

School Improvement Plan

School Year: 2009

School District: Farwell Area Schools

Intermediate School District: Clare-Gladwin Regional Education Service District

School Name: Farwell High School

Grades Served: 9,10,11,12

Principal: Mrs. Dee Yarger

Building Code: 01210

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	5
Vision	6
Goals	7
Goal 1: ELA Writing Across the Curriculum Goal	7
Goal 2: Social Studies	15
Goal 3: ELA Curriculum Alignment	26
Goal 4: Science	40
Goal 5: Increase Student Proficiency in Mathematics	48
Resource Profile	60
Stakeholders	61
Statement of Non-Discrimination	62
Conclusion	63

Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	Farwell High School
District:	Farwell Area Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	01210
City:	Farwell
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

School, family and community, hand in hand, doing what's best for all kids.

Mission Statement

Together with family and community, Farwell Area Schools will educate all students in a supportive environment, engaging them in learning through a variety of challenging experiences to ensure success in an ever-changing world.

Beliefs Statement

The Farwell Area School District is committed to the following:

- A. The principle of Learning.
- B. The principle of Collaboration.
- C. The principle of Integrity and Dignity.
- D. The principle of Excellence.
- E. The principle of Accountability.

Goals

ID	Name	Development Status	Progress Status
1023	ELA Writing Across the Curriculum Goal	Approved	In Progress
1327	Social Studies	Approved	In Progress
1356	ELA Curriculum Alignment	Approved	In Progress
1766	Science	Approved	In Progress
1770	Increase Student Proficiency in Mathematics	Approved	In Progress

Goal 1: ELA Writing Across the Curriculum Goal

Content Area : English Language Arts

Goal Source : CNA

Development Status : Approved

Student Goal Statement : Farwell students will be proficient in English Language Arts.

Gap Statement : MME Spring 2008 results confirmed that Farwell students scored 48% proficiency in total ELA. There were 36% proficient in writing and 59% proficient in reading. Students with disabilities scored 7% proficiency in total ELA.

Cause for Gap : Lack of writing experiences across the curriculum. Students lack sufficient specific writing process instruction.

Multiple measures/sources of data you used to identify this gap in student achievement : MME school summary report. Golden Package. ACT Plan/Explore linkage report.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will increase proficiency by 10% in total ELA by the year 2010. Evaluation of the common quarterly writing assessments prompts in all classes.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Kelly Cotton

List of Objectives:

ID	Objective
797	By the year 2009-2010, the number of students proficient in total ELA on the MME will increase by 10%.
1107	Students will be able to increase proficiency in writing by 10% on the 2010 MME.

CNA Challenges : None

1.1. Objective: English Language Arts

Measurable Objective Statement to Support Goal : By the year 2009-2010, the number of students proficient in total ELA on the MME will increase by 10%.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
797	Provide opportunities for writing in all content areas.	

1.1.1. Strategy: Writing in the content areas

Strategy Statement: Provide opportunities for writing in all content areas.

Selected Target Areas

CNA I.1.A.3 Articulated Design: The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which

every member contributes to whole-school improvement, including teacher development and student outcomes.

CNA V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Literacy Across the high school curriculum" www.principalspartnership.com American School Boards Journal April 2005 issue.

"Encouraging Writing Achievement: Writing Across the Curriculum." ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELA Teachers will provide rubrics for all content area teachers	09/01/2009	07/01/2010	ELA staff (Kelly Cotton) is responsible for providing writing rubrics to staff in all content areas.

1.1.1.1. Activity: Writing Rubrics

Activity Description: ELA Teachers will provide rubrics for all content area teachers

Activity Type: None

Planned staff responsible for implementing activity: ELA staff (Kelly Cotton) is responsible for providing writing rubrics to staff in all content areas.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2009, End Date - 07/01/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Providing release time and/or substitutes and materials/posters.	Title II Part A	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

1.2. Objective: Writing

Measurable Objective Statement to Support Goal : Students will be able to increase proficiency in writing by 10% on the 2010 MME.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
1107	Teachers will administer common writing prompts to all students once each trimester.	

1.2.1. Strategy: Writing Prompts

Strategy Statement: Teachers will administer common writing prompts to all students once each trimester.

Selected Target Areas

CNA I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In

order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.

CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

CNA II.1.B.5 Collaboration and Communication: School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

CNA II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

CNA II.2.B.2 Results-Focused Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

CNA II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

CNA III.1.B.4 Collaboration: Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

CNA III.2.A.2 Staff Collaboratively Analyze Student Work: Staff continuously collaborate to adjust instruction based on on-going student performance.

CNA V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.

CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Rubrics and Self-Assessment Project." By: Edna McConnell of the Clark Foundation.

www.pz.harvard.edu/Research/RubricSelf

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1. ELA dept. will provide MME-like writing rubric to the staff.	08/28/2009	05/31/2010	Kelly Cotton and Amber Hubble
Teachers will practice using the rubric to score student work at a professional development meeting.	03/12/2009	05/30/2010	Kelly Cotton and Amber Hubble
Teachers will train students on the use of the MME-like writing rubric.	03/13/2009	05/30/2011	All classroom teachers
All teachers will administer one writing prompt per trimester on a specified date.	03/13/2009	05/30/2011	All classroom staff
Teachers will be given one day of release time each trimester to score and analyze student writing within departments.	03/14/2009	05/31/2011	All classroom staff

1.2.1.1. Activity: Writing Rubric

Activity Description: 1. ELA dept. will provide MME-like writing rubric to the staff.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton and Amber Hubble

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/28/2009, End Date - 05/31/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No budget impact	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

1.2.1.2. Activity: Rubric Professional Development

Activity Description: Teachers will practice using the rubric to score student work at a professional development meeting.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton and Amber Hubble

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 05/30/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No budget impact	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

1.2.1.3. Activity: Student Rubric Training

Activity Description: Teachers will train students on the use of the MME-like writing rubric.

Activity Type: None

Planned staff responsible for implementing activity: All classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/13/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No fiscal impact	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

1.2.1.4. Activity: Administer Prompts

Activity Description: All teachers will administer one writing prompt per trimester on a specified date.

Activity Type: None

Planned staff responsible for implementing activity: All classroom staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/13/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No fiscal impact	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

1.2.1.5. Activity: Evaluation of Student Writing

Activity Description: Teachers will be given one day of release time each trimester to score and analyze student writing within departments.

Activity Type: None

Planned staff responsible for implementing activity: All classroom staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/14/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time sub pay	Title II Part A	7,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/16/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Goal 2: Social Studies

Content Area : Social Studies

Goal Source : CNA

Development Status : Approved

Student Goal Statement : Farwell Students will be proficient in Social Studies.

Gap Statement : Currently some core areas are not completely aligned with State standards and are lacking common assessments to measure student's achievement.

Cause for Gap : Recent adjustments to Michigan state curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : MME/ACT results, Golden Package, current curriculum documents

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MME/ACT results, Golden Package, completed curriculum documents in social studies, ACT Explorer, ACT Plan, 9th Grade MEAP.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Jason Wolf

List of Objectives:

ID	Objective
1101	Student will increase proficiency by 10% on the 2011 spring MME.

CNA Challenges : None

2.1. Objective: Increase Social Studies Proficiency

Measurable Objective Statement to Support Goal : Student will increase proficiency by 10% on the 2011 spring MME.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
1101	Use the HSCEs to align the social studies curriculum.	
1101	Align the social studies core classes to the HSCEs	
1101	Social studies teachers will analyze student data from the 9th grade MEAP, ACT Explorer, ACT Plan, and MME to adjust curriculum and best teaching practices to focus curriculum on student weaknesses.	
1101	More readily and consistently assess students understanding of social studies content and material within the classroom.	

2.1.1. Strategy: Aligning Curriculum Documents

Strategy Statement: Use the HSCEs to align the social studies curriculum.

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

CNA I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.

CNA II.1.B.5 Collaboration and Communication: School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

CNA II.2.A.6 Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

CNA V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Asking the Essential Questions: Curriculum Development" Journal: Old Horace vol. 5-17. June 1989. By: Kathleen Cushman.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use the HSCEs to create a social studies curriculum.	03/12/2009	05/30/2011	Jason Wolf, Mark Herron, and Jeff Smith
The social studies teachers will unpack the social studies HSCEs.	03/12/2009	08/30/2009	Jason Wolf, Mark Herron, and Jeff Smith
Social studies teachers will create common assessments that align with HSCEs.	08/30/2009	05/30/2011	Jason Wolf, Mark Herron, and Jeff Smith
Social studies teachers will analyze student progress toward proficiency based on common assessments.	08/30/2009	05/30/2011	Jason Wolf, Mark Herron, and Jeff Smith

2.1.1.1. Activity: Create Aligned Curriculum

Activity Description: Use the HSCEs to create a social studies curriculum.

Activity Type: None

Planned staff responsible for implementing activity: Jason Wolf, Mark Herron, and Jeff Smith

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time sub	Title II Part A	1,200.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.2. Activity: Unpack HSCEs

Activity Description: The social studies teachers will unpack the social studies HSCEs.

Activity Type: None

Planned staff responsible for implementing activity: Jason Wolf, Mark Herron, and Jeff Smith

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 08/30/2009

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Subs	Title II Part A	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.3. Activity: Create Common Assessment

Activity Description: Social studies teachers will create common assessments that align with HSCEs.

Activity Type: None

Planned staff responsible for implementing activity: Jason Wolf, Mark Herron, and Jeff Smith

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Sub	Title II Part A	1,200.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

2.1.1.4. Activity: Social Studies Assessment Analysis

Activity Description: Social studies teachers will analyze student progress toward proficiency based on common assessments.

Activity Type: None

Planned staff responsible for implementing activity: Jason Wolf, Mark Herron, and Jeff Smith

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time for Subs	Title II Part A	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

2.1.2. Strategy: Align Course Offerings to HSCEs

Strategy Statement: Align the social studies core classes to the HSCEs

Selected Target Areas

CNA I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.
CNA II.1.B.2 Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"The Competent Classroom. Aligning High School Curriculum, Standards, and Assessment: A Creative Teaching Guide. The Series on School Reform." ERIC (Educational Resources Information Center) ED454208. By: Zmuda, Allison and Tomaino, Mary.

"Exhibitions: Connecting Classroom Assessment with Culminating Demonstrations of Mastery" Education Resources Information Center. By: Jill Davidson. EJ823943.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Adjust the social studies course offerings for Farwell students, beginning with the Class of 2013, to reflect best practices in the HSCEs.	03/12/2009	04/15/2009	Jason Wolf, Rick Smith, and Amy Rohdy

2.1.2.1. Activity: Adjust Course Offerings

Activity Description: Adjust the social studies course offerings for Farwell students, beginning with the Class of 2013, to reflect best practices in the HSCEs.

Activity Type: None

Planned staff responsible for implementing activity: Jason Wolf, Rick Smith, and Amy Rohdy

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 04/15/2009

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Fiscal Need	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

2.1.3. Strategy: Analyze Student Data

Strategy Statement: Social studies teachers will analyze student data from the 9th grade MEAP, ACT Explorer, ACT Plan, and MME to adjust curriculum and best teaching practices to focus curriculum on student weaknesses.

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.

CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

CNA II.1.B.2 Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

CNA II.1.B.5 Collaboration and Communication: School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

CNA II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

CNA II.2.B.2 Results-Focused Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

CNA II.2.B.3 Implemented: The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

CNA II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

CNA III.2.A.2 Staff Collaboratively Analyze Student Work: Staff continuously collaborate to adjust instruction based on on-going student performance.

CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

CNA V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

CNA V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." By: Nancy Protheroe. Source: Educational Research Service. Summer 2001

"Professional Learning Communities at Work: Best practices for enhancing student achievement." by: DuFour, R., Eaker, R. 1998. Source: National Educational Service and Alexandria, VA.

"Using data to close the achievement gap: How to measure equity in our schools." By: Johnson, R. 2002. www.sagepub.com/book.aspx?pid=7419

"Data, well done." By: Pardini, P. 2000. Source: Journal of Staff Development, 21(1), 12-18. www.nsd.org/news/jsd/pardini211.cfm

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Social Studies teachers will be trained in how to read and interpret student/school data during professional development.	03/12/2009	05/30/2010	Rick Smith
Social studies teachers will analyze student assessment results.	05/30/2010	05/30/2011	Jason Wolf, Mark Herron, and Jeff Smith
Social studies teachers will adjust their curriculum to correspond to the weaknesses seen in the data analysis.	05/30/2010	05/30/2011	Jason Wolf, Mark Herron, and Jeff Smith

2.1.3.1. Activity: Teacher Data Analysis Training

Activity Description: Social Studies teachers will be trained in how to read and interpret student/school data during professional development.

Activity Type: None

Planned staff responsible for implementing activity: Rick Smith

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 05/30/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Analysis Training	Title II Part A	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

2.1.3.2. Activity: Data Analysis

Activity Description: Social studies teachers will analyze student assessment results.

Activity Type: None

Planned staff responsible for implementing activity: Jason Wolf, Mark Herron, and Jeff Smith

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 05/30/2010, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Subs	Title II Part A	900.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

2.1.3.3. Activity: Adjust Curriculum

Activity Description: Social studies teachers will adjust their curriculum to correspond to the weaknesses seen in the data analysis.

Activity Type: None

Planned staff responsible for implementing activity: Jason Wolf, Mark Herron, and Jeff Smith

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 05/30/2010, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Subs	Title II Part A	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

2.1.4. Strategy: Formative Assessment

Strategy Statement: More readily and consistently assess students understanding of social studies content and material within the classroom.

Selected Target Areas

CNA II.1.A.3 Technology: School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Formative and Summative Assessments in the Classroom." By: Catherine Garrison and Michael Ehringhaus. www.measuredprogrss.org.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Farwell social studies department purchase of a Quick Response Assessment system to more readily and effectively assess students understanding of the content and material	04/30/2009	05/30/2010	Jason Wolf, Kevin Kickbusch, and Rick Smith

2.1.4.1. Activity: Purchase Quick Response System

Activity Description: Farwell social studies department purchase of a Quick Response Assessment system to more readily and effectively assess students understanding of the content and material

Activity Type: None

Planned staff responsible for implementing activity: Jason Wolf, Kevin Kickbusch, and Rick Smith

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 04/30/2009, End Date - 05/30/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Automated Response System	Grants	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/18/2009	Rsmith@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Goal 3: ELA Curriculum Alignment

Content Area : English Language Arts

Goal Source : CNA

Development Status : Approved

Student Goal Statement : Farwell students will be proficient in ELA.

Gap Statement : Currently some core areas are not completely aligned with State standards and are lacking common assessments to measure student's achievement.

Cause for Gap : Recent adjustments to Michigan state curriculum
Difficulties in adjusting to the new curriculum

Multiple measures/sources of data you used to identify this gap in student achievement : MME/ACT results, Golden Package, current curriculum documents

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MME/ACT results, Golden Package, completed curriculum documents in ELA, ACT Explorer, ACT Plan

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Kelly Cotton

List of Objectives:

ID	Objective
1124	Students will increase proficiency by 10% on the 2010 spring MME.

CNA Challenges : None

3.1. Objective: ELA proficiency

Measurable Objective Statement to Support Goal : Students will increase proficiency by 10% on the 2010 spring MME.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
1124	Use the HSCEs to align the ELA curriculum	
1124	English teachers will analyze student data from the 8th grade MEAP, ACT Explorer, ACT PLAN, and MME to adjust curriculum and best teaching practices to focus curriculum on student weaknesses.	
1124	Increase student achievement through increased use of different types of formative assessments.	
1124	Implement the use of team teaching as a strategy in the inclusive classrooms.	

3.1.1. Strategy: ELA Curriculum Document

Strategy Statement: Use the HSCEs to align the ELA curriculum

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.
CNA I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.
CNA II.1.B.5 Collaboration and Communication: School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.
CNA III.1.B.4 Collaboration: Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value the contribution that collaboration makes to student success.
CNA V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Writing Across the Curriculum" Michigan Department of Education. www.michigan.gov/mde. This article focuses on curriculum development.

"Asking the Essential Questions: Curriculum Development" By: Kathleen Cushman. Horace Journal Vol. 5, #5, June 1989

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELA teachers will unpack the ELA HSCEs.	03/12/2009	05/30/2011	Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines
The ELA teachers will create a curriculum document using the HSCEs.	03/12/2009	05/30/2011	Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines
ELA teachers will create common assessments that align with HSCEs.	03/12/2009	05/30/2011	Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines
ELA teachers will analyze student progress towards proficiency based on common assessments.	03/12/2009	05/30/2011	Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

3.1.1.1. Activity: Unpack ELA HSCEs

Activity Description: ELA teachers will unpack the ELA HSCEs.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time subs	Title II Part A	2,600.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

3.1.1.2. Activity: Create ELA Curriculum Document

Activity Description: The ELA teachers will create a curriculum document using the HSCEs.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Subs	Title II Part A	2,600.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

3.1.1.3. Activity: Create ELA common assessments

Activity Description: ELA teachers will create common assessments that align with HSCEs.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Subs	Title II Part A	1,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

3.1.1.4. Activity: Analyze ELA Common Assessments

Activity Description: ELA teachers will analyze student progress towards proficiency based on common assessments.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/12/2009, End Date - 05/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Subs	Title II Part A	600.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

3.1.2. Strategy: Analyze Student Data

Strategy Statement: English teachers will analyze student data from the 8th grade MEAP, ACT Explorer, ACT PLAN, and MME to adjust curriculum and best teaching practices to focus curriculum on student weaknesses.

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

CNA I.1.A.3 Articulated Design: The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.

CNA II.1.B.5 Collaboration and Communication: School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

CNA II.2.A.2 Learning Focused: All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

CNA II.2.B.1 Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

CNA III.1.B.4 Collaboration: Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

CNA III.2.A.2 Staff Collaboratively Analyze Student Work: Staff continuously collaborate to adjust instruction based on on-going student performance.

CNA V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many

different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.

CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

CNA V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers" By Nancy Protheroe. Education Research Service. Summer 2001

"Looking collaboratively at student work: An essential toolkit." By Cushman, K. www.essentialschools.org/cs/resources/view/ces_res57

"Using data to close the achievement gap: How to measure equity in our schools. Thousand Oaks, CA: Corwin Press. By Johnson, R. 2002. www.sagepub.com/book.aspx?pid=7419

"Teachers in the driver's seat" The Harvard Educational Letter. By Lewis, A. 1998. www.edletter.org/past/issues/1998-ma/teacher.shtml

"Making assessment part of teacher learning" By: Sparks, D. 1998. Journal of Staff Development. www.nsd.org/news/jsd/joyce194.cfm

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Obtain all testing results from 8th grade MEAP, ACT Explorer, ACT PLAN, and MME on ELA.	03/30/2009	05/31/2011	Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines
Disseminate test results to determine students success and best practice.	03/30/2009	05/31/2011	Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines
Use data analysis results to create best teaching practices and improve student achievement.	03/30/2009	05/31/2011	Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

3.1.2.1. Activity: Gather Data

Activity Description: Obtain all testing results from 8th grade MEAP, ACT Explorer, ACT PLAN, and MME on ELA.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Sub	Title II Part A	400.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

3.1.2.2. Activity: Analyze Data

Activity Description: Disseminate test results to determine students success and best practice.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Subs	Title II Part A	400.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

3.1.2.3. Activity: Implement Data Analysis Results

Activity Description: Use data analysis results to create best teaching practices and improve student achievement.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	1,200.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

3.1.3. Strategy: Formative Assessment

Strategy Statement: Increase student achievement through increased use of different types of formative

assessments.

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.

CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

CNA II.1.A.3 Technology: School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

CNA II.1.B.5 Collaboration and Communication: School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

CNA II.2.A.2 Learning Focused: All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

CNA II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

CNA II.2.B.1 Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

CNA II.2.B.2 Results-Focused Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

CNA II.2.B.3 Implemented: The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

CNA II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

CNA III.1.B.4 Collaboration: Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value

the contribution that collaboration makes to student success.

CNA IV.1.A.1 Methods: The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

CNA V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.

CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Formative and Summative Assessments in the Classroom." By: Catherine Garrison and Michael Ehringhaus. www.measuredprogress.org

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use of different formative assessment to assess student comprehension and understanding.	03/30/2009	05/31/2011	Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

3.1.3.1. Activity: Assess student comprehension

Activity Description: Use of different formative assessment to assess student comprehension and understanding.

Activity Type: None

Planned staff responsible for implementing activity: Kelly Cotton, Jeremy Thomas, Amber Hubble, Dirk Brines

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Automated Response	Grants	3,000.00	0.00
Elmo Machine	Grant Resource	2,000.00	0.00
Smart Board	Grants	2,500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

3.1.4. Strategy: Team Teaching

Strategy Statement: Implement the use of team teaching as a strategy in the inclusive classrooms.

Selected Target Areas

CNA I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

CNA II.1.B.2 Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

CNA II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

CNA II.2.B.1 Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

CNA II.2.B.3 Implemented: The members of the school community support the school improvement plan.

Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

CNA II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

CNA II.3.B.1 State and Federal: School leaders assure that state and federal mandates are adhered to, updated and communicated to all stakeholders.

CNA III.1.B.4 Collaboration: Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

CNA III.1.B.6 Technology: All staff are skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

CNA IV.1.A.1 Methods: The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

CNA IV.1.B.1 Volunteering: The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school relies on volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

CNA IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

CNA IV.1.B.3 Decision-Making: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.

CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

CNA V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Remedial and Special Education Journal. Vol. 17. (1996). "Planning for Effective Co-teaching: The Key to Successful Inclusion." Chriss Walther-Thomas. This article explains the plan to implementing successfully the co-teaching strategies.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Local CGRESD staff will come to Farwell High School and present information in a professional development meeting. The information will be regarding the overview of what team teaching is and how to effectively implement that into our building.	06/15/2009	05/15/2010	Richard Smith and Dee Yarger

3.1.4.1. Activity: Professional Development on effective team teaching.

Activity Description: Local CGRESD staff will come to Farwell High School and present information in a professional development meeting. The information will be regarding the overview of what team teaching is and how to effectively implement that into our building.

Activity Type: None

Planned staff responsible for implementing activity: Richard Smith and Dee Yarger

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/15/2009, End Date - 05/15/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CGRESD Fees for teachers	Title II Part A	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Goal 4: Science

Content Area : Science

Goal Source : CNA

Development Status : Approved

Student Goal Statement : Farwell students will be proficient in Science

Gap Statement : MME Spring 2008 results confirmed that Farwell students scored 60% proficiency in Science. Students with disabilities scored 7% proficiency in Science

Cause for Gap : Need of more training to properly analyze data gathered from student assessments to determine weak areas in our instruction and curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement : MME school summary report. Golden Package. ACT Plan/Explore linkage report.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will increase proficiency by 10% in Science on the MME by the year 2010. Effectively use data gathered from common assessments to focus instructional emphasis in deficient content areas.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Erik Schunk

List of Objectives:

ID	Objective
1519	By the year 2010, the number of students proficient in Science will increase by 10%

CNA Challenges : None

4.1. Objective: Science

Measurable Objective Statement to Support Goal : By the year 2010, the number of students proficient in Science will increase by 10%

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
1519	Science department will gather data from common assessments and then analyze this data to determine deficiencies and improve curriculum and instruction.	
1519	Implement the strategy of team teaching in the inclusive classrooms.	

4.1.1. Strategy: Data Analysis

Strategy Statement: Science department will gather data from common assessments and then analyze this data to determine deficiencies and improve curriculum and instruction.

Selected Target Areas

<p>CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.</p>
<p>CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.</p>
<p>CNA II.1.B.2 Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.</p>
<p>CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.</p>
<p>CNA II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.</p>
<p>CNA III.2.A.2 Staff Collaboratively Analyze Student Work: Staff continuously collaborate to adjust instruction based on on-going student performance.</p>
<p>CNA V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.</p>
<p>CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.</p>
<p>CNA V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.</p>

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers

-Nancy Protheroe

"One specific type of data-based decision making that shows promise for helping schools dramatically increase student achievement is the use of assessment data to drive instructional improvement."

Professional Learning Communities at Work: Best practices for enhancing student achievement.

-DuFour, R. & Eaker, R. (1998)

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science department will collect data from common assessments (ie Biology unit 1 test)	09/07/2009	05/28/2010	Science Department
Science department will participate in professional development with a Science Education specialist to provide instruction on the proper way to analyze and interpret gathered data.	09/07/2009	05/28/2010	Science department
Science department will analyze gathered data from common assessments to determine deficient curriculum areas.	09/07/2009	05/28/2010	Science department
Using analyzed data that indicates which areas of the curriculum students are deficient, the instruction and curriculum focus will be adjusted to meet the achievement goals	09/07/2009	05/28/2010	Science department

4.1.1.1. Activity: Data Collection

Activity Description: Science department will collect data from common assessments (ie Biology unit 1 test)

Activity Type: None

Planned staff responsible for implementing activity: Science Department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 05/28/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Assessment Time	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

4.1.1.2. Activity: Coaching with Science Education Specialist

Activity Description: Science department will participate in professional development with a Science Education specialist to provide instruction on the proper way to analyze and interpret gathered data.

Activity Type: None

Planned staff responsible for implementing activity: Science department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 05/28/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

4.1.1.3. Activity: Data Analysis

Activity Description: Science department will analyze gathered data from common assessments to determine deficient curriculum areas.

Activity Type: None

Planned staff responsible for implementing activity: Science department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 05/28/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teachers	Title II Part A	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	k cotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

4.1.1.4. Activity: Implement Curriculum Change

Activity Description: Using analyzed data that indicates which areas of the curriculum students are deficient, the instruction and curriculum focus will be adjusted to meet the achievement goals

Activity Type: None

Planned staff responsible for implementing activity: Science department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 05/28/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional planning time	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

4.1.2. Strategy: Team Teaching

Strategy Statement: Implement the strategy of team teaching in the inclusive classrooms.

Selected Target Areas

CNA I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

CNA II.1.B.2 Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

CNA II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

CNA II.2.B.1 Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

CNA II.2.B.2 Results-Focused Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

CNA II.2.B.3 Implemented: The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

CNA II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Remedial and Special Education Journal. Vol. 17. (1996). "Planning for Effective Co-teaching: The Key to Successful Inclusion." Chriss Walther-Thomas. This article explains the plan to successfully implementing co-teaching.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Local CGRESD staff will come to Farwell High School and present information in a professional development meeting. The information will include an overview of team teaching and how to effectively implement that into our building.	06/15/2009	05/15/2010	Richard Smith and Dee Yarger

4.1.2.1. Activity: Professional Development on effective team teaching.

Activity Description: Local CGRESD staff will come to Farwell High School and present information in a professional development meeting. The information will include an overview of team teaching and how to effectively implement that into our building.

Activity Type: None

Planned staff responsible for implementing activity: Richard Smith and Dee Yarger

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/15/2009, End Date - 05/15/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CGRESD Fees for teachers attending training	Title II Part A	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Goal 5: Increase Student Proficiency in Mathematics**Content Area :** Math**Goal Source :** CNA**Development Status :** Approved**Student Goal Statement :** Farwell students will increase their proficiency in Mathematics.**Gap Statement :** Currently some core areas are not completely aligned with State standards and are lacking common assessments to measure student's achievement.**Cause for Gap :** Recent adjustments to Michigan state curriculum**Multiple measures/sources of data you used to identify this gap in student achievement :** MME/ACT**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** MME/ACT results, Golden Package, completed curriculum documents in Math, ACT Explorer, ACT Plan.**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Contact Name : Pam Helfer**List of Objectives:**

ID	Objective
1524	Special Education students need to increase their proficiency in Mathematics on classroom and standa
1530	Increase the proficiency of students in mathematics by 10% on the MME.

CNA Challenges : None

5.1. Objective: Increase Special Ed. Mathematics Proficiency

Measurable Objective Statement to Support Goal : Special Education students need to increase their proficiency in Mathematics on classroom and standa

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
1524	The Farwell mathematics department needs to implement the HSCEs in special education curriculum.	
1524	Analyze student data and test scores from standards based tests	
1524	Increase the understanding of mathematic equations in the classroom.	
1524	Implement the use of team teaching as a strategy in the inclusive classroom.	

5.1.1. Strategy: Implement Mathematics HSCEs in Spec. Ed curriculum

Strategy Statement: The Farwell mathematics department needs to implement the HSCEs in special education curriculum.

Selected Target Areas

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.

CNA II.1.B.5 Collaboration and Communication: School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

CNA II.2.A.6 Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership

and responsibility for the implementation of the decisions is evident by the collective actions of the members.

CNA II.2.B.2 Results-Focused Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

CNA III.1.B.4 Collaboration: Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

CNA III.2.A.2 Staff Collaboratively Analyze Student Work: Staff continuously collaborate to adjust instruction based on on-going student performance.

CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

CNA V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

CNA V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Integrating Reform-Oriented Math Instruction in Special Education Settings." By: Brian Bottge. Education Resources Information Center. EJ762701

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The math and special education departments need to align the special education curriculum with the Farwell mathematics dept. and HSCEs.	03/30/2009	05/31/2011	Pam Helfer, Scott Barnhart, Lynette Leslie, Carrie Carncross, Ann Hadden, and Chris Bauerle

5.1.1.1. Activity: Math and Special Ed. curriculum alignment

Activity Description: The math and special education departments need to align the special education curriculum with the Farwell mathematics dept. and HSCEs.

Activity Type: None

Planned staff responsible for implementing activity: Pam Helfer, Scott Barnhart, Lynette Leslie, Carrie Carncross, Ann Hadden, and Chris Bauerle

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Sub	Title II Part A	600.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

5.1.2. Strategy: Data Analysis

Strategy Statement: Analyze student data and test scores from standards based tests

Selected Target Areas

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
CNA II.2.A.6 Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.
CNA V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

test

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The Math dept. will meet to gather and analyze student data from the MME and other common assessments.	03/30/2009	03/31/2011	Pam Helfer, Scott Barnhart, and Lynette Leslie

5.1.2.1. Activity: Analyze Data

Activity Description: The Math dept. will meet to gather and analyze student data from the MME and other common assessments.

Activity Type: None

Planned staff responsible for implementing activity: Pam Helfer, Scott Barnhart, and Lynette Leslie

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 03/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Sub	Title II Part A	600.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

5.1.3. Strategy: Increase concept understanding

Strategy Statement: Increase the understanding of mathematic equations in the classroom.

Selected Target Areas

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA IV.1.A.1 Methods: The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

CNA IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

CNA V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

RTI Pyramids of Intervention

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use Graphing calculators to increase students understanding of equations.	03/30/2009	05/31/2011	Pam Helfer, Scott Barnhart, and Lynette Leslie

5.1.3.1. Activity: Use Graphing Calculators

Activity Description: Use Graphing calculators to increase students understanding of equations.

Activity Type: None

Planned staff responsible for implementing activity: Pam Helfer, Scott Barnhart, and Lynette Leslie

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
30 TI-84 Plus Graphing Caluculators	Title II Part D	4,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

5.1.4. Strategy: Team Teaching

Strategy Statement: Implement the use of team teaching as a strategy in the inclusive classroom.

Selected Target Areas

CNA I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
CNA II.1.B.2 Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.
CNA II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student

outcomes.

CNA II.2.B.1 Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

CNA II.2.B.2 Results-Focused Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

CNA II.2.B.3 Implemented: The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

CNA II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Remedial and Special Education Journal. Vol. 17. (1996). "Planning for Effective Co-Teaching: The Key to Successful Inclusion." Chriss Walther-Thomas. This article explains how to successfully implement the strategy of co-teaching.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Local CGRESD staff will come to Farwell High school and present information in a professional development meeting. The information will include an overview of what team teaching is and how to effectively implement it into our building.	06/15/2009	05/15/2010	Richard Smith and Dee Yarger

5.1.4.1. Activity: Professional Development on Effective team teaching.

Activity Description: Local CGRESD staff will come to Farwell High school and present information in a professional development meeting. The information will include an overview of what team teaching is and how to effectively implement it into our building.

Activity Type: None

Planned staff responsible for implementing activity: Richard Smith and Dee Yarger

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/15/2009, End Date - 05/15/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CGRES D Fees for teachers	Title II Part A	180.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

5.2. Objective: Increase student proficiency in Mathematics

Measurable Objective Statement to Support Goal : Increase the proficiency of students in mathematics by 10% on the MME.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
1530	Analyze the data of students from the MME and common assessment	
1530	Implement differentiated learning within the mathematics curriculum.	

5.2.1. Strategy: Analyze student data

Strategy Statement: Analyze the data of students from the MME and common assessment

Selected Target Areas

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

CNA II.2.B.2 Results-Focused Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

CNA II.2.B.3 Implemented: The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

CNA V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Improving Teaching and Learning with Data-Based Decision: Asking the Right Questions and Acting on the Answers" Educational Research Service.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Meet as a math dept. to analyze the data from the MME and use the data to adjust curriculum to student shown weaknesses.	03/30/2009	05/31/2011	Pam Helfer, Scott Barnhart, and Lynette Leslie

5.2.1.1. Activity: Analyze Data

Activity Description: Meet as a math dept. to analyze the data from the MME and use the data to adjust curriculum to student shown weaknesses.

Activity Type: None

Planned staff responsible for implementing activity: Pam Helfer, Scott Barnhart, and Lynette Leslie

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time Sub	Title II Part A	600.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	k cotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

5.2.2. Strategy: Differentiated Learning

Strategy Statement: Implement differentiated learning within the mathematics curriculum.

Selected Target Areas

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

CNA V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Differentiated Instruction for Math", The Access Center. 2/22/2005

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use student work to help other students learn and understand the curriculum.	03/30/2009	05/31/2011	Pam Helfer, Scott Barnhart, and Lynette Leslie

5.2.2.1. Activity: Student Work for Learning

Activity Description: Use student work to help other students learn and understand the curriculum.

Activity Type: None

Planned staff responsible for implementing activity: Pam Helfer, Scott Barnhart, and Lynette Leslie

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/30/2009, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Document Cameras	Title II Part A	3,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
04/30/2009	kcotton@farwellschools.net	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$0.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$28,780.00	\$0.00
Title II Part D	\$4,000.00	\$0.00
Other	\$2,000.00	\$0.00
Other	\$7,000.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Richard	Smith	Prinicpal	Rsmith@farwellschools.net
Mrs.	Dee	Yarger	Assist. Principal	Dyarger@farwellschools.net
Mr.	Jason	Wolf	Teacher	Jwolf@farwellschools.net
Mrs.	Kelly	Cotton	Teacher	Kcotton@farwellschools.net
Mrs.	Amber	Hubble	Teacher	Ahubble@farwellschools.net
Mr.	Erik	Schunk	Teacher	Eschunk@farwellschools.net
Mrs.	Dixie	Adams	Student Services Director	Dadams@farwellschools.net
Mr.	Sean	Hill	Teacher	Shill@farwellschools.net
Mr.	Jeff	Smith	Teacher	Jsmith@farwellschools.net
Mr.	Scott	Barnhart	Teacher	Sbarnhart@farwellschools.net
Mr.	Robert	First	Timberland Lead Teacher	Rfirst@farwellschools.net

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

The listed stakeholders are involved in the planning, design, monitoring and evaluation of this improvement plan as they serve on the High School Leadership Team that meets twice bi-monthly.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Decisions about curriculum, instruction and assessment are made at the Leadership Team meetings. Each of the stakeholders attend these meetings and provide feedback and help in the decision making process. All staff are invited to these meetings.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Student information and progress is shared at the Leadership Team meetings bi-monthly and updates provided at monthly board meetings. The staff takes a roll in sharing this information so that it is clearly understood by all staff and stakeholders involved.

Statement of Non-Discrimination

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Principal

Address:

399 E. Michigan St.

Telephone Number:

989-588-9913

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

The following Professional Learning activities are needed to provide support for a successful implementation of this school improvement plan: Team teaching, use of our collected data, completion of common assessments in all core curricular areas, freshman focus, etc.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Farwell Area Schools will use Title II A money to support this improvement plan.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

One way that the school has used technology to support this school improvement plan is through the collection of data to get the perceptions from students, staff, and parents of the building. Another way is through the delivery of instruction through computers, LCD projectors, Elmo's, and Smartboards.