



School Improvement Plan

Forest Elementary School

Farmington Public 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.	

2018-19 Forest SIP

Overview

Plan Name

2018-19 Forest SIP

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	Achieve 72% literacy proficiency for college and career readiness and/or increase student growth percentile to the 65th percentile by 06/26/2020 as measured by state and district mandated assessments.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$11000
2	Achieve 70% proficiency for college and career readiness and/or increase student growth percentile to the 65th percentile by 06/26/2020 as measured by state and district mandated assessments.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
3	All students will increase in writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	Current goal: By 2020, 95% of our students will report a positive, equitable learning environment.(99.76% current 2017-2018).	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Achieve 72% literacy proficiency for college and career readiness and/or increase student growth percentile to the 65th percentile by 06/26/2020 as measured by state and district mandated assessments.

Measurable Objective 1:

72% of All Students will demonstrate a proficiency by 2020 (from 64% to 68% this year) in Reading by 06/15/2018 as measured by NWEA.

Strategy 1:

MTSS - Implement MTSS framework of reading instruction, assessment, and intervention to increase reading comprehension.

Category: English/Language Arts

Research Cited: ELA Research Cited: Lucy Calkins - The Art of Teaching Reading / Marie Clay - Change Over Time in Childrens Literacy Development / Irene Fountas and Gay Sue Pinnell - Guiding Readers and Writers / When Readers Struggle Teaching That Works / Teaching For Comprehending and Fluency / Jeff Wilhelm - Improving Comprehension with Think Aloud Strategies / Robert Marzano - A Handbook for Classroom Instruction that Works / Ruth Schoenbach - Reading For Understanding / Ron Richhart - Making Thinking Visible / Jeff Zwiers - Building Academic Language / Jeff Zwiers, Susan O-Hara & Robert Pritchard - Common Core Standards in Diverse Classrooms / Ruth Schoenbach, Cynthia Greenleaf & Lynn Murphy - Reading for Understanding

Tier: Tier 2

Activity - Instructional Support Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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instructional Support Time is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes enrichment and intervention activities. The structure is as follows: K: 30 min, 3-5 days/week beginning Jan. 2018 1-5: 30 min, 3-5 days/week beginning Nov 2017	Monitor, Evaluation, Academic Support Program, Implementation, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/14/2019	\$10000	General Fund	All K-12 staff will be responsible for implementation of Instructional Support Time within their buildings. School and District Improvement Teams will monitor progress through the continuous improvement process.
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Activity - MTSS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Multi-tiered Systems Support Team will meet bi-monthly to support ALL learners through teacher collaboration through the following activities. -Review and monitor school wide student data from state assessments through the continuous improvement process -Receive updates from PLC meetings to monitor activities and groups -Support individual teachers in collaboration to address group and individual academic and behavioral strategies to support ALL learners. Group and individual academic and behavioral will have goals collected from baseline and monitored frequently.	Behavioral Support Program, Monitor, Evaluation, Academic Support Program, Implementation, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/14/2019	\$0	General Fund	MTSS/SI Team

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize technology and digital resources to support reading strategies to increase comprehension.	Evaluation, Academic Support Program, Supplemental Materials, Direct Instruction, Technology	Tier 1		08/27/2018	06/14/2019	\$0	No Funding Required	All staff and admin.
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Strategy 2:

Enhancing Instructional Practices - Forest will develop instructional practices to ensure the delivery of Michigan ELA standards.

Category: English/Language Arts

Research Cited: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Tier: Tier 1

Activity - Phonological Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explode the Code K-1 (August-December) District is embedding phonological awareness lessons into MAISA Units	Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$1000	General Fund	K-1 Teachers Literacy Coaches (K-2) Principal

Activity - Vocabulary Content Knowledge and Academic Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will determine essential vocabulary K-5, and specific strategies to implement instruction.	Curriculum Development, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	General Education Staff Ancillary Staff as needed Literacy Coaches (K-2) Principal

Activity - Professional Learning for Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Forest will engage in practices for staff and student discourse. Core practices to promote effective discourse include: providing safe, equitable environments for student discourse and using strategies to increase productive dialogue.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principal Teachers Ancillary Staff
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Activity - Professional Learning for Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Forest will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback may include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Goal 2: Achieve 70% proficiency for college and career readiness and/or increase student growth percentile to the 65th percentile by 06/26/2020 as measured by state and district mandated assessments.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency (66.2% to 68 % based on 61 percentile) on the NWEA test by spring in Mathematics by 06/15/2018 as measured by the NWEA..

Strategy 1:

MTSS - All students will take district common assessments and each grade level will have a WIG (Wildly Important Goal) in the area of Algebraic Thinking. Teachers will discuss the data and formulate targeted groups focused on the bottom 30% .

Category: Mathematics

Research Cited: Marzano: The Art and Science of Teaching

Tier: Tier 1

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Activity - Analyze Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze pre and post common assessments and progress monitor identified students via WIG minimally one time a month.	Implementation	Tier 2	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff and administration
Activity - Data Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre and post test and WIG assessments will be recorded in data notebooks and google doc. Students in the bottom 30% will be progress monitored monthly.	Implementation	Tier 2	Implement	08/27/2018	06/14/2019	\$0	Other	All staff and administration
Activity - Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use quality instructional mathematical strategies to increase algebraic thinking. * focus on balancing equations * commutative property language used throughout the grade levels * practice moving unknown number within equation * identify the necessary vocabulary for each grade level that will be used in Algebraic Thinking	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	General Fund	Classroom teacher Administration

Strategy 2:

Enhancing Instructional Practices - Forest will develop instructional practices to ensure the delivery of Michigan math standards.

Category: Mathematics

Research Cited: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Tier: Tier 1

Activity - Professional Learning for 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Professional Learning, Implementation, Communication, Materials, Direct Instruction, Walkthrough, Teacher Collaboration, Technology	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers Math Coaches (K-8)
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Activity - Professional Learning for Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will engage in the 8 mathematical practices within discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Activity - Professional Learning for Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will engage in the 8 mathematical practices within feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principal Teachers

Goal 3: All students will increase in writing.

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Measurable Objective 1:

100% of All Students will increase student growth using the rubrics from Writing Pathways on District mandated genre in English Language Arts by 06/15/2018 as measured by on-demand writing assessments.

Strategy 1:

Quality Instruction - Use quality instructional writing strategies to increase writing proficiency

Category: English/Language Arts

Research Cited: ELA Research Cited: Lucy Calkins - The Art of Teaching Reading / Marie Clay - Change Over Time in Childrens Literacy Development / Irene Fountas and Gay Sue Pinnell - Guiding Readers and Writers / When Readers Struggle Teaching That Works / Teaching For Comprehending and Fluency / Jeff Wilhelm - Improving Comprehension with Think Aloud Strategies / Robert Marzano - A Handbook for Classroom Instruction that Works / Ruth Schoenbach - Reading For Understanding / Ron Richhart - Making Thinking Visible / Jeff Zwiers - Building Academic Language / Jeff Zwiers, Susan O-Hara & Robert Pritchard - Common Core Standards in Diverse Classrooms / Ruth Schoenbach, Cynthia Greenleaf & Lynn Murphy - Reading for Understanding

Tier: Tier 1

Activity - Implementation of the MAISA writing units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writer's Workshop using MAISA units	Implementation	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All teachers and administration

Activity - Pre & Post On Demand Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement on-demand pre assessment prior to each unit (narrative, opinion, informational) and post on-demand 2-3 weeks after the unit, in accordance with the MAISA unit calendar. Scores for the one district mandated writing unit will be posted in Google.	Implementation	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	All staff and administration

Activity - PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will receive professional development in writing assessments and the use of writing rubrics.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Title I School Improvement (ISI)	All staff and administration

Goal 4: Current goal: By 2020, 95% of our students will report a positive, equitable learning environment.(99.76% current 2017-2018).

Measurable Objective 1:

95% of All Students will demonstrate a behavior to maintain 85% of all students report a positive environment in Health/Physical Education by 06/14/2019 as measured by LACO Survey.

Strategy 1:

Enhancing Instructional Practices - Forest will develop instructional practices to ensure the staff is culturally responsive to all students, develop meaningful relationships in order to increase student engagement in learning.

Category: School Culture

Research Cited: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)

Tier: Tier 1

Activity - Professional Learning for Student Six Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	General Education Teachers Ancillary Support Staff on a voluntary basis

Activity - Cultural Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet to review the LACO Survey to ensure cultural awareness, sensitivity, and positive relationships.	Other - Student Cultural Club	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Interested Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cultural Club	Students will meet to review the LACO Survey to ensure cultural awareness, sensitivity, and positive relationships.	Other - Student Cultural Club	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Interested Staff
Technology	Utilize technology and digital resources to support reading strategies to increase comprehension.	Evaluation, Academic Support Program, Supplemental Materials, Direct Instruction, Technology	Tier 1		08/27/2018	06/14/2019	\$0	All staff and admin.
Pre & Post On Demand Assessments	Teachers will implement on-demand pre assessment prior to each unit (narrative, opinion, informational) and post on-demand 2-3 weeks after the unit, in accordance with the MAISA unit calendar. Scores for the one district mandated writing unit will be posted in Google.	Implementation	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff and administration
Professional Learning for Student Six Engagement Strategies	The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Education Teachers Ancillary Support Staff on a voluntary basis
Analyze Assessments	Analyze pre and post common assessments and progress monitor identified students via WIG minimally one time a month.	Implementation	Tier 2	Implement	08/27/2018	06/14/2019	\$0	All staff and administration
Implementation of the MAISA writing units	Writer's Workshop using MAISA units	Implementation	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All teachers and administration

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Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD	Staff members will receive professional development in writing assessments and the use of writing rubrics.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff and administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning for Staff and Student Discourse	Staff and students will engage in the 8 mathematical practices within discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
Instructional Support Time	instructional Support Time is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes enrichment and intervention activities. The structure is as follows: K: 30 min, 3-5 days/week beginning Jan. 2018 1-5: 30 min, 3-5 days/week beginning Nov 2017	Monitor, Evaluation, Academic Support Program, Implementation, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/14/2019	\$10000	All K-12 staff will be responsible for implementation of Instructional Support Time within their buildings. School and District Improvement Teams will monitor progress through the continuous improvement process.

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Quality Instruction	Use quality instructional mathematical strategies to increase algebraic thinking. * focus on balancing equations * commutative property language used throughout the grade levels * practice moving unknown number within equation *identify the necessary vocabulary for each grade level that will be used in Algebraic Thinking	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	Classroom teacher Administrati on
Vocabulary Content Knowledge and Academic Language Development	Staff will determine essential vocabulary K-5, and specific strategies to implement instruction.	Curriculum Development, Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Education Staff Ancillary Staff as needed Literacy Coaches (K-2) Principal
Professional Learning for Staff and Student Discourse	Forest will engage in practices for staff and student discourse. Core practices to promote effective discourse include: providing safe, equitable environments for student discourse and using strategies to increase productive dialogue.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal Teachers Ancillary Staff
Professional Learning for Staff and Student Discourse	Forest will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback may include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
Phonological Awareness	Explode the Code K-1 (August-December) District is embedding phonological awareness lessons into MAISA Units	Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$1000	K-1 Teachers Literacy Coaches (K-2) Principal

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MTSS Team	The Multi-tiered Systems Support Team will meet bi-monthly to support ALL learners through teacher collaboration through the following activities. -Review and monitor school wide student data from state assessments through the continuous improvement process -Receive updates from PLC meetings to monitor activities and groups -Support individual teachers in collaboration to address group and individual academic and behavioral strategies to support ALL learners. Group and individual academic and behavioral will have goals collected from baseline and monitored frequently.	Behavioral Support Program, Monitor, Evaluation, Academic Support Program, Implementation, Teacher Collaboration	Tier 2	Implement	08/27/2018	06/14/2019	\$0	MTSS/SI Team
Professional Learning for 8 Mathematical Practices	The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Professional Learning, Implementation, Communication, Materials, Direct Instruction, Walkthrough, Teacher Collaboration, Technology	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals Teachers Math Coaches (K-8)
Professional Learning for Staff and Student Feedback	Staff and students will engage in the 8 mathematical practices within feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principal Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Data Monitoring	Pre and post test and WIG assessments will be recorded in data notebooks and google doc. Students in the bottom 30% will be progress monitored monthly.	Implementa tion	Tier 2	Implement	08/27/2018	06/14/2019	\$0	All staff and administrati on
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