School Improvement Plan

Forest Elementary School

Riverview Community School District

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TABLE OF CONTENTS

School Additional Requirements Diagnostic

School Improvement Goals and Plans 2017-2019

Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

For 2015-2016, there were 448 students enrolled K-5. There are 19 staff members and seven support staff members. The ratio of female to male staff members 18:1. Our ratio of male to female students is 230:218. We currently do not have an adequate number of students to create subgroups by ethnicity. However, we do have an economically disadvantaged subgroup of 34.6%. Forest has had the same administrator for four years. Forest currently has a School of Choice population of 46%. There are five schools in Riverview; three elementaries, one middle school, and one high school. Riverview is a suburb of Detroit and a mix of white-collar, blue-collar, and professional individuals.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision: We are committed to fostering academic achievement, responsibility, and respect, positive growth, and high honor among our Forest Pirates.

Mission: Our Forest School mission is to challenge and support our students to be the best they can be.

Beliefs:

Forest School believes members of our educational community:

Can learn and are entitled to a quality education

Deserve a safe, supportive, and equitable environment

Are valuable and unique

Embrace learning as a lifelong process

Must accept responsibility for their actions

Encourage collaboration among students, parents, staff, and the community

Understand that change is inevitable, ongoing, and necessary for growth

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our scores on the NWEA tests have improved from 2014-2015 to 2015-2016. On the 2014-2015 M-Step, 3rd grade was above the state average in Math; 4th grade was above the state average in Science; and 5th grade was above the state average in ELA, Math, and Social Studies. In 2014-2015, we adopted the Eureka Math curriculum and we have seen math scores rise on the NWEA since it's adoption. We have implemented components of Next Generation classrooms and blended learning. We have also created a "student-version" of PLC time. Called "Play, Learn, Create" students cycle through unique learning activities including guest speakers, technology, and "in-house" field trips. This allows staff time to collaborate on curriculum and extended learning opportunities.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

This year, we have continued to improve on providing a safe learning environment for students, adopting components of Next Generation classrooms and blended learning environments. We have created a student-version of PLCs - "Play, Learn, Create" - where students cycle through unique events including guest speakers, technology, and in-house "field trips", to allow the teachers time to collaborate and plan curriculum and extended learning opportunities.

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

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.

Parents and community members, in conjunction with teaching and support staff and administrators, meet throughout the year to address school improvement initiatives. Letters and emails were sent out to inform parents and community members and offer them the opportunity to be a part of the school improvement process.

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

There were several parents, two support staff, teachers, and administrators responsible for collecting and analyzing data and creating surveys.

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

The completed improvement plan was submitted to Central Office. It will also be shared with staff during a staff meeting and posted to our webpage.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data
1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Over the last three years, we have had a steady incline in enrollment. This has been possible because of our district having open enrollment through school of choice.

Student Demographic Data
2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our school of choice students attendance affect our overall attendance percentages due to tardiness. We have also changed our district attendance policy and made it a bit more restrictive so truancy is starting to become more prevalent. We have reconfigured our school parking lot to have a dedicated entrance and exit to help alleviate some of the truancy due to traffic back-ups.

Student Demographic Data
3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

As a district, we are using the PBiS initiative to assist us in our discipline. Since our implementation of PBiS, our student behavior has greatly improved and suspensions are down. We do have   students being placed on Tier II and TIer III plans to assist them with their behaviors.

Student Demographic Data
4. What action(s) could be taken to address any identified challenges with student demographic data?

There are no challenges at this time.

Teacher/School Leader(s) Demographic Data
5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Current administration has brought in new expectations and direct instructional ideas through updating our curriculum, new teaching strategies, and using data (NWEA reports) to guide instruction. Over the last three years, we are starting to see continuous growth among our students.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Our teachers come to us with many resources available to them and also bring with them many tools to focus on learning. Our teachers are seasoned enough that they are able to accept new strategies/technologies for student learning and readily adapt them into their classrooms.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The presence or absence of the building leader will not have the impact on student's achievement as, per ce, the teacher being out that much. The building leader, on average, is out once a week. Most of the time, the students do not even know the school leader is out of the building.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

We try to do as much professional development "in-house" as possible. Obviously, when the teacher is not in the room, the students are not receiving the direct instruction that they are familiar with. It is important to maintain the consistency of direct teacher instruction versus having a substitute in the room.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

There are no challenges at this time.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Strand 1 - Purpose and Direction
Strand 2 - Governance and Leadership

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Strand 5 - Using Results for Continuous Improvement

12. How might these challenges impact student achievement?

Student achievement could be impacted by not yet having an efficient data collection and analyzing system in place to best match the students to instruction in their specific areas of need.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We have begun to implement a system of data collection and analysis, as well as use PLC time to create common assessment. During this PLC time, we will also evaluate the data and teaching practices district-wide to further drive instruction and support student learning. We are using Atlas/Rubicon as a storehouse for these common assessments as they are created.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

 We are not a Title I building, but we do have a strong RTI team and our Resource Room teacher is very involved with our students. She does more "Push in" versus "Pull out". And because we are following the district RTI/MTSS model, we use a lot of data to address our students that may need some extra assistance. A team meets monthly to discuss both programs and students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We offer a Summer Academy for our first through third graders and all of our special education students. We have many online subscriptions (RazKids, Spelling City, Starfall, BrainPOP) that all of our students have access to throughout the year. Also, our staff has introduced many

helpful websites that are incorporated into the classroom ,(Khan, FrontRow, Prodigy, MAP Math/Reading, NewsELA, KidBlog, Code.org, LearnZillion) which the students have access to during the summer.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We have an RTI team that meets monthly to discuss students that possibly need RTI instruction. We use the data from the NWEA MAP test, as well as in-class formative and summative assessments. Teachers have to submit a student referral form with appropriate data to justify recommending a student for extended learning opportunities. If a student is placed into the RTI program, a letter is sent home from our RTI team that explains the process and what additional resources will be made available for their child.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Our teachers place "I can..." statements on the board everyday that ties directly to the CCSS. The majority of the students "Exit Tickets" have the standards printed right on them, as well as on the common assessments created by each grade level. The Illuminate program also allows us to tag the standards right to the question. Lastly, we have adapted Standard Based Report Cards in all grades. All standards are addressed right on the report cards and how the students are progressing on those standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

According to 2014-2015 M-Step data, 47.5% of 3rd grade students received Advanced or Proficient scores. This is 0.6% above the district and 7.9% above Wayne County. In 4th grade, 34.5% of students achieved an Advanced or Proficient score. This is 1% above the District. In 5th, 51.8% of students achieved a Advanced or Proficient rating. This is 12.7% above Wayne County and 3.1% above the State score. The percentage of all 6th grade Riverview students scoring advanced or proficient in reading for the 2015 M-Step was 54.1%. This was 18.8% above the Wayne County score and 9.4% above the state score.

In analyzing Economically Disadvantaged versus Non-Economically Disadvantaged populations on the 2014-2015 M-Step, there was not a large achievement gap in 3rd grade, relatively speaking. (12.9% lower for ED students in 3rd, while all other grade levels had an achievement gap between ~20% and ~40%.)

When comparing the Winter NWEA MAP tests for 2014-2015 and 2015-2016, we saw that in Kindergarten, the number of students at or above both the District (31 to 34) and the Norm Grade Level Mean RIT increased (27 to 34), as did the Mean RIT for males in Kindergarten (15 to 20 for District; 11 to 20 for Norm Grade Level). In first grade, all students, as well as the male and female subgroups, showed an increase in Mean RIT score from 2014-2015 to 2015-2016 (172.3 to 174.3 for all students; 170.7 to 173.5 for males; and 174.2 to 175.2 for females). Forest's K scores were 0.5 above the District Mean and 2.8 above the Norm Grade Level Mean. In addition, the Forest 1st grade students exceeded both the District and Norm Grade Level Mean RIT in all data sets (all students, male, and female) except for 2015-2016 Male District Mean RIT, where Forest was only 0.3% below the District average. 2nd and 3rd grade showed similar results with all RIT scores increasing and all scores surpassing those of the District and the Norm Grade Level. Among 4th grade females, the RIT score went up from 2014-2015 to 2015-2016. The 4th graders as a whole, as well as male and female subgroups, exceeded the District Norm Grade Level Mean RIT and the females also exceeded the Norm Grade Level Mean RIT. Lastly, the 5th grade students showed growth and surpassed both the District and Norm Grade Level values in every area except for the females in 2015-2016. In comparing economically disadvantaged to non-economically disadvantaged subgroups, most grade levels still had an achievement gap. However, the gap was very small in 3rd (-1.4) and ED students actually had a Mean RIT 0.1 higher than non-ED students in 4th grade.

While analyzing the sub-area data for the NWEA MAP test, lower elementary grades had a strength in Vocabulary Use and Functions, while upper elementary grades had a strength in Literature.

19b. Reading- Challenges

In analyzing the 2014-2015 M-Step data, we identified reading challenges for all students. In 3rd grade reading, Forest's percentage of Advanced/Proficient was 2.6% below the state score. In 4th grade reading, Forest students were 2.2% below the District score and 12.1% below the state score. In 5th grade reading, Forest students were 8.9% lower than the District score.

We also identified some challenges in our subgroups - male/female and economically disadvantaged/non-economically disadvantaged. In 3rd grade, Forest females outperformed Forest males by 21.9% and were above the male scores in all subgroups (District: 11.7%; Wayne County: 19%; and State: 8.5%) while the males were behind in all categories (District -10.2%; Wayne -2.9%; State -13.4%). In 4th grade, females scored 3.8% lower in reading, and in all categories. (District -0.9%, Wayne -4.1%, State -14%) The males also scored lower in comparison to Wayne County (-0.3%) and the State (-10.2%). In 5th grade, females performed 11.1% better than males, but 2.8% lower than the District. While the males performed 13.9% lower than the district and 1.9% lower than the state. In 6th grade, there was a 3.7% difference between the females and males.

In analyzing the 2014-2015 M-Step data, there was a significant achievement gap between economically disadvantaged and non-economically disadvantaged students in every grade level (3-6) but 3rd. In third grade, there was still a gap, but it was only -12.9 for ED vs. non-ED. The other grade levels had much higher gaps (4th: -35.1; 5th: -39.3; 6th: -18.2). In addition, Forest's ED population performed significantly lower than the District, County, and State in 4th and 5th grades.

In analyzing the Winter 2016 NWEA data for reading, it was observed that Kindergarten's mean RIT was slightly lower than the District and Norm mean RIT. Also, in 4th grade, the mean RIT was just slightly lower than the Norm mean RIT.

We also identified some challenges among our subgroups on Winter 2016 NWEA data. In K, the males and females performed just slightly under the mean RIT for district and norm, while females scored slightly higher than males. There were also achievement gaps between ED and non-ED students in every grade level but 4th.

The areas of concern for reading, using NWEA scores, were foundational skills for lower elementary and vocabulary for upper elementary.

19c. Reading- Trends

In comparing NWEA Winter 2015 to Winter 2016, Kindergarten's mean RIT decreased slightly as did 4th grade's mean RIT. We also noticed

progress in closing the achievement gap between males and females in some grade levels. In Kindergarten, the gap went from 2.7 to 0.6. In 1st it went from 3.5 to 1.7. In 2nd, the achievement gap grew from a -0.7 to 0.6, and in 3rd the achievement gap grew from -1.9 to 2.8. In 4th, the achievement gap grew significantly - from -0.4 to 5. In 5th, the achievement gap once again closed from -2.3 to -0.2. In ED versus non-ED populations, the achievement gap existed for every grade level but 4th grade.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The 2015 M-Step reading scores show that Forest is performing better than the District, County, and State in 3rd, 4th (except for State), 5th, and 6th.

Winter NWEA data shows that Forest students are improving their RIT scores as well as the number of students at or above the District and Norm Grade Level Mean RIT in all grades except K and 4th. They are also outperforming the District Mean RIT in all grade levels except Kindergarten (only 0.7 behind) and surpassing the Norm Grade Level Mean RIT in grades 1, 2, 3, and 5, with Kindergarten only behind by 1.2 and 4th grade only behind the norm by 0.3.

Gender data for Winter NWEA shows females outperforming males in every grade level but 5th (but only trailing males by 0.2). The gender-based achievement gap closed significantly in Kindergarten and 1st grade with females continuing to perform better, while the rest of the grade levels saw a switch in who performed better. In 2nd, 3rd, and 4th, the males performed better in 2014-2015 and then the females performed better in 2015-2016, with a rather large gap in 4th (4.6). In 5th, the switch was opposite. Females performed better in 2014-2015 and males performed better in 2015-2016, also with a large gap (4.8). Gender data for the 2014-2015 M-Step showed 3rd grade females significantly outperforming males (21.9), 4th grade males performing better, and then 5th grade females again performing better.

In another subgroup, economically-disadvantaged students performed lower on the Winter NWEA test in all grade levels but 4th, where ED students actually performed better than non-ED students by 0.1. On the 2014-2015 M-Step, non-economically disadvantaged students performed higher in every grade-level, although the gap in 3rd grade was significantly lower (12.9). This correlates with the Winter NWEA data because the M-Step 3rd graders would be the NWEA 4th graders.

Strategies need to be implemented to address this achievement gap between ED and non-ED students, especially in 1st grade where the gap was widest (6.9). In addition, the underperformance of males at all grade levels needs to be addressed, but especially in 4th grade. These challenges will be addressed in the School Improvement Plan with differentiation of instruction using technology, formative assessment, Response to Intervention, and professional development.

20a. Writing- Strengths

Using MEAP scores from 2013-2014, the last year the writing test was scored separately, grade 4 students performed above the state and county averages in the area of writing. Writing scores increased to 61.4% Proficient in 2013-2014, up from 53.3% in 2012-2013 and 55% in 2011-2012. The gender gap on the writing assessment is relatively small, at females 66.7% Proficient and males at 56.1% Proficient.

20b. Writing- Challenges

When analyzing the Writing MEAP scores for 3 consecutive years, economically disadvantaged students consistently performed below non-economically disadvantaged students. in 2011-2012, ED students scored 38% proficient while non-ED students scored 69% proficient. In 2012-2013, ED students scored 52.4% proficient and non-ED students scored 53.7% proficient. Lastly, in 2013-2014, ED students performed 47.6% proficient while non-ED students performed 66.1% proficient. The non-ED populations always had significantly more students scoring in the Advanced range.

20c. Writing- Trends

N/A

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In our School Improvement Plan, the area of writing will be addressed in all curriculum area goals. In addition, common assessments will be created, which can then be analyzed in the future.

21a. Math- Strengths

On the 2014-2015 M-Step, 3rd and 5th graders at Forest performed better than the District, County, and State in Math. 3rd grade was 59.3%

Proficient, which is 12.9% higher than the District, 22.3% higher than the County, and 10.5% higher than the State. In 5th grade, Forest students performed at 44.8% proficiency, which is 3.8% higher than the District, 19.9% higher than the County, and 15.4% higher than the State. 4th grade also scored above the District and County averages, but not above the State. 4th graders' proficiency was 34.5%, which is 8.3% above the District and 3.3% above the County.

On the Winter 2016 NWEA test, Kindergarten students had a mean RIT of 151, which is 0.9 above the District mean. 2nd grade students had a mean RIT of 192.5, which is 1.1 above the District and 6.1 above the Norm Grade Level. 3rd grade had a mean RIT of 197.5, which is 2.2 above the District Mean. 4th grade had a mean RIT of 208, which is 5.7 above the District. 5th grade had a mean RIT of 218.7, which his 4.2 above the District and 1.5 above the Norm Grade Level. In the NWEA subareas, upper elementary had strengths in Operations and Algebraic Thinking, while the lower elementary had a tie with strengths in Geometry, Numbers & Operations in Base Ten, and Measurement/Data.

21b. Math- Challenges

In analyzing 2015 M-Step data, some math challenges were evident. First, in 4th grade, Forest students were 34.5% proficient, which is 6.6% below the State average. Secondly, there are significant achievement gaps between economically disadvantaged and non-economically disadvantaged students in every grade level tested. In 3rd grade, the gap is smallest at 12.7% lower; 4th is 29.8% lower, 5th is highest at ED students scoring 40.5% lower than non-ED students; and 6th grade (where all three elementary schools blend together) has a gap of 21.3%. Gender was also analyzed on the M-Step and the following conclusions were drawn: in 3rd grade, females performed 5.4% better than males; in 4th grade, males performed better than females by 3.8%; in 5th grade, females performed better than males by 4.9%; and in 6th grade, males performed better than females by 8.2%.

Winter 2016 NWEA data was also analyzed. In Kindergarten, the mean RIT was 151, which was .5 below the norm grade level mean RIT. In 1st grade, the mean RIT was 172.3, which is .7 below the District mean RIT and 1.5 below the norm grade level mean RIT. In 3rd grade, the mean RIT is 197.5, which is .7 below the norm grade level mean RIT. In 4th, the mean RIT was 208 and that is .7 below the norm grade level mean RIT. Achievement gaps between ED and non-ED students were evident on these assessments as well. In every grade level but 4th, the ED students performed lower than the non-ED students. (K-ED: -5.3; 1st-ED: -4; 2nd-ED:-5.3; 3rd-ED: only -1; 4th: ED was 208.1, non-ED was 208; 5th-ED: -6.3). Gender data was examined as well. In Kindergarten and 1st, the higher scoring gender swapped from female in 2014-2015 to male in 2015-2016. In 2nd and 3rd grades, males outperformed females in both years, however, by a smaller margin in 2015-2016. In 4th grade, the males performed better in 2014-2015, but the females caught up and surpassed the males in 2015-2016. In 5th, the males were dominant both years, and the gap grew by 1%.

In looking at NWEA subareas, Numbers and Operations in Base Ten was a low area for upper elementary, while Operations and Algebraic Thinking was a weakness for lower elementary.

21c. Math- Trends

In examining two years' worth of NWEA data, increased RIT scores were noted in all grades, K-5. Kindergarten improved by 1.1 points, 1st improved by 1.8 points, 2nd improved by 3.3 points, 3rd improved by 2.5 points, 4th improved by 3.1 points, and 5th improved by 3.5 points. Gender and economically disadvantaged achievement gaps continue to exist, with males and non-economically disadvantaged being the higher-achieving, for the most part.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In examining M-Step and NWEA math data, discussions need to take place regarding closing the achievement gap for gender and economically disadvantaged populations. ED populations perform lower than their non-ED counterparts in every grade level and interventions, programs, and/or learning tools need to be introduced to help close this gap. There is no clear-cut higher-performing gender in grades 3-6, since it alternates back and forth between male and female, yet the gap does exist, regardless of which gender is on the lower end. Therefore, the same interventions, programs, and/or learning tools would benefit as well, to help close the gender gap. Additionally, some examination of other districts in Wayne County and beyond that have higher M-Step scores would be beneficial in knowing which interventions, programs, etc. would be most effective and efficient. These challenges will be addressed in our School Improvement Plan by differentiation of instruction, using technology, formative assessment, Response to intervention, and professional development.

22a. Science- Strengths

Winter 2016 NWEA data for Science shows the 3rd grade Mean RIT 195.4, which is 0.2 above the District and 2.8 above the Norm Grade Level, 4th grade Mean RIT is 200.8, which is 2.9 above the District and 2.1 above the Norm Grade Level. 5th grade Mean RIT was 206.9, which is 1.7 above the District and 3.2 above the Norm Grade Level.   When examining NWEA gender data, the Forest 3rd grade males scored a 196.8 Mean RIT, which is 1.6 higher than the District and 4.2 higher than the Norm Grade Level. The 3rd grade females scored Mean RIT 194.2, which was 1.6 higher than the Norm Grade Level. In 4th, the males scored a 199.5 Mean RIT, which is 1.6 higher than the District and 0.8 higher than the Norm Grade Level. The 4th females scored a 202.2 Mean RIT, which is 4.3 above the District and 3.5 above the Norm Grade Level. The 5th grade males scored 207.6, which is 2.4 higher than the District and 3.9 above the Norm Grade Level. The 5th females scored 206.2, which is 1 above the District and 2.5 above the Norm Grade Level. Economically Disadvantaged versus non-Economically Disadvantaged data was also analyzed for the NWEA test. For 4th grade, the ED population actually scored 0.1 higher on the Science test than the non-Economically Disadvantaged population.

M-Step Science data for 4th grade was also analyzed. Forest scored at 17.4% Advanced/Proficient, which is 7.2% higher than the District, 9.7% higher than Wayne County, and 5% higher than the State. In examining gender data, both the 4th grade males and females outperformed the District, County, and State. Females scored 19% Advanced/Proficient, which is 8.8% higher than the District, 11.3% higher than the County, and 6.6% higher than the State. Males scored 15.9% A/P, which is 5.7% higher than District, 8.2% higher than County, and

3.5% higher than State.

22b. Science- Challenges

On Winter 2016 NWEA Science, the 4th grade Mean RIT at 200.8, was only 0.2 below the District. 3rd grade females had a Mean RIT of 194.2, which is 1 point lower than the District Mean RIT. Also in 3rd grade, the male (196.8) students performed better than the females (194.2) by 2.6 RIT points. In 4th, the females scored 202.2, which is 2.7 points higher than the males at 199.5. In 5th, the males (207.6) again outperformed the females (206.2) by 1.4 RIT points. In examining the economically disadvantaged population, 3rd grade ED students scored 1.7 points lower than non-ED students, and in 5th grade, ED students performed 2.4 RIT points lower than their non-ED counterparts.

The only Science Challenges evidenced in the 2014-2015 M-Step scores for 4th grade was in the ED vs. non-ED population. The ED students scored 14.6% lower than non-ED students, and were 2.8% below the District, 0.3% below the County, and 5% below the State.

22c. Science- Trends

In examining Science trends for all students on the last two years' NWEA scores, both 3rd and 5th noted increases in the mean RIT, while 4th grade showed a decrease of only 0.2. 3rd grade RIT scores increased by 0.4 and 5th grade increased by 1.6. Gender trends showed that in 3rd grade, males are consistently performing better, with achievement gaps of 2.7 for 2014-2015 and 2.6 for 2015-2016. In 4th, it was the opposite. Females performed better both years, only by 0.3 in 2014-2015, but by 2.7 in 2015-2016. Lastly, in 5th, females performed 1.4 points better in 2014-2015, but males performed better by the same amount (1.4) in 2015-2016.
The achievement gap between economically disadvantaged students and non-economically disadvantaged students fluctuates from -1.7 in 3rd, to 0.1 in 4th, and -2.4 in 5th.

Despite the fact that our students outscored the District, County, and State in science, the scores are still low and increasing student performance will be addressed in our School Improvement Plan.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

On Winter 2016 NWEA Science, the 4th grade Mean RIT at 200.8, was only 0.2 below the District. 3rd grade females had a Mean RIT of 194.2, which is 1 point lower than the District Mean RIT. Also in 3rd grade, the male (196.8) students performed better than the females (194.2) by 2.6 RIT points. In 4th, the females scored 202.2, which is 2.7 points higher than the males at 199.5. In 5th, the males (207.6) again outperformed the females (206.2) by 1.4 RIT points. In examining the economically disadvantaged population, 3rd grade ED students scored 1.7 points lower than non-ED students, and in 5th grade, ED students performed 2.4 RIT points lower than their non-ED counterparts.

The only Science Challenges evidenced in the 2014-2015 M-Step scores for 4th grade was in the ED vs. non-ED population. The ED students scored 14.6% lower than non-ED students, and were 2.8% below the District, 0.3% below the County, and 5% below the State.

The Science Challenges above will be addressed using differentiation of instruction, using technology, formative assessment, Response to Intervention, and professional development.

23a. Social Studies- Strengths

In examining 2014-2015 5th grade M-Step data for Social Studies, 29.1% of students scored Advanced/Proficient. This is 6.3% higher than the District, 12.7% higher than the County, and 6.9% higher than the State. Both males and females scored higher than the District, County, and State. Females scored 27.5% A/P, which is 4.7% higher than the District, 11.1% than the County, and 5.3% higher than the State. Males scored 30.4%, which is 7.6% higher than the District, 14% higher than the County, and 8.2% higher than the State.

23b. Social Studies- Challenges

In analyzing the 2014-2015 M-Step scores, challenges existed in the economically-disadvantaged students performance. While the non-economically disadvantaged 5th grades scored higher (35.5% A/P) than the District by 12.7%, the County by 19.1%, and the State by 13.3%, the ED students scored lower in every area. The ED students scored 12.5%, which is a 23% difference, and which is 10.3% lower than the District, 3.9% lower than the County, and 9.7% lower than the State.

A smaller challenge existed in the gender data. Males scored 30.4% A/P and females scored 27.5% A/P, which is 2.9% lower than the males.

23c. Social Studies- Trends

No trends noted, as this was the first year for the M-Step Social Studies test.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

For the 2015 M-Step Social Studies test, Forest performed quite well, outscoring the District, County, and State. There does appear to be a small gender gap in males performing higher than females. Discrepancies also exist between economically disadvantaged and non-economically disadvantaged students, with the former being outscored by 23%. Strategies need to be put in place to continue current curriculum and strategies, with close attention to not increase the gender gap. In addition, strategies need to be used that engage and involve the economically disadvantaged students. These challenges will be addressed in the School Improvement Plan with differentiation of instruction in Social Studies, using technology, formative assessment, Response to Intervention, and professional development.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Perception Data Students in grades K-2 had a high overall level of satisfaction in the areas of "My teacher wants me to learn." with a score of 2.99, "My teacher wants me to do my best." with a score of 2.97, and "My school has books for me to read." with a score of 2.97. In grades 3-5, higher scores from the surveys were in the areas of "In my school my teachers want me to do my best work." with a score of 2.98, "My school has many places where I can learn, such as the library." with a score of 2.97, and "My school has computers to help me learn." with a score of 2.96.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Lower overall levels of satisfaction for Kindergarten -2nd grade students were "My family likes to come to my school." with a score of 2.36, "Other teachers know me." with a score of 2.45, and "I know what to do every day in school." with a score of 2.59. In grades third -fifth, the lower areas of satisfaction were "My principal and teachers ask me what I think about school." with a score of 2.24, "My teachers ask my family to come to school activities." with a score of 2.46, and "My teachers listen to me." with a score of 2.61.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Some actions that will be taken to improve student perception data are to set up meetings with students during lunches to talk about school, extend more invites to daily school functions, and review procedures, routines, schedules, and expectations more often with students.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

High levels of satisfaction among parents/guardians were "Our school provides qualified staff members to support student learning." with a score of 4.46, "Our school provides a safe learning environment." with a score of 4.43, and "All of my child's teachers use a variety of teaching strategies and learning activities." with a score of 4.39.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Lower levels of satisfaction among parents/guardians were "Our school provides excellent support services (e.g., counseling, and/or career planning)." with a score of 3.19, "Our school's governing body does not interfere with the operation or leadership of our school." with a score of 3.56, and "Our school ensures the effective use of financial resources." with a score of 3.65.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

To improve parent/guardian satisfaction in the lowest areas, staff and administration will need to continue our "Breakfast with the Principal" and open Parent Club meetings to keep lines of communication open in positive ways. Additional reminders can be given to ensure Tiered levels of RtI and PBiS are available to students who are in need of specific academic and behavioral support.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

High levels of satisfaction among teachers/staff were "Our school provides qualified staff members to support student learning." with a score of 4.87, and "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. "and "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum." both with scores of 4.75.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The lower levels of satisfaction among teachers/staff were "Our school provides high quality student support services (e.g., counseling, referrals, educational planning, and career planning). with a score of 3.47, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership." with a score of 3.5, and "In our school, a formal process is in place to support new staff members in their professional practice." with a score of 3.56.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Several actions will be taken to improve teacher/staff satisfaction in low areas. Administration and staff will renew the teacher-mentor program for all new teachers and staff members. In addition, school board members may be invited more frequently to visit classrooms and observe/participate in daily activities.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Higher levels of satisfaction among stakeholders/community were "My community's schools prepare students to be successful in the future." with a score of 3.84, "My community's schools purpose statements focus on student success." with a score of 3.75, and "My community's schools have high expectations for students in all classes." with a score of 3.69.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Lower levels of satisfaction among stakeholders/community were "My community's schools school board or governing body operates ethically and without conflicts of interest." and "My community's school board or governing body is open to feedback and suggestions." both with scores of 2.29, and "My community's schools seek community members' opinions about how to improve student learning." with a score of 2.46.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Some actions that will be taken to improve the level of satisfaction among stakeholder/community are to continue to keep district/community lines of communication open and to welcome suggestions and input from all community members and stakeholders.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

In the area of demographics, school attendance has remained at a high level, there have been no trends of increasing student behavior data, staff and administration have a high level of experience, are well-qualified, and do not have attendance problems.

In the area of process data, the Interim Self-Assessment informed us that the areas of Standard 1: Purpose and Direction and Standard 2: Governance and Leadership were strengths in our building.

In the area of NWEA achievement data, Forest students perform well, generally scoring above the district as well as the norm grade level RIT for NWEA. Trends indicate that the average RIT score is increasing for most grades. Most grades are also showing success in closing the gender gap. Lastly, Forest performed higher than the district, county, and state on the M-Step Science and Social Studies tests.

In the area of perception data, students identified that their teachers were there to help them and want them to do their best. Parents believe Forest has highly-qualified staff that use a variety of teaching strategies and activities to support their child's learning, as well as a safe learning environment. Staff members also recognized the quality of the staff, their ability to use student-centered learning techniques, and a variety of assessments to modify/revise curriculum. Finally, the community believes that our schools prepare students to be successful in the future, are focused on student success, and have high expectations for the students.

Demographic data also indicated that student enrollment is increasing, so increased class sizes my impact individualized instruction.

Process data indicated a need to improve Standard 5: Using Results for Continuous Improvement.

Achievement/Outcome data showed that Forest generally did not perform well on the M-Step, especially in the areas of Science and Social Studies, despite being higher than the District, County, and State. While progress is being made concerning the gender gap, economically disadvantaged students are consistently outperformed by non-economically disadvantaged students. There is also evidence that females excel in reading, while males excel in math.

Challenges exist in the perception data as well. Students would like more opportunities for communication with teachers, principal, and between teachers and parents. Parents believe improvements need to be made in the area of support services and effective use of financial resources, as well as interference in the operation of our school from the governing body. Teacher/Staff agreed to the need for increased support services. They also saw a need for a formal process to support new staff members and for a distinction in the role of the governing body and the school leadership. The community saw issues with ethical practices, opportunities for feedback, and seeking community input on how to improve student learning.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

In terms of demographic data, as student enrollment increases, so do the challenges of meeting the needs of all students and opportunities for individualized instruction.

For process data, our challenges involved using results for continuous improvement. If we are not using results to help drive instruction, we are again not meeting the needs of all students.

In terms of perception data, there seems to be a great need for communication at all levels. If students feel they are not being heard, that can affect their motivation and performance. Staff, parents, and community members that do not believe there is adequate communication can also affect morale and motivation, therefore impacting student achievement. Lastly, if we are not providing adequate support services, students are not able to reach their individualized potential, impacting their achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenged will be address in the School Improvement Plan with the strategy of differentiated instruction in all content areas, using activities of technology, formative assessment, Response to Intervention, technology and professional development to address the needs of all learners.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ann Marie Abraham Personnel/Assessment Specialist 734-285-9660 13425 Colvin St Riverview, MI 48193	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	N/A	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

School Improvement Goals and Plans 2017-2019

Overview

Plan Name

School Improvement Goals and Plans 2017-2019

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Forest Elementary will become proficient in English Language Arts	Objectives: 1 Strategies: 1 Activities: 6	Academic	$48675
2	All students at Forest Elementary will become proficient in Math	Objectives: 1 Strategies: 1 Activities: 6	Academic	$94020
3	All students at Forest Elementary will become proficient in Science	Objectives: 1 Strategies: 1 Activities: 5	Academic	$49270
4	All students at Forest Elementary will become proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 5	Academic	$44800

Goal 1: All students at Forest Elementary will become proficient in English Language Arts

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 reading and writing in English Language Arts by 06/14/2017 as measured by Michigan Department of Education's standardized assessments and local common assessments..

Strategy 1:

Differentiation of Instruction - Teachers and support staff will differentiate instruction by using a range of formal and informal assessment procedures in order to modify

teaching and learning activities and improve achievement for all students.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by

Robert Marzano 2001 (Identifying Similaritites and Differences; Summarizing and Note Taking;

What Works in Schools: Translating Research into Action, by Robert Marzano 2003 (Guaranteed and

Viable Curriculum; Challenging Goals and Effective Feedback; Parent and Community Involvement; Safe

and Orderly Environment; Collegiality and Professionalism)Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations;

Cooperative Learning; Setting Objectives and Providing Feedback)

Tier: Tier 1

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. (i.e. Lucy Calkins, Guided Reading, Write Steps, Daily 5, etc.)	Direct Instruction, Teacher Collaboration, Materials, Implementation, Supplemental Materials	Tier 1	Implement	08/31/2016	06/13/2019	$2000	General Fund	Principal, teachers, support staff

Activity - Formative Assesssment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to a small group with targeted instruction. | Direct Instruction, Materials, Monitor, Supplemental Materials, Academic Support Program | Tier 2 | Monitor | 08/31/2016 | 06/13/2019 | $2000 | General Fund | principal, teachers, support staff |

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop cart, add two additional laptop carts, and the remaining netbook carts. District-approved subscriptions to various websites such as Raz-Kids.com, Brain Pop, Spelling City, Star Fall, etc. will also be used. To utilize these websites properly, headphones will be needed.	Materials, Technology, Supplemental Materials	Tier 2	Monitor	08/31/2016	06/13/2019	$1000	USAC Technology	Principal, Technology Department, Staff

Activity - NWEA practice per RIT score	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to use sites such as MAP Reading, Front Row, Khan Academy, and Prep Dog, to practice individual goals that correlate directly to their NWEA RIT scores.	Materials, Technology, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/13/2019	$0	General Fund	Staff, Technology Department, Principal

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. The interventionists will provide supplementary lessons to enable concept mastery with identified students.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/13/2019	$40000	Section 31a	Principal, Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to analyze assessment data from NWEA.	Professional Learning	Tier 1	Implement	08/31/2016	06/13/2019	$3675	Title II Part A	All district staff

Goal 2: All students at Forest Elementary will become proficient in Math

Measurable Objective 1:

A 14% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 in Mathematics by 06/13/2019 as measured by Michigan Department of Education's standardized assessments..

Strategy 1:

Differentiation of Instruction - Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve achievement for all students.

Category: Mathematics

Research Cited: Heinecke, W. F., Milman, N. B., Washington, L. A., Blasi, L. (2002) New Directions in the Evaluation of the Effectiveness of Educational Technology. Computers in the Schools, v18 n2 p97-110.

Jacobs, K. L. (2005). Investigation of interactive online visual tools for the learning of mathematics. International Journal of Mathematical Education in Science and Technology, 36: 7, 761-768.

McTighe, Jay & Ferrara, Steven. (1998). Assessing Learning in the Classroom. National Education Association. Washington, DC.

NACOL Research Committee. (2007). NACOL Effectiveness of K-12 Online Learning, http://www.inacol.org/research/docs/VSresearch-summary.pdf

National Mathematics Advisory Panel. (2008). Foundations for Success: The Final Report of the National Mathematics Advisory Panel. U.S. Department of Education: Washington, DC.

National Research Council. (2001). Improving Mathematics Education: Resources for Decision Making. Committee on Decisions that Count, Steve Leinwand and Gail Burrill (Eds.). Mathematical Sciences Education Board, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Schacter, John. (1999). The Impact of Education Technology on Student Achievement: What the most Current Research Has to Say. Milken Exchange on Education Technology: Santa Monica, CA.

SEG Research. (2008). Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom. New Hope, PA.

Smith, David A. (2002). How People Learn... Mathematics. Proceedings of the International Conference on the Teaching of Mathematics. Crete, Greece.

Tier: Tier 1

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using observational and assessment data, teachers will use technology to differentiate instruction to students by using many district-approved websites. This technology will make use of the existing cart of laptops, two additional carts of laptops, and the remaining carts of netbooks. District-approved subscriptions such as Brain Pop, Front Row, Prodigy, MAP Math, Khan Academy. Headphones will also be needed to fully utilize the this technology. Staff will also attend MACUL conference.	Direct Instruction, Materials, Monitor, Supplemental Materials, Academic Support Program	Tier 2	Monitor	08/31/2016	06/12/2019	$3720	USAC Technology	All staff, Technology Department, Principal

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning needs. An interventionist and Special Education staff will provide supplementary lessons to enable concept mastery with identified students.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/12/2019	$40000	Section 31a	Principal, Staff

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue the implementation of the Eureka Math Program using materials prescribed by the program.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Evaluate	08/31/2016	06/12/2019	$45000	General Fund	Staff, Principal

Activity - Formative Assesssment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will use variety of formal and informal assessment procedures during the learning process in order to modify teaching and learning outcomes and improve student achievement. Materials to reinforce mathematic concepts such as whiteboards and dry-erase markers will be purchased to enable identified students to master these skills. | Direct Instruction, Materials, Supplemental Materials, Academic Support Program | Tier 2 | Monitor | 08/31/2016 | 06/12/2019 | $1300 | General Fund | Principal, Staff |

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use NWEA data results three times a year to drive instruction in Math.	Academic Support Program	Tier 1	Monitor	08/31/2016	06/12/2019	$0	General Fund	All District Staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on mathematical teaching strategies with district-provided professional development, including TIPM-III	Professional Learning	Tier 1	Implement	08/31/2016	06/12/2019	$4000	Title II Part A	Curriculum Director, Staff, Principal

Goal 3: All students at Forest Elementary will become proficient in Science

Measurable Objective 1:

A 20% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 science in Science by 06/12/2019 as measured by Michigan Department of Education's standardized assessments.

Strategy 1:

Differentiation of Instruction - Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning

activities to improve achievement for all students.

Category: Science

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by Robert Marzano 2001 (Identifying Similarities

and Differences; Summarizing and Note Taking; What Works in Schools: Translating Research into Action, by Robert Marzano 2003 (Guaranteed and Viable

Curriculum; Challenging Goals and Effective Feedback; Parent and Community Involvement; Safe and Orderly Environment; Collegiality and

Professionalism)Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and

Providing Feedback)

School Improvement Plan

Forest Elementary School

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on NGSS (Next Generation Science Standards. Staff will also be trained on using existing STEM kits and lessons, as well as continuing the implementation of the LEGO Mindstorms Education EV3 Robotics.	Professional Learning	Tier 1	Implement	08/31/2016	06/12/2019	$3675	Title II Part A	All Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the two existing netbook carts, one laptop cart, and an additional laptop cart. Funds will be used to purchase website subscriptions such as BrainPOP and headphones. Certain staff members will also be attending MACUL to gain new knowledge of the latest STEM/STEAM concepts and technology.	Materials, Technology, Supplemental Materials, Academic Support Program	Tier 2	Implement	08/31/2016	06/12/2019	$3295	USAC Technology	Technology Department, Principal, Staff

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. An interventionist and/or Special Education staff will provide supplementary lessons to enable concept mastery with identified students.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/12/2019	$40000	Section 31a	Principal, Staff

Activity - Formative Assesssment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials and personnel will be used to enhance instruction.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 2	Monitor	08/31/2016	06/12/2019	$1300	General Fund	Principal, Staff

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the Next Generation Science Standards, using current and new materials. Staff members will utilize TeachersPayTeachers for supplemental materials and lessons to drive instruction of these new standards.	Direct Instruction, Materials, Curriculum Development, Implementation, Supplemental Materials	Tier 1	Implement	08/31/2016	06/12/2019	$1000	General Fund	Staff, Principal

Goal 4: All students at Forest Elementary will become proficient in Social Studies

Measurable Objective 1:

A 16% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 social studies in Social Studies by 06/12/2019 as measured by Michigan Department of Education's standardized assessments.

Strategy 1:

Differentiation of Instruction - Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning

activities to improve achievement for all students.

Category: Social Studies

Research Cited:

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by Robert Marzano 2001 (Identifying Similarities and Differences;

Summarizing and Note Taking; What Works in Schools: Translating Research into Action, by Robert Marzano 2003 (Guaranteed and Viable Curriculum; Challenging

Goals and Effective Feedback; Parent and Community Involvement; Safe and Orderly Environment; Collegiality and Professionalism)Reinforcing Effort and Providing

Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on implementing the MC3 social studies curriculum.	Professional Learning	Tier 1	Implement	08/31/2016	06/12/2019	$1500	Title II Part A	Curriculum Director, Principal, Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use the RESA Website (http://www.resa.net/curriculum/curriculum/socialstudies/) to access the MC3 curriculum and make links available to the students. Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the two existing netbook carts, one laptop cart, and an additional laptop cart. Funds will be used to purchase website subscriptions such as BrainPOP and headphones.	Curriculum Development, Getting Ready, Technology, Monitor	Tier 2	Implement	08/31/2016	06/12/2019	$2000	USAC Technology	Technology Department, Principal, Staff

Activity - Formative Assesssment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student achievement. Materials and personnel will be used to enhance instruction.	Direct Instruction, Materials, Supplemental Materials	Tier 2	Monitor	08/31/2016	06/12/2019	$1300	General Fund	Principal, Staff

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning needs.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/12/2019	$40000	Section 31a	Principal, Staff

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will continue to implement the Michigan Citizenship Curriculum (MC3)	Direct Instruction, Materials, Supplemental Materials	Tier 1	Monitor	08/31/2016	06/12/2019	$0	General Fund	Curriculum Director, Principal, Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum	Use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes. (i.e. Lucy Calkins, Guided Reading, Write Steps, Daily 5, etc.)	Direct Instruction, Teacher Collaboration, Materials, Implementation, Supplemental Materials	Tier 1	Implement	08/31/2016	06/13/2019	$2000	Principal, teachers, support staff
NWEA	Staff will use NWEA data results three times a year to drive instruction in Math.	Academic Support Program	Tier 1	Monitor	08/31/2016	06/12/2019	$0	All District Staff
Formative Assesssment	Staff will use variety of formal and informal assessment procedures during the learning process in order to modify teaching and learning outcomes and improve student achievement. Materials to reinforce mathematic concepts such as whiteboards and dry-erase markers will be purchased to enable identified students to master these skills.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 2	Monitor	08/31/2016	06/12/2019	$1300	Principal, Staff
Curriculum	Staff will continue to implement the Michigan Citizenship Curriculum (MC3)	Direct Instruction, Materials, Supplemental Materials	Tier 1	Monitor	08/31/2016	06/12/2019	$0	Curriculum Director, Principal, Staff

Formative Assesssment	Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials and personnel will be used to enhance instruction.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 2	Monitor	08/31/2016	06/12/2019	$1300	Principal, Staff
Curriculum	Staff will implement the Next Generation Science Standards, using current and new materials. Staff members will utilize TeachersPayTeachers for supplemental materials and lessons to drive instruction of these new standards.	Direct Instruction, Materials, Curriculum Development, Implementation, Supplemental Materials	Tier 1	Implement	08/31/2016	06/12/2019	$1000	Staff, Principal
Formative Assesssment	Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student achievement. Materials and personnel will be used to enhance instruction.	Direct Instruction, Materials, Supplemental Materials	Tier 2	Monitor	08/31/2016	06/12/2019	$1300	Principal, Staff
Formative Assesssment	Use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to a small group with targeted instruction.	Direct Instruction, Materials, Monitor, Supplemental Materials, Academic Support Program	Tier 2	Monitor	08/31/2016	06/13/2019	$2000	principal, teachers, support staff
Curriculum	Staff will continue the implementation of the Eureka Math Program using materials prescribed by the program.	Direct Instruction, Materials, Supplemental Materials	Tier 1	Evaluate	08/31/2016	06/12/2019	$45000	Staff, Principal

NWEA practice per RIT score	Students will be able to use sites such as MAP Reading, Front Row, Khan Academy, and Prep Dog, to practice individual goals that correlate directly to their NWEA RIT scores.	Materials, Technology, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/13/2019	$0	Staff, Technology Department, Principal

USAC Technology

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students by using many district-approved websites. This technology will make use of the existing cart of laptops, two additional carts of laptops, and the remaining carts of netbooks. District-approved subscriptions such as Brain Pop, Front Row, Prodigy, MAP Math, Khan Academy. Headphones will also be needed to fully utilize the this technology. Staff will also attend MACUL conference.	Direct Instruction, Materials, Monitor, Supplemental Materials, Academic Support Program	Tier 2	Monitor	08/31/2016	06/12/2019	$3720	All staff, Technology Department, Principal
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop cart, add two additional laptop carts, and the remaining netbook carts. District-approved subscriptions to various websites such as Raz-Kids.com, Brain Pop, Spelling City, Star Fall, etc. will also be used. To utilize these websites properly, headphones will be needed.	Materials, Technology, Supplemental Materials	Tier 2	Monitor	08/31/2016	06/13/2019	$1000	Principal, Technology Department, Staff
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the two existing netbook carts, one laptop cart, and an additional laptop cart. Funds will be used to purchase website subscriptions such as BrainPOP and headphones. Certain staff members will also be attending MACUL to gain new knowledge of the latest STEM/STEAM concepts and technology.	Materials, Technology, Supplemental Materials, Academic Support Program	Tier 2	Implement	08/31/2016	06/12/2019	$3295	Technology Department, Principal, Staff

School Improvement Plan

Forest Elementary School

| Technology | Staff will use the RESA Website (http://www.resa.net/curriculum/curriculum/socialstudies/) to access the MC3 curriculum and make links available to the students. Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the two existing netbook carts, one laptop cart, and an additional laptop cart. Funds will be used to purchase website subscriptions such as BrainPOP and headphones. | Curriculum Development, Getting Ready, Technology, Monitor | Tier 2 | Implement | 08/31/2016 | 06/12/2019 | $2000 | Technology Department, Principal, Staff |

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. An interventionist and/or Special Education staff will provide supplementary lessons to enable concept mastery with identified students.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/12/2019	$40000	Principal, Staff
Response to Intervention	Staff will use the three-tiered approach of Response to Intervention to assist in early identification and support of students with learning needs. The interventionists will provide supplementary lessons to enable concept mastery with identified students.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/13/2019	$40000	Principal, Staff
Response to Intervention	Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning needs.	Direct Instruction, Materials, Supplemental Materials, Academic Support Program	Tier 3	Monitor	08/31/2016	06/12/2019	$40000	Principal, Staff

| Response to Intervention | Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning needs. An interventionist and Special Education staff will provide supplementary lessons to enable concept mastery with identified students. | Direct Instruction, Materials, Supplemental Materials, Academic Support Program | Tier 3 | Monitor | 08/31/2016 | 06/12/2019 | $40000 | Principal, Staff |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will be trained on mathematical teaching strategies with district-provided professional development, including TIPM-III	Professional Learning	Tier 1	Implement	08/31/2016	06/12/2019	$4000	Curriculum Director, Staff, Principal
Professional Development	Teachers will participate in professional development to analyze assessment data from NWEA.	Professional Learning	Tier 1	Implement	08/31/2016	06/13/2019	$3675	All district staff
Professional Development	Teachers will be trained on NGSS (Next Generation Science Standards. Staff will also be trained on using existing STEM kits and lessons, as well as continuing the implementation of the LEGO Mindstorms Education EV3 Robotics.	Professional Learning	Tier 1	Implement	08/31/2016	06/12/2019	$3675	All Staff
Professional Development	Staff will receive professional development on implementing the MC3 social studies curriculum.	Professional Learning	Tier 1	Implement	08/31/2016	06/12/2019	$1500	Curriculum Director, Principal, Staff