



School Improvement Plan

Farwell Timberland Alternative High School

Farwell Area Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Timberland SIP 2017-2018

Overview

Plan Name

Timberland SIP 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	85 percent of students will improve upon or meet the career and college readiness benchmark for English	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$65850
2	85 percent of students will improve upon or meet the career and college readiness benchmark for Math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Staff will continue to use a variety of professional training and development to improve student achievement and staff leadership.	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$13500

Goal 1: 85 percent of students will improve upon or meet the career and college readiness benchmark for English

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on objectives in English Language Arts by 06/30/2024 as measured by school, district, and state assessments.

Strategy 1:

Data Placed Student Scheduling - Students will be placed into courses based on their state assessments, district assessments, and course assessments along with following EDP. These courses will include remediation courses, general track courses, upper level placements such as CTE, and dual enrollment. Additionally, students will be recommended for additional assistance with the after-school tutoring program and credit recovery. Personal curriculums are used for students to assist with their individual needs. Lastly, students are also recommended for the programs based on their individual needs and career direction.

Category: English/Language Arts

Research Cited: Johnson, E., Pool, J. & Carter, D. (2013). Screening for Reading Problems in a RTI Framework. RTI Action Network. Retrived from <http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-an-rti-framework>

Tier: Tier 1

Activity - Web Cam to Collect and Analyze Placement Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of data, by means of Illuminate, students will be appropriately placed into classes, including remediation and advanced placement.	Academic Support Program	Tier 1	Monitor	03/01/2013	06/30/2022	\$6500	Title I Part A, General Fund	Dean of Students, teachers, administration and department heads.

Activity - Scholastic Reading Inventory (SRI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be analyzed on the SRI assessment for data collection to be used in scheduling, interventions, and academic support.	Academic Support Program	Tier 1	Monitor	07/01/2017	07/31/2024	\$250	General Fund	English Department Head, Media Tech, Admin, and all staff

Strategy 2:

Reading Apprentice (RA) - All Staff will do building wide strategies for RA in all curriculum courses and all grade levels. This is the only place in the SIP this is

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mentioned.

Category: English/Language Arts

Research Cited: Reading Apprenticeship of WestEd Improving Academic Literacy. Reading Apprentice Academic Course and Its Effect on Reading Comprehension.

Retrieved from: www.wested.org/cs/ra/view/sli_r/11

Tier: Tier 1

Activity - RA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RA across the curriculum and all grade levels, monitored by admin during walk-throughs. This is the only place RA is mentioned in the SIP however it will be used across all grade levels and subject areas in the high school.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2024	\$0	No Funding Required	English Department Head, RA Teacher Leader, Administration
Activity - Alternative Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alternative education staff supports the academic needs of students through small group instruction in preparation for career and college readiness.	Academic Support Program	Tier 3	Implement	07/01/2017	06/30/2024	\$20300	Section 31a	Alternative education staff and administration.
Activity - Credit Recovery/After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide credit recovery opportunities through Plato courses.	Academic Support Program	Tier 3	Implement	07/01/2017	06/30/2024	\$2250	Section 31a	Alternative education staff and administration
Activity - CTE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher/instructors support the academic needs of students through small group instruction in preparation for career and college readiness.	Academic Support Program	Tier 2	Implement	07/01/2017	06/30/2024	\$7000	Section 31a	CGRES and HS staff and administration.

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Strategy 3:

Writing Across the Curriculum (WAC) - All staff implementing WAC for all students at least twice per week, along with assessment data gathered at least twice per year in all high school English classes

Category:

Research Cited: Bomengen, M. (2013). Writing Across the Curriculum: Research on the effects of writing practice on standardized tests. RAPSA. Retrieved from: www.rapsa.org

Tier: Tier 1

Activity - WAC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff implementing WAC for all students, along with assessment data gathered at least twice per year in all English classes	Academic Support Program	Tier 1	Monitor	05/31/2013	06/30/2022	\$0	No Funding Required	English Department Head, English Staff, Admin, and all staff
Activity - Alternative Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alternative education staff supports the academic needs of students through small group instruction in preparation for career and college readiness.	Academic Support Program	Tier 2	Implement	07/01/2014	06/01/2022	\$20300	Section 31a	Alternative education staff.
Activity - Credit Recovery/After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide credit recovery opportunities through Plato courses.	Academic Support Program	Tier 2	Implement	07/01/2014	06/01/2022	\$2250	Section 31a	Alternative education staff.
Activity - CTE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/instructors support the academic needs of students through small group instruction in preparation for career and college readiness.	Academic Support Program	Tier 2	Implement	07/01/2014	06/01/2022	\$7000	Section 31a	CGRES staff and hs staff.

Goal 2: 85 percent of students will improve upon or meet the career and college readiness benchmark for Math

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on objectives in Mathematics by 06/30/2024 as measured by school, district, and state assessments.

Strategy 1:

Number Sense - Basic mathematic calculations in all curriculums at least once per week as to how number sense is a relevant part of real life in all careers.

Category: Mathematics

Research Cited: Geary, D, Hoard, M, Nugent, L, & Bailey, D. (2013). Adolescents' Functional Numeracy Is Predicted by Their School Entry Number System Knowledge. PLoS ONE. Retrieved from: www.plosone.org/article/info%3Adoi%2Fjournal.pone.0054651

Tier: Tier 1

Activity - Number Sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use a number sense strategy at least once per week across all subject areas and all grade levels. This is the only place this is mentioned in the SIP.	Academic Support Program	Tier 1	Monitor	07/01/2017	07/31/2024	\$0	No Funding Required	Math Department Head, admin, and all staff

Goal 3: Staff will continue to use a variety of professional training and development to improve student achievement and staff leadership.

Measurable Objective 1:

collaborate to develop and improve upon student achievement and staff leadership by 06/30/2022 as measured by student achievement scores on state assessments.

Strategy 1:

Staff Leadership and Professional Development - Goals, expectations, strategies, and activities will be the exact same as the Farwell High School because all staff are shared between the two school entities.

This includes:

Clear Expectations

School leaders are able to clearly and consistently communicate and articulate high expectations for instruction and student success.

Learning Focused

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School leaders promote and facilitate critical and interactive dialogue that refines the school's mission and goals for continuous improvement.

Collaborative Inquiry

School leaders promote a spirit of collaboration, inquiry, risk-taking, and reflective practice, which is embedded into the school culture.

Use of Best Practices

School leaders promote a culture of acquisition and use of skills, knowledge, attitudes, and beliefs necessary to achieve high levels of learning for all.

Staff Accountability

The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Leadership Academy Participants will identify strategies to promote a school culture and climate focused on learner outcomes.

Participants will identify strategies to engage staff in dialogue and reflection about teaching for learning.

Participants will acquire strategies with clear learning objectives for creating a student-focused learning environment will attending to the social/personal needs of educators.

Participants will lead staff in use of data continuously, collaboratively, and effectively to improve teaching for learning.

The following actives match the Farwell Staff Leadership Goal (funding is included in the Farwell activities):

MASSP SLO's

CG RESD Leadership Summit

MI School Data Training

RESD Continuous Curriculum Training

Category:

Research Cited: Wallace Foundation. University of Minnesota and the University of Toronto. "How Leadership influences student learning." Leithwood, Kenneth, etal. 2004.

Tier: Tier 2

Activity - Training for Classroom Environment&Culture and Professional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training from MASSP and RESD, as well as other professional organizations, for all teachers to improve the school environment, school culture, and professionalism.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2024	\$5000	Title II Part A	MASSP, administration, and teachers.

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Strategy 2:

Peer Observations - All staff will conduct classroom observations of their colleagues, 2-3 times peer school year to collaborate on learning strategies, technology use and professional practice.

Category:

Research Cited: Wilkins, E., & Shin, E. (2011). Peer Feedback: Who, What, When, Why, and How. Education Digest, 76(6), 49-53.

Vidmar, D. J. (2005). Reflective Peer Coaching: Crafting collaborative self-assessment in teaching. Research Strategies, 20(3), 35-148.

Tier: Tier 1

Activity - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will conduct peer observations, 2-3 times peer year to support their colleagues in reflection and improve teaching strategies.	Academic Support Program, Walkthrough, Professional Learning	Tier 1	Implement	09/01/2015	06/30/2022	\$7500	General Fund	All staff and administration

Measurable Objective 2:

collaborate to to improve student attendance. by 06/30/2018 as measured by student attendance records.

Strategy 1:

Five for Five - Each day students are in attendance, they will each receive a point. At the end of a short period of time, if the students meet the point requirement for the reward, they will receive an incentive for good attendance. This strategy will be implemented by tracking student attendance and provided daily points when in attendance.

Category: School Culture

Research Cited: <http://www.attendanceworks.org/tools/assessments/>

<http://files.eric.ed.gov/fulltext/ED537719.pdf>

Tier: Tier 2

Activity - Five for Five	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Five for Five program. Students get daily points for being in attendance. When the students reach 25 points, 60 points, and 100 points, they will receive a reward.	Academic Support Program, Career Preparation /Orientation , Policy and Process	Tier 2	Implement	07/01/2017	06/30/2024	\$1000	Section 31a	Dean staff and Administration
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Five for Five	Five for Five program. Students get daily points for being in attendance. When the students reach 25 points, 60 points, and 100 points, they will receive a reward.	Academic Support Program, Career Preparation /Orientation , Policy and Process	Tier 2	Implement	07/01/2017	06/30/2024	\$1000	Dean staff and Administration
CTE	Teachers/instructors support the academic needs of students through small group instruction in preparation for career and college readiness.	Academic Support Program	Tier 2	Implement	07/01/2014	06/01/2022	\$7000	CGRES staff and hs staff.
CTE	Teacher/instructors support the academic needs of students through small group instruction in preparation for career and college readiness.	Academic Support Program	Tier 2	Implement	07/01/2017	06/30/2024	\$7000	CGRES and HS staff and administration.
Credit Recovery/After School Program	Teachers will provide credit recovery opportunities through Plato courses.	Academic Support Program	Tier 3	Implement	07/01/2017	06/30/2024	\$2250	Alternative education staff and administration
Credit Recovery/After School Program	Teachers will provide credit recovery opportunities through Plato courses.	Academic Support Program	Tier 2	Implement	07/01/2014	06/01/2022	\$2250	Alternative education staff.
Alternative Education	Alternative education staff supports the academic needs of students through small group instruction in preparation for career and college readiness.	Academic Support Program	Tier 2	Implement	07/01/2014	06/01/2022	\$20300	Alternative education staff.
Alternative Education	Alternative education staff supports the academic needs of students through small group instruction in preparation for career and college readiness.	Academic Support Program	Tier 3	Implement	07/01/2017	06/30/2024	\$20300	Alternative education staff and administration.

Title I Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Web Cam to Collect and Analyze Placement Data	Through the use of data, by means of Illuminate, students will be appropriately placed into classes, including remediation and advanced placement.	Academic Support Program	Tier 1	Monitor	03/01/2013	06/30/2022	\$5000	Dean of Students, teachers, administration and department heads.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training for Classroom Environment&Culture and Professional Collaboration	Training from MASSP and RESD, as well as other professional organizations, for all teachers to improve the school environment, school culture, and professionalism.	Professional Learning	Tier 1	Getting Ready	07/01/2017	06/30/2024	\$5000	MASSP, administration, and teachers.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Sense	All staff will use a number sense strategy at least once per week across all subject areas and all grade levels. This is the only place this is mentioned in the SIP.	Academic Support Program	Tier 1	Monitor	07/01/2017	07/31/2024	\$0	Math Department Head, admin, and all staff
WAC	All staff implementing WAC for all students, along with assessment data gathered at least twice per year in all English classes	Academic Support Program	Tier 1	Monitor	05/31/2013	06/30/2022	\$0	English Department Head, English Staff, Admin, and all staff
RA	RA across the curriculum and all grade levels, monitored by admin during walk-throughs. This is the only place RA is mentioned in the SIP however it will be used across all grade levels and subject areas in the high school.	Academic Support Program	Tier 1	Monitor	07/01/2017	06/30/2024	\$0	English Department Head, RA Teacher Leader, Administration

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Web Cam to Collect and Analyze Placement Data	Through the use of data, by means of Illuminate, students will be appropriately placed into classes, including remediation and advanced placement.	Academic Support Program	Tier 1	Monitor	03/01/2013	06/30/2022	\$1500	Dean of Students, teachers, administration and department heads.
Peer Observations	All staff will conduct peer observations, 2-3 times per year to support their colleagues in reflection and improve teaching strategies.	Academic Support Program, Walkthrough, Professional Learning	Tier 1	Implement	09/01/2015	06/30/2022	\$7500	All staff and administration
Scholastic Reading Inventory (SRI)	All students will be analyzed on the SRI assessment for data collection to be used in scheduling, interventions, and academic support.	Academic Support Program	Tier 1	Monitor	07/01/2017	07/31/2024	\$250	English Department Head, Media Tech, Admin, and all staff