



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 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

School Improvement Goals - Updated April 2019

Overview

Plan Name

School Improvement Goals - Updated April 2019

Plan Description

4 subject goals

1 college and career readiness goal

1 professional development goal

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: 4 Activities: 6 | Academic | \$28550 |
| 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 | 85 percent of students will improve upon or meet the career and college readiness benchmark for Science | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 4 | 85 percent of students will improve upon or meet the career and college readiness benchmark for Social Studies | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 5 | Staff will continue to use a variety of professional training and development to improve student achievement and staff leadership. | Objectives: 2 Strategies: 2 Activities: 2 | Organizational | \$6000 |
| 6 | Career Navigating | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$5000 |

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 06/30/2026 as measured by school, district, and state assessments.

Strategy 1:

Data Placed Scheduling - Students will be placed into courses based on their state assessments, district assessments, and course assessments along with following their individualized EDP. These courses will include remediation courses, credit recovery 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 (ABC' - attendance, behavior, curriculum) 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 - 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 | 08/01/2019 | 06/30/2026 | \$250 | General Fund | Media Tech, Admin, and all staff |

Strategy 2:

Reading Apprentice Weekly (RA) - All Staff will do building wide strategies for RA in all curriculum courses and all grade levels.

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 |
|---------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Reading Apprentice is used across the curriculum with all subject and grade levels, monitored by admin during walk-throughs. | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$0 | No Funding Required | All staff and 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 | 08/01/2019 | 06/30/2026 | \$20300 | 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 | 08/01/2019 | 06/30/2026 | \$7000 | Section 31a | CG-RESA, staff and administration. |

Strategy 3:

Writing Across the Curriculum (WAC) - All staff implementing WAC for all students at least once per week in all classes and all subject areas.

Category: English/Language Arts

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 at least once per week in all classes and subject areas. | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$0 | No Funding Required | Admin and all staff |

Strategy 4:

Technology Embedded - Technology will be embedded in all subject areas and all grade levels as part of the subject area curriculum to meet the state standards; including, computers, LCD's, ELMOs, videos, audio, Google, etc.

Category: Technology

Research Cited: <https://charteredabs.org/blended-learning-embedding-technology-in-the-classroom/>

<https://naaweb.org/toolkit-embed-technology-into-your-curriculum>

Tier: Tier 1

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| Activity - Technology Embedded | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|---------------------------------------|
| Embed technology throughout all the curriculum in all subject areas and grade levels to improve student academic success. | Technology | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$1000 | General Fund | All staff, admin, and tech department |

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 06/30/2026 as measured by school, district, and state assessments.

Strategy 1:

Number Sense (Math) - Basic mathematic calculations in all subject areas with all grade levels 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 | 08/01/2019 | 06/30/2026 | \$0 | No Funding Required | Admin and all staff |

Goal 3: 85 percent of students will improve upon or meet the career and college readiness benchmark for Science

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on objectives in Science by 06/30/2026 as measured by school, district, and state assessments.

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Strategy 1:

RA,WAC, # Sense - All grade levels and all subjects will use WAC, RA, and Number Sense to improved academic proficiency.

Category: Science

Tier: Tier 1

| Activity - RA,WAC, # Sense | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|---------------------|
| All subjects and all grade levels will use RA, WAC, and number sense. | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$0 | No Funding Required | All staff and admin |

Goal 4: 85 percent of students will improve upon or meet the career and college readiness benchmark for Social Studies

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on objectives in Reading by 06/30/2026 as measured by school, district, and state assessments.

Strategy 1:

RA,WAC, # Sense - RA, WAC and number sense will be used at all grade levels and in all subjects.

Category: Social Studies

Tier: Tier 1

| Activity - RA,WAC, # Sense | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|---------------------|
| RA, WAC and number sense at all grade levels and all subjects | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$0 | No Funding Required | All staff and admin |

Goal 5: 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 06/30/2026 as measured by student achievement scores on state assessments.

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Strategy 1:

Staff Leadership and Professional Development - School improvement related to our Mission and Visions with goal setting, high expectations, researched based strategies and activities

Clear Expectations

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

Learning Focused

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

All staff 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.

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 while attending to the social/personal needs of educators and students.

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

The following activities match the Farwell Staff Leadership Goal:

MASSP Professional Development

CG RESD Training and Development (New Teacher Series, MI-CSI, Standard Implementation, Data Digs, Curriculum Alignment, etc)

Category: School Culture

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

Tier: Tier 1

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| 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, RESD, MDE, as well as other professional organizations, for all teachers to improve the school environment, school culture, and professionalism. | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$5000 | Title II Part A | CG-RESD, MASSP, MDE, administration, and teachers. |

Measurable Objective 2:

collaborate to to improve student attendance. by 06/30/2026 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 week period of time, if the students meet the point requirement for the reward, they will receive an incentive for good attendance and passing grades. 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 |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|------------------------------------|
| Five for Five program where students get daily points for being in attendance. When the students reach 5 points, 25 points, and 60 points, they will receive a reward food and clothing rewards. | Career Preparation /Orientation , Policy and Process, Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2026 | \$1000 | Section 31a | Dean, all staff and Administration |

Goal 6: Career Navigating

Measurable Objective 1:

100% of All Students will achieve college and career readiness requirements with EDP's and course scheduling in Career & Technical by 06/30/2026 as measured by the number of completed EDP's.

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Strategy 1:

Career Navigating - Career Navigator, Counselor, Secretary and Dean will work with all student to develop individual EDP's and update them as needed.

Category: Career and College Ready

Research Cited: As required and supported by MDE: https://www.michigan.gov/documents/mde/EDP_Fundamentals_ADA2017_570694_7.pdf

Tier: Tier 1

| Activity - Career Navigating | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|-------------------|--|
| EDP's are in place and will continue to be updated as needed while students progress through high school. | Career Preparation /Orientation , Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$5000 | Section 31a | Counselor, Career Navigator, Secretary, Dean |

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 |
|-----------------------|--|--|--------|-----------|------------|------------|-------------------|---|
| Career Navigating | EDP's are in place and will continue to be updated as needed while students progress through high school. | Career Preparation /Orientation , Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$5000 | Counselor, Career Navigator, Secretary, Dean |
| Five for Five | Five for Five program where students get daily points for being in attendance. When the students reach 5 points, 25 points, and 60 points, they will receive a reward food and clothing rewards. | Career Preparation /Orientation , Policy and Process, Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2026 | \$1000 | Dean, all staff and Administration |
| 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 | 08/01/2019 | 06/30/2026 | \$20300 | Alternative education staff and administration. |
| 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 | 08/01/2019 | 06/30/2026 | \$7000 | CG-RESA, staff and administration. |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|---------------|--------|---------|------------|------------|-------------------|---------------------------------------|
| Technology Embedded | Embed technology throughout all the curriculum in all subject areas and grade levels to improve student academic success. | Technology | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$1000 | All staff, admin, and tech department |

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| | | | | | | | | |
|------------------------------------|--|--------------------------|--------|---------|------------|------------|-------|----------------------------------|
| 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 | 08/01/2019 | 06/30/2026 | \$250 | Media Tech, Admin, and all staff |
|------------------------------------|--|--------------------------|--------|---------|------------|------------|-------|----------------------------------|

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 | 08/01/2019 | 06/30/2026 | \$0 | Admin and all staff |
| RA,WAC, # Sense | RA, WAC and number sense at all grade levels and all subjects | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$0 | All staff and admin |
| WAC | All staff implementing WAC for all students at least once per week in all classes and subject areas. | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$0 | Admin and all staff |
| RA,WAC, # Sense | All subjects and all grade levels will use RA, WAC, and number sense. | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$0 | All staff and admin |
| RA | Reading Apprentice is used across the curriculum with all subject and grade levels, monitored by admin during walk-throughs. | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$0 | All staff and administration |

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, RESD, MDE, as well as other professional organizations, for all teachers to improve the school environment, school culture, and professionalism. | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2026 | \$5000 | CG-RESD, MASSP, MDE, administration, and teachers. |