



School Improvement Plan

Forest Elementary School

Riverview Community School District

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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.

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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

School Improvement Plan 2017-2019 (updated)

Overview

Plan Name

School Improvement Plan 2017-2019 (updated)

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	\$58675
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 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 - 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.)	Supplemental Materials, Direct Instruction, Implementation, Materials, Teacher Collaboration	Tier 1	Implement	08/31/2016	06/13/2019	\$2000	General Fund	Principal, teachers, support staff

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to a small group with targeted instruction.	Supplemental Materials, Direct Instruction, Academic Support Program, Monitor, Materials	Tier 2	Monitor	08/31/2016	06/13/2019	\$2000	General Fund	principal, teachers, support staff
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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 an additional laptop cart and an iPad cart. 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. Literacy Coach will also be utilized using the eSparks technology program for lower elementary students.	Supplemental Materials, Technology, 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.	Supplemental Materials, Technology, Academic Support Program, Materials	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 and literacy coach will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	08/31/2016	06/13/2019	\$50000	General Fund, Section 31a	Principal, Staff, Literacy Coach

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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.

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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.	Supplemental Materials, Direct Instruction, Academic Support Program, Monitor, Materials	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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	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.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Evaluate	08/31/2016	06/12/2019	\$45000	General Fund	Staff, Principal

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 2	Monitor	08/31/2016	06/12/2019	\$1300	General Fund	Principal, Staff
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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)

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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.	Supplemental Materials, Technology, Academic Support Program, Materials	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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	08/31/2016	06/12/2019	\$40000	Section 31a	Principal, Staff
Activity - Formative Assessment	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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 2	Monitor	08/31/2016	06/12/2019	\$1300	General Fund	Principal, Staff

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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.	Supplemental Materials, Curriculum Development, Direct Instruction, Implementation, 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

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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.	Technology, Curriculum Development, Getting Ready, Monitor	Tier 2	Implement	08/31/2016	06/12/2019	\$2000	USAC Technology	Technology Department, Principal, Staff
Activity - Formative Assessment	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.	Supplemental Materials, Direct Instruction, 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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	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

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

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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

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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	08/31/2016	06/12/2019	\$40000	Principal, Staff

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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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	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 and literacy coach will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	08/31/2016	06/13/2019	\$40000	Principal, Staff, Literacy Coach
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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	08/31/2016	06/12/2019	\$40000	Principal, Staff

USAC Technology

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Technology, Curriculum Development, Getting Ready, Monitor	Tier 2	Implement	08/31/2016	06/12/2019	\$2000	Technology Department, Principal, Staff

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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.	Supplemental Materials, Direct Instruction, Academic Support Program, Monitor, Materials	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 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.	Supplemental Materials, Technology, Academic Support Program, Materials	Tier 2	Implement	08/31/2016	06/12/2019	\$3295	Technology Department, Principal, Staff
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 an additional laptop cart and an iPad cart. 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. Literacy Coach will also be utilized using the eSparks technology program for lower elementary students.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/31/2016	06/13/2019	\$1000	Principal, Technology Department, Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	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.	Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/31/2016	06/12/2019	\$1300	Principal, Staff

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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.	Supplemental Materials, Curriculum Development, Direct Instruction, Implementation, Materials	Tier 1	Implement	08/31/2016	06/12/2019	\$1000	Staff, Principal
Formative Assessment	Use a variety of curriculum and technology resources to facilitate delivery of the learning outcomes to a small group with targeted instruction.	Supplemental Materials, Direct Instruction, Academic Support Program, Monitor, Materials	Tier 2	Monitor	08/31/2016	06/13/2019	\$2000	principal, teachers, support staff
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.)	Supplemental Materials, Direct Instruction, Implementation, Materials, Teacher Collaboration	Tier 1	Implement	08/31/2016	06/13/2019	\$2000	Principal, teachers, support staff
Formative Assessment	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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 2	Monitor	08/31/2016	06/12/2019	\$1300	Principal, Staff
Curriculum	Staff will continue the implementation of the Eureka Math Program using materials prescribed by the program.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Evaluate	08/31/2016	06/12/2019	\$45000	Staff, Principal

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Curriculum	Staff will continue to implement the Michigan Citizenship Curriculum (MC3)	Supplemental Materials, Direct Instruction, Materials	Tier 1	Monitor	08/31/2016	06/12/2019	\$0	Curriculum Director, Principal, 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 Assessment	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.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 2	Monitor	08/31/2016	06/12/2019	\$1300	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 and literacy coach will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 3	Monitor	08/31/2016	06/13/2019	\$10000	Principal, Staff, Literacy Coach
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.	Supplemental Materials, Technology, Academic Support Program, Materials	Tier 3	Monitor	08/31/2016	06/13/2019	\$0	Staff, Technology Department, Principal