to ensure the new staff member understands the nuances of the district. Forest Park also tries to attract and retain teachers with a competitive salary schedule as compared to the districts within the local ISD.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district supports the staff by offering new teacher orientations, providing mentor teachers, and on-going professional development. Non-tenured teachers work with administration to create an individual development plan each year. The plan identifies 3-5 goals that the staff member will work to achieve within the school year. New teachers are introduced to the community on open house night and on the first day of school as well.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not a high turnover rate of highly qualified teachers. The teacher shortage has caused a lack of excellent teachers to hire. Forest Park has expanded its hiring postings to the digital world including handshake, websites, indeed and facebook.
Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

On the first day of professional development in August, the School Improvement Team will share and teach the strategies to the entire staff. The staff will have the opportunity to break up into small groups, discuss each strategy and ensure they understand how to implement it within their teaching and learning.

2. Describe how this professional learning is "sustained and ongoing."

Forest Park teachers will receive professional development aligned with the comprehensive needs assessment. Grade level teachers will receive training by DIISD trainer on Math Recovery intervention. All teachers will receive training on content writing from a writing consultant who has worked with the district for 5 years. Teachers will also receive Michigan Virtual training on blended learning so they can implement this application into their classroom instruction. Teachers will receive professional development focused on instructional strategies and additional PBIS initiatives throughout the 2019-20 school year. New staff members to the district within the past 3 years will receive training on the PBIS system in place strongly at the elementary level and very weakly implemented at the MS/HS level.

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<tr>
<td>3. The school's Professional Learning Plan is complete.</td>
<td>Yes</td>
<td>The year is partially planned as we are hiring a new K-12 administrator and would like to see what opportunities and ideas the new principal can bring to the table.</td>
<td>Tentative 2019-20 PD Plan</td>
<td></td>
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1. Describe how parents are (will be) involved in the design of the schoolwide plan.

A title I parent survey helps determine the needs of the school. Parents are always invited to serve on the Title I committee and have input into the school wide plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are involved in the implementation of the plan by opening the doors to participate in the school improvement committee as well as helping by volunteering in the classrooms to help with instructional learning and increase student engagement.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents will be involved in the evaluation of the schoolwide plan by serving on the school improvement committee and by filling out program evaluation surveys.

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<td>4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?</td>
<td>Yes</td>
<td></td>
<td>Parent Involvement Plan 2019-20</td>
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5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Provide information and assistance to parents regarding the state and local academic standards and assessments. (1118 e. 1)

- Assessments shared at Parent/Teacher conferences
- State assessment results sent to parents
- Local assessment results sent to parents
- Progress Monitoring reports for students requiring interventions sent to parents
- A Title I teacher is available to assist with any questions and provide information about assessments and strategies.

Provide materials and trainings to parents. (1118 e. 2)

- Title I meeting
- Kindergarten-12 grade orientation and open house night
- Family engagement nights
- Summer reading programs
- District, school, and classroom newsletters
- District website parent tab - provides parents with materials, resources, and links to help their child/children achieve success
- Instruct staff in the value of parent involvement and how to effectively communicate with parents
Bilingual interpreter
Accommodations for parents and guardians with special needs (1118 f)
- Flexible meeting times
- Handicapped accessible facilities
- Phone conferences
- Interpreters

Collaboration with community agencies - i.e. Community Mental Health, Dickinson-Iron Intermediate School District, and NorthPointe Behavioral Systems

Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs. (1118 e. 3)

- Parent involvement will be a part of Forest Park Schools professional development plan for all teachers. Teachers, administrators, and school groups will communicate with parents on a regular basis using a variety of methods - website, phone calls, letters home, local newspaper articles and announcements, etc. using the 3+1 model of positive communication.

Coordinate parent involvement activities with other programs: 1118 e. 4)

- Activities and events will be provided every spring with home visits and in the fall with open house to help facilitate the transition from preschool to kindergarten.
- The district hosts a full time GSRP program
- PTO
- Family Nights
- Head Start

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 e. 5)
- The district will utilize daily take home folder in grade k-3 and planners/agendas in grades 4-12.
- School newsletters/classroom newsletters/district newsletters will be written in a language parents can understand
- Social media will be utilized as a communication tool

Provide support for parental involvement at their request. (1118 e. 14)

- Parent requests for assistance will be accommodated at the greatest extent possible to ensure that their individual needs are met. The priority of the school district is to remove as many barriers as possible so that parents may be involved in their child's education. Parent involvement activities accessible to all parents, including those with disabilities, Homeless students and families, parents of migrant students, and parents who use English as their second language. (1118 f.) Forest Park currently does not have migrant or ESL students.
- The district will provide flexible meeting times, home visits, phone conferences, and other accommodations as needed.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement component of the schoolwide plan will be evaluated using a state or local developed program evaluation tool.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Involvement of parents and other stakeholders in the planning, reviewing, and improving of School-wide Title I programs (1118 c.3)

- Invitations extended to parents to participate in a Parent Advisory group every fall
- Parent Involvement Policy will be reviewed at conferences and open house each fall
- Post and distribute the Parent Involvement Policy at Parent-Teacher conferences
- Have parents complete Title I parent survey at Parent-Teacher conferences
The Title I team will review and revise the Parent Involvement Policy to incorporate the suggestions from the surveys

8. Describe how the school-parent compact is developed.

The school parent compact was developed by the parent advisory committee and is reevaluated every year during a Title I meeting.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Parents receive the compact from their child's teacher during elementary parent teacher conferences. The teacher reviews the compact with the parent.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Parents will receive the compact from their child's teacher during parent teacher conferences. The guidance counselor, principal or core teacher will review the compact with the parent.

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<tr>
<td>The School's School-Parent Compact is attached.</td>
<td>Yes</td>
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<td>Title I Compact 2019-20</td>
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11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Teachers communicate the information at the level of the parent. We have no language barriers that requires an interpreter at this time at Forest Park, however, we have a high at-risk population whereby parents may need the information in a readable, easy graph.
Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The school conducts the following:
Kindergarten round-ups, family engagement activities, GSRP sponsored family nights, Open houses at the beginning of each school year, GSRP students receive a weekly newsletter with tips for parents to help their child learn and get ready for Kindergarten.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Preschool teachers have rigorous requirements to maintain their credentials as GSRP teachers. This includes attending monthly GSRP meetings, participating in required professional development, and being rated on the PQA. Preschool teachers provide home visits twice a year and parent teacher conferences twice a year to assist parents with teaching and learning.
Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Grade level meetings, NWEA and Dibels benchmark meetings, and academic/behavior school improvement meetings offer venues for teachers to have input into the decisions that are made regarding the use of school based academic assessments.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are involved in title I data wall meetings, progress monitoring meetings, School Improvement meeting and curriculum development committees in order to analyze student achievement data.
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State’s academic achievement assessment standards at an advanced or proficient level.

Scores on the NWEA Map assessment, dibels and Aimsweb benchmark assessments, common assessments, and anecdotal records help identify students who are having difficulty. Progress monitoring occurs of students who are receiving intervention to ensure that the students are making progress. SAT paperwork is filed when a referral to special education is requested.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State’s academic achievement assessment standards at an advanced or proficient level?

Forest Park staff provides additional assistance to students having difficulty mastering the standards after the initial data analysis has been completed, every 2-3 weeks after each progress monitoring event, the middle of the year, and then again at the end of the year. Forest Park will be conducting a curriculum review to realign the curriculum to the state standards.

3. How are students’ individual needs being addressed through differentiated instruction in the classroom?

Differentiation of instruction and outcomes has been a school improvement goal for two years. Teachers allow students to receive differentiated instruction in all academic areas. Assignments and homework are modified based on student ability. NWEA data is being shared with Kahn academy to create a learning path for individual students to target specific areas of need. Other software resources are also used to develop an individualized learning path.
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Forest Park uses various resources to support a variety of programs. These programs are coordinated through the school improvement team to support all students. These resources include Title 1 and Special Education Services, professional development, free or reduced meals, free breakfast, after school homework club, running club, Locker lunches, St Vincent de Paul food pantry and shoe/clothing donation, clothes closet.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title I, Title II, and Title IV resources are coordinated to supplement district programs in the general education setting by providing extra support to struggling learners. At-risk funds are used to assist identified at-risk learners. At Risk and Reap Funds pay for paraprofessionals to provide extra assistance and academic interventions. Title IV resources are used mainly as a source of professional development and program implementation. Title I and Title II are generally used for our Title I teacher alone.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Forest Park School District has a school improvement team that is dedicated to improving student behavior and school culture. This group also ensures that Federal, State, and local services are coordinated to meet school wide goals.
Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school will evaluate the implementation of the schoolwide program by analyzing growth data of students, perception data, and minutes of school improvement meetings annually. This will be done by the school improvement team, students, teachers, parents, and community to include all stakeholders.

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

The school will use NWEA, Dibels, AIMSWEB, common unit assessments, and M-step data to evaluate the results achieved by schoolwide programs. Students are tested in the fall, winter, and spring to check progress (NWEA, AIMSWEB, and Dibels). 3rd grade students take the M-step in May and June.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Staff will look at trend data for individual students who do not meet benchmark on school-wide assessments. Groups are looked at in cohorts (by year) to measure growth and program effectiveness.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Forest Park administrators and teachers will engage in SIP committee meetings and/or Title I meetings monthly to revise and evaluate the achievement of students in the schoolwide program. Students who receive interventions will be progress monitored twice per month and that data will be used at the Title I meetings to make changes to individual student programming and instruction. Annual growth reports through M-step, NWEA, AIMSWEB and Dibels will also be used to revise the plan as needed.
2019-20 School Improvement Plan
Overview

Plan Name

2019-20 School Improvement Plan

Plan Description

School year 2019-20
# 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students at Forest Park will increase informational text reading skills.</td>
<td>Objectives:1 Strategies:3 Activities:3</td>
<td>Academic</td>
<td>$54541</td>
</tr>
<tr>
<td>2</td>
<td>Students at Forest Park will increase their general knowledge in Social Studies content area.</td>
<td>Objectives:1 Strategies:2 Activities:3</td>
<td>Academic</td>
<td>$15285</td>
</tr>
<tr>
<td>3</td>
<td>Students at Forest Park will increase math skills.</td>
<td>Objectives:1 Strategies:3 Activities:3</td>
<td>Academic</td>
<td>$28349</td>
</tr>
<tr>
<td>4</td>
<td>Promote a positive and productive school culture.</td>
<td>Objectives:1 Strategies:4 Activities:8</td>
<td>Organizational</td>
<td>$8800</td>
</tr>
<tr>
<td>5</td>
<td>Increase the number of Economically Disadvantaged students that score in the proficiency level on the Social Studies State Assessment.</td>
<td>Objectives:1 Strategies:2 Activities:3</td>
<td>Academic</td>
<td>$1263</td>
</tr>
<tr>
<td>6</td>
<td>Students at Forest Park will increase science skills.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$13585</td>
</tr>
<tr>
<td>7</td>
<td>Students at Forest Park will increase writing skills.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$1000</td>
</tr>
</tbody>
</table>
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 05/29/2020 as measured by State reading assessment, dibels and aimsweb testing, NWEA assessment and classroom assessments.

Strategy 1:
Blended Learning with Informational Text - 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

An instructional model for webbased elearning education with a blended learning process approach. Fernando Alonso, Genoveva López, Daniel Manrique, José M. Viñes. 25 February 2005

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Blended Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and administration will monitor the implementation of using blended learning with informational text activity by using and regularly reviewing student data to ensure that students move to the next level of comprehension when appropriate on internet based resources.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/01/2019</td>
<td>06/05/2020</td>
<td>$200</td>
<td>General Fund</td>
<td>K-12 Staff and Administration</td>
</tr>
</tbody>
</table>

Strategy 2:
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


Tier: Tier 2
Strategy 3:
Credible Sources - Students will be taught how to analyze sources for biased credibility and factual accuracy.
Category: English/Language Arts
Research Cited: Evaluating Internet Research Sources, Robert Harris, November 22, 2010
Tier: Tier 1

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 proficiency in higher level thinking application skills in Social Studies by 05/29/2020 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.
Activity - Increasing test taking skills

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$200</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

Activity - Title I Subgroup Achievement

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Evaluate</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$13585</td>
<td>Title II Part A, Title I Part A</td>
</tr>
</tbody>
</table>

Strategy 2:

Career Readiness - Teachers will incorporate career minded activities within their core teaching area at the K-12 level to expose a variety of careers to the students.


Tier: Tier 1

Activity - Career Pathways

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at the middle school level will utilize the career pathways program to develop EDP's online. All K-12 students will explore various careers through guest speakers and online resources. High School students will develop resume and practice interview skills.</td>
<td>Career Preparation /Orientation , Community Engagement</td>
<td>Tier 1</td>
<td></td>
<td>09/03/2019</td>
<td>05/29/2020</td>
<td>$1500</td>
<td>Title IV Part A</td>
</tr>
</tbody>
</table>
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 05/29/2020 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
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Incorporate real world problems in lessons</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Evaluate</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$300</td>
<td>General Fund</td>
<td>Staff, POWER Team, Administration</td>
</tr>
</tbody>
</table>

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
Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Title I math intervention</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Evaluate</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$300</td>
<td>General Fund</td>
<td>Staff, POWER Team, Administration</td>
</tr>
</tbody>
</table>
Strategy 3:
Math Recovery - Teachers will implement Math Recovery program at the Kindergarten through fifth grade. 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

<table>
<thead>
<tr>
<th>Activity - Number Sense</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
| 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 | 09/03/2019 | 05/29/2020 | $878 | Title II Part A | Administrati

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 05/29/2020 as measured by surveys.

Strategy 1:
Staff to student mentor program - Teachers will build positive relationships through purposeful activities to improve attendance and grades.
Category: School Culture
Strategy 2:
POWER Pals - Teachers will develop monthly purposeful activities using collaborative pairings within the K-12 environment to increase positive relationships as measured by a pre- and post- staff/student survey. Community dinner placemats, power signs, community Veterans, Medicare cards are some of the activities to implement. Category: School Culture
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Empowering students</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character will be developed during a designated time period called &quot;POWER HOUR&quot; in the school day. Students will participate in activities that will develop their skills in Pride, Organization, Winning Attitude, Effort and Respect.</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>05/29/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>K-12 and support staff, administration</td>
</tr>
</tbody>
</table>

Strategy 3:
Student Engagement - Teachers will use best practices to enhance student engagement in the classroom, including academic games, response rates, physical

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

<table>
<thead>
<tr>
<th>Activity - Family nights</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2019</td>
<td>05/29/2020</td>
<td>$1500</td>
<td>Title IV Part A</td>
<td>Title I personnel, classroom teachers, administration</td>
</tr>
</tbody>
</table>
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](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/](https://soundout.org/defining-student-engagement-a-literature-review/)

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Monitor student engagement</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use successful engagement strategies to implement in the classroom.</td>
<td>Behavioral Support Program, Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$500</td>
<td>General Fund</td>
<td>administration, teachers</td>
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<table>
<thead>
<tr>
<th>Activity - Youth Speaker(s)</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/02/2019</td>
<td>05/29/2020</td>
<td>$3000</td>
<td>Title IV Part A</td>
<td>administration, teaching staff</td>
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</table>

<table>
<thead>
<tr>
<th>Activity - Local Business Walking Tour</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Career Preparation /Orientation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/03/2019</td>
<td>05/29/2020</td>
<td>$600</td>
<td>Title IV Part A</td>
<td>Administration, HS teaching staff</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity - Family Nights</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family engagement activities involving parents attending with their child and learning an activity or strategy to implement at home. Supplies needed are 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. Resident experts will be brought in to present and share the information with parents.</td>
<td>Community Engagement</td>
<td>Tier 1</td>
<td>Evaluate</td>
<td>09/03/2019</td>
<td>05/29/2020</td>
<td>$2500</td>
<td>Title IV Part A</td>
<td>Administration, staff</td>
</tr>
</tbody>
</table>
**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


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Peer to Peer Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Behavioral Support Program, Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>05/29/2020</td>
<td>$500</td>
<td>Title IV Part A</td>
<td>Administration, K-12 staff</td>
</tr>
</tbody>
</table>

**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


Tier: Tier 1

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

<table>
<thead>
<tr>
<th>Activity - Teachers incorporating current events into the classroom</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$400</td>
<td>General Fund</td>
<td>POWER Team, administration, K-12 staff</td>
</tr>
</tbody>
</table>

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

**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 05/29/2020 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
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
http://link.springer.com/chapter/10.1007/978-94-009-1465-0_3#page-1

Tier: Tier 1

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 05/29/2020 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.
**Activity - 6+1 Writing Traits**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Consultant that has been working with teachers for the past 6 years will monitor the writing process in the elementary classrooms, middle school and high school language arts classrooms.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Evaluate</td>
<td>09/03/2019</td>
<td>05/29/2020</td>
<td>$1000</td>
<td>Title II Part A</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Subgroup Achievement</td>
<td>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</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$11678</td>
<td>Classroom teacher, administrator, and Title I</td>
</tr>
<tr>
<td>Title I Subgroup Achievement</td>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Evaluate</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$11678</td>
<td>Title I teacher, classroom teacher, administrator, title I team</td>
</tr>
<tr>
<td>Title I math intervention</td>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Evaluate</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$23356</td>
<td>Administrator, classroom teacher, Title I personnel</td>
</tr>
<tr>
<td>Title I Subgroup Achievement</td>
<td>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.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Evaluate</td>
<td>08/30/2019</td>
<td>05/29/2020</td>
<td>$46713</td>
<td>Administrator, classroom teachers and Title I personnel</td>
</tr>
</tbody>
</table>

### No Funding Required
### Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible
---|---|---|---|---|---|---|---|---
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
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
Credible Sources | Teaching content specific vocabulary for informational text and being able to identify them within different articles. | Direct Instruction, Technology, Supplemental Materials | Tier 1 | Implement | 09/03/2019 | 05/29/2020 | $0 | Teaching staff and administration, technology staff
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 | 09/03/2019 | 05/29/2020 | $0 | K-12 and support staff, administration

### 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 are 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. Resident experts will be brought in to present and share the information with parents. | Community Engagement | Tier 1 | Evaluate | 09/03/2019 | 05/29/2020 | $2500 | Administration, staff
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 | 09/02/2019 | 05/29/2020 | $3000 | administrations, teaching staff
Career Pathways

Students at the middle school level will utilize the career pathways program to develop EDP’s online. All K-12 students will explore various careers through guest speakers and online resources. High School students will develop resume and practice interview skills.

Civics/Economics Today

Middle and/or High School Social Studies teachers will utilize online, relevant, current civics and economic resources.

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.

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.

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.

General Fund

<table>
<thead>
<tr>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
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<tbody>
<tr>
<td>Increasing test taking skills</td>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$200</td>
<td>K-12 staff and administration</td>
</tr>
</tbody>
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<td>Number Sense</td>
<td>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.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>05/29/2020</td>
<td>$878</td>
<td>administration, teachers, ISD</td>
</tr>
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<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Evaluate</td>
<td>08/30/2019</td>
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<td>$7628</td>
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<td>Evaluate</td>
<td>09/04/2018</td>
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<td>$1907</td>
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<td>Evaluate</td>
<td>09/04/2018</td>
<td>05/31/2019</td>
<td>$3815</td>
<td>Administratio n, classroom teacher, Title I personnel</td>
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