



# **School Improvement Plan**

**Farwell Middle 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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Farwell Middle School is located in Clare County. The middle school is a 5-8 building with 400 students. 94% Caucasian and a 6% minority population. The student population is 73% economically disadvantaged. Students with disabilities are at 16% of the student population. Mobility and enrollment are an ongoing challenge due to the lack of employment opportunities in the area. Enrollment has been in a declining trend for the past three years.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### District Vision

Farwell - School, Family, and Community, Hand in hand, Doing What is Best For All Kids

### District Mission

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.

### District Principles and Belief Statements

The Farwell Area School District is committed to:

#### A. The principle of Learning

- a. We value should educational research and implement "best practice" into our teaching.
- b. We challenge everyone to learn to his or her highest potential.
- c. We provide active and engaging experiences through a variety of academic and extra-curricular activities to promote personal and team achievement.

#### B. The principle of collaboration

- a. We strive to build partnerships with school, family, and community.
- b. We provide open lines of communication.
- c. We believe that customer service is necessary.
- d. We operate our schools through teamwork.

#### C. The principles of Integrity and Dignity

- a. We operate from a foundation of trust and respect for one another.
- b. We exhibit a caring attitude.
- c. We will embrace local and global differences to enrich, strengthen, and connect our community.

#### D. The principle of Excellence

- a. We work to improve the quality of education.
- b. We set rigorous standards.
- c. We have high expectations for all.
- d. We will employ highly qualified staff that is committed to continuous professional improvement.

#### E. The principle of Accountability

- a. We are responsible as a school, family and community for student success.
- b. We expect staff to conduct themselves in an ethical, professional manner.
- c. We build budgets that demonstrate fiscal responsibility.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Notable achievements - Curriculum is aligned to the Common Core State Standards and fully implemented.

Areas of improvement - Increased data and curriculum meetings in order to develop interdisciplinary projects.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Big Ideas:

Multi-tiered System of Support

Data Analysis

Professional Development

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The Farwell Middle School Improvement Plan was conducted through multiple school improvement meetings and staff professional development meetings throughout the school year. Members of the school improvement team facilitates small group discussions with stakeholders: teachers from each grade level and content areas, special education teachers, paraprofessionals, administrators, parents, a Board member and a community member. Data was taken from the MDE - BAA website, MI School Data, Data Director, and Zoomerang.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Stakeholders consist of teachers from each grade level and content area, special education teachers, paraprofessionals, administrators, parents, a board member and a community member. The school improvement team gathers and presents data to the stakeholders. All stakeholders are expected to provide input.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The completion of the final improvement plan was communicated to staff at a school improvement meeting. The communication to all other stakeholders is conducted at a school board meeting. Throughout the school year the improvement plan is regularly communicated and progress is shared with all stakeholder through grade level meetings, school improvement meetings, and school board meetings.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.



## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

School staffing has decreased, along with enrollment.

### **How do student enrollment trends affect staff recruitment?**

With the decrease in enrollment, hiring of new staff only occurs through retirement.

### **How do student enrollment trends affect budget?**

The budget decreases as enrollment decreases.

### **How do student enrollment trends affect resource allocations?**

Allocation of resources go to the highest area(s) of need based on student achievement data.

### **How do student enrollment trends affect facility planning and maintenance?**

With the decrease in enrollment, hiring additional custodians or getting custodial subs is not occurring.

### **How do student enrollment trends affect parent/guardian involvement?**

Parent/guardian involvement continues to be a challenge, regardless of enrollment.

### **How do student enrollment trends affect professional learning and/or public relations?**

Professional learning is based on student academic needs, regardless of enrollment.

### **What are the challenges you noticed based on the student enrollment data?**

Staffing continues to be a challenge as enrollment declines.

**What action(s) will be taken to address these challenges?**

A continued request to the superintendent will be made for an additional special education teacher.

**What are the challenges you noticed based on student attendance?**

There appears to be a correlation between truancy and academic success.

**What action(s) will be taken to address these challenges?**

The school liaison officer will continue to pursue truant students. We will continue to generate automatic reports in Skyward.

## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

Reading continues to be the highest level of student achievement, with writing on the rise.

### **Which content area(s) show a positive trend in performance?**

Reading continues to show a positive trend, with writing and math showing signs of a positive trend.

### **In which content area(s) is student achievement above the state targets of performance?**

The state proficiency targets were met in reading, writing and math.

### **What trends do you notice among the top 30% percent of students in each content area?**

Reading - 100% are proficient at all grade levels.

Math - Signs of a positive trend.

Science - Proficiency levels are below 50%.

Social Studies - Proficiency levels are increasing in 6th grade. However, 9th grade had a decrease.

### **What factors or causes contributed to improved student achievement?**

Reading and Writing across the curriculum are school-wide reform strategies, which has increased student achievement in reading and writing.

### **How do you know the factors made a positive impact on student achievement?**

All teachers embraced Reading Apprenticeship strategies.

### **Which content area(s) indicate the lowest levels of student achievement?**

The lowest levels of student achievement is in science and 9th grade social studies.

**Which content area(s) show a negative trend in achievement?**

8th grade science does not have a negative trend, however it is not increasing.

**In which content area(s) is student achievement below the state targets of performance?**

Science and 9th grade social studies were below the state proficiency targets.

**What trends do you notice among the bottom 30% of students in each content area?**

The trend among the bottom 30% is increasing.

**What factors or causes contributed to the decline in student achievement?**

Student achievement has increased this past year.

**How do you know the factors made a negative impact on student achievement?**

Student achievement is increasing.

**What action(s) could be taken to address achievement challenges?**

Increase the amount of interdisciplinary projects. An increase in curriculum and data meetings is needed to promote more curriculum discussions.

## Subgroup Student Achievement

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- Male
- Female
- Economically Disadvantaged

**In what content areas is the achievement gap closing for these subgroups?\***

The gender gap is closing in math, reading, and science.

**How do you know the achievement gap is closing?\***

There is less than a 10% difference, or there is no trend in which one subgroup is consistently scoring higher than the other.

**What other data support the findings?**

Scholastic Reading Inventory (SRI) and Star Math data supports achievement data.

**What factors or causes contributed to the gap closing? (Internal and External)\***

Reading and writing across the curriculum has contributed to the gap closing.

**How do you know the factors made a positive impact on student achievement?**

In addition to the gender and economically disadvantaged gaps closing, there is also an overall increase in math, reading and writing.

**What actions could be taken to continue this positive trend?**

Continue the reading and writing across the curriculum. In addition, continue the last initiatives of Close Reading and Thinking Maps.

**Statement or Question:**Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- Students with Disabilities

**Statement or Question:**For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- Male
- Female

**In what content areas is the achievement gap greater for these subgroups?\***

The gap is greater in writing for males and social studies for females.

**How do you know the achievement gap is becoming greater?\***

The percent proficient between the subgroups is becoming greater, and is greater than 10%.

**What other data support the findings?\***

Scholastic Reading Inventory (SRI) and Star Math.

**What factors or causes contributed to the gap increasing? (Internal and External)\***

Student interest in the content.

**How do you know the factors lead to the gap increasing?\***

When the content is not interesting or personalized the students are not engaged.

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### What actions could be taken to close the achievement gap for these students?\*

Teachers must increase curiosity and originality within each lesson. Additionally, another special education teacher would enable the teaching staff to reach the student receiving special education services in all content areas.

### How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

N/A

### How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students are identified by analyzing students data and completing section 31a worksheets.

### How are students designated 'at risk of failing' identified for support services?

State guidelines for "at risk" are used.

### What Extended Learning Opportunities are available for students (all grade configurations respond)?

There is an after school program that is designed to give additional academic support to "at-risk" students. There is also advanced placement in math and ELA.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

### What is the school doing to inform students and parents of Extended Learning Opportunities?

The school communicates through the school website, open house, conferences and phone calls.

Label	Question	Value
	What is the total FTE count of teachers in your school?	23.2

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	12.0

### What impact might this data have on student achievement?

Increased professional growth impacts student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	93.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	139.0

### What impact might this data have on student achievement?

Increased professional development promotes increased student achievement.



## **Perception Data - Students**

**Which area(s) indicate the highest overall level of satisfaction among students?**

Teachers expect all students to work hard.

**Which area(s) show a positive trend toward increasing student satisfaction?**

Teachers care about students.

**What area(s) indicate the lowest overall level of satisfaction among students?**

Students feel free to express their ideas and opinions.

My classes are usually interesting.

**Which area(s) show a trend toward decreasing student satisfaction?**

Student to student interaction.

**What are possible causes for the patterns you have identified in student perception data?**

The lack of student education in the area of social skills.

**What actions will be taken to improve student satisfaction in the lowest areas?**

A behavior team will be created to identify areas of concern and possible actions needed to take.

## **Perception Data – Parents/Guardians**

**Which area(s) indicate the overall highest level of satisfaction among parents/guardians?**

The school's primary emphasis is on improving student learning.

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Teachers have high expectations for all students.

**Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Students respect those who are different from them.

There is a frequent, two-way communication, between staff and family.

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

Communication

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

US mailings have stopped.

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

Continue with the Power of 100 program.

Increase communication with families, including mailings.

## **Perception Data – Teachers/Staff**

**Which area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Teachers are trying to become better teachers.

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

High expectations

**Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?**

Many parents and adults from the community come and help at the school.

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

Student to student interactions

**What are possible causes for the patterns you have identified in staff perception data?**

Identify a staff member to coordinate parent/guardian/community involvement.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Curriculum is aligned to the Common Core State Standards and the details are worked out through department meetings. Instructional strategies are developed through the school improvement process and details worked out in grade level and department meetings. Some assessments are determined at the district level, but teachers develop their own local assessments.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

Pacing guides, curriculum binders, and detailed lesson plans are reviewed during the evaluation process.

# School Additional Requirements Diagnostic

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	The middle school houses grade 5, in which Scholastic Reading Inventory (SRI), Star Math, and MEAP are given.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.farwellschools.net/index.php?option=com_content&amp;view=article&amp;id=189&amp;Itemid=84">http://www.farwellschools.net/index.php?option=com_content&amp;view=article&amp;id=189&amp;Itemid=84</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All EDPs are created in 7th grade and updated in 8th grade.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	All EDPs are updated in 8th grade.	

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Board Policy	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Carl Seiter Superintendent 399 E. Michigan St. Farwell, MI 48622 989-588-9917	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See attachment	FMS - Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attachment.	FMS - Parent-Student-Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No	N/A	



# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

Farwell Middle School conducted the need assessment through multiple school improvement meetings and staff professional development meeting throughout the school year. Members of the school improvement team facilitate small group discussions with all stakeholders: teachers from each grade level and content area, special education teachers, paraprofessionals, administrators, parents, a Board member and community member. Data was taken from the MDE-BAA website, MI School Data, Data Director and Zoomerang.

### 2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

#### Demographic Data

Farwell Middle School is located in Clare County. The middle school is a 5-8 building with 400 students, with 94% caucasian and a 6% minority population. Mobility and enrollment are an ongoing challenge due to the lack of employment opportunities in the area. Enrollment has continued to decrease in the past five years. The student population is 73% economically disadvantaged. Students with disabilities are at 16% of the student population.

We, at Farwell Middle School, believe in the middle school concept. Our staff is encouraged to meet the individual needs of each child - socially, emotionally and academically.

we also believe that high student performance is not a result of any one single action taken by schools. Rather, high performing schools tend to have the following nine characteristics: Effective School Leadership, High Levels of Communication and Collaboration, curriculum, Instruction and Assessments Aligned with Standards, Frequent Monitoring of Teaching and Learning, Focused Professional Development, Supportive Learning Environment, and a High Level of Parent and Community Involvement.

In addition to the core curriculum Farwell Middle School provides the following enrichment classes: art, band, PE, technology and Spanish.

Extra Curricular and Extended Services include: athletics, after school tutoring, Universal Breakfast and Lunch, student council, yearbook, Head to Head, Spelling Bee, field trips, Academic Enrichment, one-on-one tutoring, co-taught classes and advanced placement.

#### Achievement Data

Stakeholders gathered student achievement data and determined the strengths and areas of improvement. Achievement scores have increased significantly, with several groups above the state average.

#### Teacher Survey

#####  
#####

Process Data

As part of the Comprehensive Needs Assessment, the School Improvement Team, along with input from all stakeholders completed the 26 indicators that provides an in depth assessment of the systems and proactices in the school that impact student achievement. The following is a brief summary:

#####  
#####

**3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

School Improvement Goals are directly connected to the needs assessment. There is a goal for each core academic area, including reading, writing, math, science and social studies. Each goal addresses all students and the subgroups in which a gap has been identified. Data from MEAP, Scholastic Reading Inventory (SRI), Star Math, ACT Explore and local assessments is analyzed to determine which goals, objectives, strategies and activities support the needs of all students.

**4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Farwell Middle School is a School-wide Title I building. Each goal is directly linked to our School-wide Reform Strategies. The goals can be located in Component 2: School-wide Reform Strategies.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Thinking Maps: Thinking Maps are eight specific visual patterns, which allow the learner to visualize their thinking. These visual patterns allow the learner to have a concrete image of their abstract thinking.

Reading Apprenticeship: Reading Apprenticeship is a youth literacy model for teaching reading across the curriculum. The model helps students to be better readers by: engaging students in more reading, making the teachers' reading processes and knowledge visible to students, making the students' reading processes and knowledge visible to the teacher and to one another, helping students gain insight into their own reading processes, and helping them develop a repertoire of problem-solving strategies for overcoming obstacles and deepening comprehension of texts from various academic disciplines.

Writing Across the Curriculum: Writing Across the Curriculum is a model that enhances reading, writing and representing connections and deepens understanding of all subjects for all students. When used well, writing assignments help learners improve critical and creative thinking.

Academic Enrichment - Research-based intervention programs will be used by the instructional staff. Struggling learners will be placed in a small group setting to master grade level content. Programs include: Comprehension Toolkit, Soar to Success, Spiral Up, Read Naturally, Peer Assisted Learning (reading and math PALS), Do the Math, Mango Math, and Accelerated Math. Academic Enrichment will provide support for all students based on their academic need. In some cases the "need" is for the students' education to be enriched and to accelerate the curriculum. Each trimester student data will be analyzed and groups will be formed. Students will have many opportunities to accelerate their learning throughout the school year.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Academic Enrichment - Research-based intervention programs will be used by the instructional staff. Struggling learners will be placed in a small group setting to master grade level content. Programs include: Comprehension Toolkit, Soar to Success, Spiral Up, Read Naturally, Peer Assisted Learning (reading and math PALS), Do the Math, Mango Math, and Accelerated Math. Academic Enrichment will provide support for all students based on their academic need. In some cases the "need" is for the students' education to be enriched and to accelerate the curriculum. Each trimester student data will be analyzed and groups will be formed. Students will have many opportunities to accelerate their learning throughout the school year.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

**Thinking Maps:** Thinking Maps are eight specific visual patterns, which allow the learner to visualize their thinking. These visual patterns allow the learner to have a concrete image of their abstract thinking.

**Reading Apprenticeship:** Reading Apprenticeship is a youth literacy model for teaching reading across the curriculum. The model helps students to be better readers by: engaging students in more reading, making the teachers' reading processes and knowledge visible to students, making the students' reading processes and knowledge visible to the teacher and to one another, helping students gain insight into their own reading processes, and helping them develop a repertoire of problem-solving strategies for overcoming obstacles and deepening comprehension of texts from various academic disciplines.

**Writing Across the Curriculum:** Writing Across the Curriculum is a model that enhances reading, writing and representing connections and deepens understanding of all subjects for all students. When used well, writing assignments help learners improve critical and creative thinking.

**Academic Enrichment -** Research-based intervention programs will be used by the instructional staff. Struggling learners will be placed in a small group setting to master grade level content. Programs include: Comprehension Toolkit, Soar to Success, Spiral Up, Read Naturally, Peer Assisted Learning (reading and math PALS), Do the Math, Mango Math, and Accelerated Math. Academic Enrichment will provide support for all students based on their academic need. In some cases the "need" is for the students' education to be enriched and to accelerate the curriculum. Each trimester student data will be analyzed and groups will be formed. Students will have many opportunities to accelerate their learning throughout the school year.

**Inclusion:** Provide opportunities for all students to receive the state standards and attain proficiency.

**Poverty Book Study:** A book study to increase the awareness of children living in poverty and provide teachers practical strategies to use.

#### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

**Academic Enrichment -** Research-based intervention programs will be used by the instructional staff. Struggling learners will be placed in a small group setting to master grade level content. Programs include: Comprehension Toolkit, Soar to Success, Spiral Up, Read Naturally, Peer Assisted Learning (reading and math PALS), Do the Math, Mango Math, and Accelerated Math. Academic Enrichment will provide support for all students based on their academic need. In some cases the "need" is for the students' education to be enriched and to accelerate the curriculum. Each trimester student data will be analyzed and groups will be formed. Students will have many opportunities to accelerate their learning throughout the school year.

**Inclusion:** Provide opportunities for all students to receive the state standards and reach proficiency.

**5. Describe how the school determines if these needs of students are being met.**

Farwell Middle School will monitor and evaluate all programs, using student achievement data from various data sources, including a state assessment, SRI, Star Math and local assessments.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>Board Policy 4120: the No child Left Behind legislation also requires paraprofessionals to be "highly qualified". To be highly qualified, a paraprofessional shall have: completed at least 2 years of study at an institution of higher education, obtained an associate's degree, or met a rigorous stand of quality and can demonstrate, through a formal State or local academic assessment.</p> <p>Per Board policy, all Farwell Middle School paraprofessionals are deemed "Highly Qualified".</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>Board Policy 3120: One major theme of the federal legislation No Child Left Behind (NCLB) is the requirement for "highly qualified" teachers. To be highly qualified, a teacher must meet all three requirements: Full state certification, bachelor's degree, rigorous test/major course work/state evaluation in content areas in which he/she is teaching.</p> <p>Per Board policy, all full time Farwell Middle School teachers are deemed "Highly Qualified".</p>	



## Component 4: Strategies to Attract Highly Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

Farwell Middle School has a low turnover of teachers.

### 2. What is the experience level of key teaching and learning personnel?

0 - 3 years of service - 1

4 - 8 year of service - 1

9 - 15 years of service - 6

> 15 years of service - 12

### 3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The district recruits highly qualified teachers by posting new job positions to the major colleges and universities in the State of Michigan. The hiring process consists of the first interview at the building level, with a panel of teachers and administrators. The second interview consists of the candidates teaching an instructional lesson, and the third interview at the superintendent level. All new teachers are provided a mentor during their probationary period. In addition, yearly meetings are scheduled with the superintendent and building administrator to assist new teachers during the probationary period.

Although not required, new teachers are encouraged to keep a portfolio to organize professional documents and reflections. The portfolio consists of the following areas: employment documents, self-assessments, positive learning environment, measurable learning, professional development and school/community involvement.

### 4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district recruits highly qualified teachers by posting new job positions to the major colleges and universities in the State of Michigan. The hiring process consists of the first interview at the building level, with a panel of teachers and administrators. The second interview consists of the candidates teaching an instructional lesson, and the third interview at the superintendent level. All new teachers are provided a mentor during their probationary period. In addition, yearly meetings are scheduled with the superintendent and building administrator to assist new teachers during the probationary period.

Although not required, new teachers are encouraged to keep a portfolio to organize professional documents and reflections. The portfolio consists of the following areas: employment documents, self-assessments, positive learning environment, measurable learning, professional development and school/community involvement.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

N/A

## Component 5: High Quality and Ongoing Professional Development

**1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.**

Thinking Maps

Reading Apprenticeship

Writing Across the Curriculum

Co-Teaching Training

All needed professional development will be articulated in the goals Management section of the School Improvement Plan and a full calendar of professional development activities is attached.

**2. Describe how this professional learning is "sustained and ongoing."**

The calendar of professional development activities is scheduled and aligned with the School-wide Reform Strategies. School calendars are developed to ensure ongoing and sustained professional development occurs.

Additionally, Farwell Middle School teachers have received "train the trainer" training in Thinking Maps.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	See attachment	PD Plan 2014-2015

## **Component 6: Strategies to Increase Parental Involvement**

### **1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Farwell Middle School conducted the following needs assessment through multiple School Improvement meetings and staff professional development meetings throughout the 2012-2013 school year.

Parent representatives were part of the Farwell Middle School Improvement Team, along with staff, a Board member, and a community member, and participated in the design of the schoolwide plan.

Farwell Middle School will conduct two Title I meeting(s) each fall 1118(c)(1). One meeting will take place during the school day and another in the evening 1118(c)(2).

### **2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parent representatives will continue on the School Improvement Team to help with implementation of the plan 1118(c)(3).

Farwell Middle School will conduct two Title I meeting(s) each fall 1118(c)(1). One meeting will take place during the school day and another in the evening 1118(c)(2).

Parents of Title I children currently receiving services will receive timely information concerning meeting, parent involvement activities, and student entrance and exit of the pullout program 1118(c)(4)(A).

Parents of Title I children currently receiving services will receive curriculum guides and staff will assist parents in interpreting the guides during the Title I meetings, Open House, and Parent/Student/Teacher Conferences 1118(c)(4)(B).

### **3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parent representatives will continue on the School Improvement Team to help with the evaluation of the plan 1118(c)(3) .

Farwell Middle School will conduct two Title I meeting(s) each fall 1118(c)(1). One meeting will take place during the school day and another in the evening 1118(c)(2).

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	See attachment	FMS Parent Involvement Policy

## 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Farwell Middle School has open enrollment for parent involvement. Parents are encouraged to volunteer and join the Parent Involvement Committee during Open House, conferences, and through the student handbook 1118(d)(2)(C).

Parent meetings are provided to assist parents in understanding the State's content standards, MEAP scores, ACT Explore results, SRI and STAR Math results, and the results of local formative assessments. Parents have the opportunity to meet with individual teachers and/or a grade level team of teachers if they need additional clarification Section 1118e(1).

Parent meetings are provided to assist parents in understanding the results of the program evaluations.

During Family Activity Nights parents are provided with curriculum materials and strategies so that they can work with children at home Section 1118e(2).

Ongoing professional development is provided to teachers and paraprofessionals to develop and increase parental involvement - The following programs support parental involvement: reading support, one-on-one tutoring, Head to Head, field trips, dances, and activity nights Section 1118e(3).

Collaboration with SPARKS, the athletic program, Honors Celebrations, Family Activity Nights, and community education classes increase parental involvement Section 1118e(4).

Parent meetings provide information in a format and language that all parents can understand - After the general meeting, breakout sessions are provided for additional information and clarification Section 1118e(5).

Requests from parents through PIC meetings resulted in an increase of communication between home and school, and parental involvement - Communication through the district website [www.farwellschools.net](http://www.farwellschools.net) include:

Announcements

Email Notification of Upcoming Events and Grades

Message Center on Skyward of Upcoming Events

Grades are Online and Available for Viewing Daily

Section 1118e(14).

Other sources of communication include: phones in every classroom and the use of School Messenger, which is an automated phone service, bulletin boards, student planners, email, on-line announcements, Parent/Student/Teacher Conferences, annual report and newsletters.

Interpreter for the deaf and special education teachers are available at meetings for additional information and clarification Section 1118f.

**6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

Parent surveys are administered each spring to gather information concerning the effectiveness of the school-wide program.

**7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

Data from parent/student/teacher conferences, Open House(s), and parent surveys will be used for the revision of the school improvement plan.

The school improvement plan is an active document and parent concerns are taken into consideration when the plan is updated.

**8. Describe how the School-Parent Compact was developed.**

The Parent/Student/Teacher Compact was created by a Long Range Strategic Planning Committee, which was comprised of staff, parents, and community members. Parents review the Compact yearly during Open House and Parent/Teacher/Student Conferences. The Compact is also located in the handbook.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

N/A

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Parents review the Compact yearly during Open House and Parent/Teacher/Student Conferences. The Compact is also located in the handbook.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		FMS - Parent/Student/Teacher Compact

**11. Describe how the school provides individual student academic assessment results in a language the parents can understand.**

Parent meetings are provided to assist parents in understanding the State's content standards, MEAP scores, ACT Explore results, SRI and STAR Math results, and the results of local formative assessments.

## School Improvement Plan

Farwell Middle School

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Parents have the opportunity to meet with individual teachers and/or a grade level team of teachers if they need additional clarification Section 1118e(1).

Parent meetings provide information in a format and language that all parents can understand - After the general meeting, breakout sessions are provided for additional information and clarification Section 1118e(5).

Interpreter for the deaf and special education teachers are available at meetings for additional information and clarification Section 1118f.

Parents of Title I children currently receiving services will receive progress reports every six weeks 1118 (d)(2)(B).

Teachers are available during their prep period to conference with parents regarding the students' academic progress 1118(c)(4)(C).

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Students moving from one building to the next are given the opportunity to visit the new school by taking a tour of the facility. Open House is held for parents and students to meet the new teachers and visit the classrooms. Student data is stored in Data Director and Skyward and is available for the receiving principal, counselor and teachers to review before school starts. This allows them to give timely assistance to the academically and behaviorally at-risk student as soon as school starts.

#### Elementary to Middle School Transition

4th grade students tour the middle school in the spring

The principal meets with the students during an assembly to review expectations

4th grade student pairs up with a 5th grade student for lunch

4th grade students return a second day for lunch

A welcome letter is sent in the spring to provide information to the parents to help prepare students for the transition

Open House before school starts

#### Middle School to High School Transition

Freshman Academy teachers come to the middle school in the spring to review expectations with incoming freshman and schedule fall classes

Open House before school starts

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

N/A



## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Farwell Middle School teachers attend department meetings several times a year. During these department meetings teachers review student achievement data, share ideas and materials, and adjust instruction accordingly. Teachers review the results of MEAP, Scholastic Reading Inventory (SRI), Star Math, and local assessments. All local assessments are administered on Moodle, which provides an item analysis. All local assessments are teacher created and a copy is provided to the principal for review.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Students take formative assessments in all core content areas, three to four times per year. Teachers analyze results several times a year during department meetings and adjust instruction accordingly.

## Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

### 1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The following outlines the intervention process:

#### Tier 1 Intervention

- Teacher/Parent identifies a concern.
- Teacher consults with colleagues as appropriate.
- Teacher/staff implement strategies and document results.
- Students may be assigned to Intervention and/or our After-School Title Program, SPARKS.

o After-School Title Program - Classroom teachers are available to help struggling students complete assignments and give students individual help.

o SPARKS - The after school program offers a homework room, where students are given additional time and support before leaving school.

#### Tier 2 Intervention

- Teacher/Parent continue to have a concern.
- Student may be placed in a Title I after school program.
- Title I teacher/paraprofessional work with a small group of students, providing explicit reading and math support, and academic support.
- Students are progress monitored every 4-6 weeks.
- Supplemental services are provided after school.

If student progress concerns continue, the student will be referred to the Child Study Team; the process is as follows:

- Teacher fills out a referral form and gives it to the building principal
- Teacher and principal schedule a meeting with the CST
- Teacher and the CST review and discuss the referral form
- Teacher and the CST reconvene in one week. CST suggests strategies the classroom teacher can use with the struggling student. The classroom teacher chooses the strategies to be used.
- Teacher and CST schedule the next meeting in 4 - 6 weeks
- Teacher using the suggested strategies with the student for 4 - 6 weeks
- Teacher and CST reconvene to discuss the student's progress. Current strategies may be modified or new strategies are given.
- Teacher and CST schedule the next meeting in 4 - 6 weeks
- Teacher using the suggested strategies with the student for 4 - 6 weeks
- Teacher and CST reconvene to discuss the student's progress. Current strategies may be modified, new strategies are given, or the student may be referred for testing.

- o SPARKS - The after school program offers a homework room, where students are given additional time and support before leaving school.
- o After-School Title Program - Classroom teachers are available to help struggling students complete assignments and give students individual help.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Academic Enrichment - Academic Enrichment - Research-based intervention programs will be used by the instructional staff. Struggling learners will be placed in a small group setting to master grade level content. Programs include: Comprehension Toolkit, Soar to Success, Spiral Up, Read Naturally, Peer Assisted Learning, both reading and math, Do the Math, Mango Math, and Accelerated Math. Academic Enrichment will provide support for all students based on their academic need. In some cases the "need" is for the students' education to be enriched and to accelerate the curriculum. Each trimester student data will be analyzed and groups will be formed. Students will have many opportunities to accelerate their learning throughout the school year.

- o After-School Title Program - Classroom teachers are available to help struggling students complete assignments and give students individual help.
- o SPARKS - The after school program offers a homework room, where students are given additional time and support before leaving school.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

In addition to the individual attention that students receive, teachers also make accommodations and modification that impact students academically, socially, and emotionally. Teachers modified instruction, groups for collaboration, and assignments to fit the need of individual students. Accommodations include: Assignments and tests read aloud, preferential seating, and notes provided. Modifications include: shorter assignments and extended time.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Objectives, Strategies, and Activities outline the coordination of resources that support the school-wide program and are located in the Goals Management section of the School Improvement Plan.

Our programs and resources are coordinated towards the achievement of the school-wide goals. Farwell Middle School uses funds from the following sources: General fund, Title I, Title IIA, At-Risk, IDEA, and a 21st Century Learning Grant. These funds support the school-wide program as outlined in the Goals management section of the School Improvement Plan.

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Comprehensive needs assessments will use general funds and Title I to support the school improvement process.

Schoolwide Reform Strategies will use general funds, IDEA, Title I and Title IIA to support a multi-tiered system of support, inclusion, Reading Apprenticeship, Writing Across the Curriculum, and a Poverty Book Study.

Instruction by Highly Qualified Staff will use general funds and Title I to support the hiring of highly qualified staff.

Strategies to Attract Highly Qualified Teachers to High Needs Schools will use general funds to support a mentoring program.

High Quality and Ongoing Professional Development will use general funds, IDEA, and Title IIA to support a multi-tiered system of supports and inclusion.

Strategies to Increase Parent Involvement will use general funds and Title I to support Open Houses, conferences, and family activity nights.

Transition of student movement between buildings will use general funds to support 5th grade orientation, a 4th grade tour, assemblies, and lunch buddies.

Teacher Participation in Making Assessment Decisions will use general funds to support grade level meetings, department meetings, and school improvement meetings.

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards will use general funds, Title I, IDEA, At-Risk, and 21st Century grant to support a multi-tiered system of support, inclusion, grade level meetings, department meetings, and the after school program.

Evaluation will use general funds and Title I to support Title I meetings and school improvement meetings.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Farwell Middle School uses Federal, State, and local services to support school-wide goals by bringing awareness to students about the damaging affects of bullying. In additon to building-wide program, Power of 100, we host assemblies to send the message as well.

Additionally, teachers will engage in a Poverty book Study which will assists in the understanding of students living in poverty and how we can support them.

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The evaluation of the school-wide plan is conducted annually through the school improvement process. The Comprehensive Needs Assessment is conducted by gathering student achievement data, process data, perception data, and demographic data. School-wide Reform Strategies are monitored throughout the school year and a formal evaluation is conducted in the spring of each year.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Student achievement data is taken from the MDE-BAA website, MI School Data, and Data Director. In addition to state data, Data Director houses local assessment data. We currently use Star Math, SRI, and various local assessments. The achievement data is collected and analyzed to determine if specific strategies are impacting student achievement growth.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

Teachers collect and analyze data on a regular basis during department meetings. All student achievement data is charted. Our charts are divided into three sections, students who are proficient, students who are particularly proficient, and students who are not proficient. It is the responsibility of each teacher to move all students to a proficient status and when the students' scores do not improve then additional support is given. We are currently tracking the data of the students in the bottom 30% subgroup.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The School Improvement Team monitors and evaluates each program annually. Achievement, demographic, and perception data is used to evaluate the goals, objectives, and strategies, and activities of the School Improvement Plan each year. A needs assessment will be conducted using this data and a review of the school process rubrics.

The School Improvement team will review and revise their plans based on the needs assessment and current research for instructional practices that impact student achievement, to ensure continuous improvement of students in the schoolwide program.

# **2014-2015 School Improvement Plan**

## Overview

### Plan Name

2014-2015 School Improvement Plan

### Plan Description

2014-2015



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Farwell Middle School will become proficient in reading. (2014-2015)	Objectives: 1 Strategies: 5 Activities: 25	Academic	\$96782
2	All students at Farwell Middle School will become proficient in writing. (2014-2015)	Objectives: 1 Strategies: 4 Activities: 19	Academic	\$0
3	All students at Farwell Middle School will become proficient in math. (2014-2015)	Objectives: 1 Strategies: 5 Activities: 26	Academic	\$99282
4	All students at Farwell Middle School will become proficient in science. (2014-2015)	Objectives: 1 Strategies: 5 Activities: 22	Academic	\$90645
5	All students at Farwell Middle School will become proficient in social studies. (2014-2015)	Objectives: 1 Strategies: 5 Activities: 22	Academic	\$90645

## Goal 1: All students at Farwell Middle School will become proficient in reading. (2014-2015)

### Measurable Objective 1:

65% of All Students will demonstrate a proficiency , which is the target in Reading by 06/30/2015 as measured by a Michigan state assessment..

### Strategy 1:

Good First Instruction - Teachers will explicitly explain and model the learning through the use of Thinking Maps, Reading Apprenticeship, Writing Across the Curriculum and Close Reading. Teachers will also differentiate the lesson to meet the needs of individual students. Lastly teachers will monitor student learning and adjust instruction accordingly.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions

David Hyerle's Thinking Maps were influenced by the work of Albert Upton and Richard Samson. Read about Dr. Hyerle's influences and colleagues: <http://www.thinkingfoundation.org/resources/people/people.html>.

Zemelman, Daniels, and Hyde's research synthesis suggests thirteen principles for Best Practices in Education. Implementing Thinking Maps is supported by these principles: <http://www.criticallinks.org/launch/pdf/1R.5.pdf>.

Robert Marzano's scientifically researched "High Yield Strategies" work in tandem with Thinking Maps to impact student achievement. See Marzano's strategies at <http://www.oswego.org/files/7770/MarzanoHighYieldStategies%5B1%5D.doc>, then see how Thinking Maps correlate at <http://www.mapthemind.com/research/pdf/marzano9.pdf>.

Thinking Maps comprise a visual language representing eight critical thought processes. They support the brain's natural tendency to detect patterns, thereby enabling all students to organize and process information, develop cognitive skills, and integrate knowledge. Teachers will explicitly explain and model learning through the use of Thinking Maps.

Reading Apprenticeship at West Ed - <http://readingapprenticeship.org/> - teachers apprentice students into the ways of reading, writing, thinking, talking, and reasoning. Students are explicitly supported to build identities as people who can solve reading problems and persevere.

Writing Across the Curriculum - <https://owl.english.purdue.edu/research/> - Writing instruction should happen across the academic community as a method of learning and students can best learn to write in their areas by practicing those discipline-specific writing conventions.

Tier: Tier 1

Activity - ThinkIng Maps Trainer Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Thinking Map Trainers will continue to receive training.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$750	Title II Part A	Thinking Maps Trainers
<b>Activity - Thinking Maps Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers
<b>Activity - Monitoring - Thinking Maps</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
<b>Activity - Monitoring and Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/01/2015	\$0	No Funding Required	Core Content Teachers
<b>Activity - Positive Behavior Intervention Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$500	Title II Part A	Positive Behavior Intervention (PBIS) Team

### Strategy 2:

Differentiated Instruction - Teachers will use differentiated instruction strategies to maximize student engagement and learning.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions

Center on Response to Intervention

<http://www.rti4success.org/essential-components-rti/multi-level-prevention-system> - a multi-level prevention system that uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions to students who do not respond to core instruction.

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National Center on Accessible Instructional Material: [http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl) - Instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Tier: Tier 1

Activity - Differentiation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1438	Title II Part A	All Instructional Staff
Activity - Monitoring - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$1500	Title II Part A	All Instructional Staff
Activity - Curriculum Integration Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers
Activity - Monitoring - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
Activity - Co - Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	General Fund	Core Content Teachers
Activity - Writing in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$33512	Section 31a	Core Content Teachers
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### Strategy 3:

Small Group Instruction - Instructional staff will provide all students with academic intervention and/or enrichment opportunities through small group instruction. The instruction will focus on the academic needs of individual students in both reading and mathematics.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions

Center on Response to Intervention

<http://www.rti4success.org/essential-components-rti/multi-level-prevention-system> - a multi-level prevention system that uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions to students who do not respond to core instruction.

Reducing the size of the instructional group provides reading and math calculation repetition and more frequent teacher feedback.

Tier: Tier 2

Activity - Academic Support Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinators oversee the program, assist teachers and paraprofessionals with instructional questions, organize and purchase materials.	Other	Tier 2	Implement	07/01/2014	06/30/2015	\$2887	Title I Part A	Academic Enrichment Coordinator

Activity - Academic Enrichment Material	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consumable and replacement items for Academic Enrichment,	Academic Support Program	Tier 2	Implement	07/01/2014	06/30/2015	\$2500	Title I Part A	Academic Enrichment Coordinators

Activity - Para-Professional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-professionals support the academic needs of students through small group instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23630	Title I Part A	Para-Professionals

Activity - Assessment Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Farwell Middle School

Teachers will receive three days of training in assessment writing. The assessments will be created in a computerized format that will allow easily generated reports for data analysis.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers
<b>Activity - Monitoring - Data Meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will meet three times during the school year to analyze student achievement data, and use that data to make instructional changes and adjust assessments.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
<b>Activity - Monitoring and Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A monitoring and evaluation tool will be used to measure the effectiveness of Small Group Instruction on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Instructional Staff

### Strategy 4:

Extended Learning - Core content teachers will provide after school tutoring to struggling students, up to four days a week. This program may be in conjunction with SPARKS.

Research Cited: National Education Association: Closing the Gap Through Extended Learning Opportunities.

<http://www.advanc-ed.org/assist/s/strategy/edit?id=932971>

For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

Tier: Tier 2

<b>Activity - After School Tutoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23093	Title I Part A	Instructional Staff
<b>Activity - Monitoring - After School Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Farwell Middle School

Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff
<b>Activity - Monitoring and Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff

### Strategy 5:

Parent/Family Engagement - Family engagement will increase through better communication, additional volunteer opportunities, and various Open House Activities.

Research Cited: National Network of Partnership Schools Johns Hopkins University: <http://www.csos.jhu.edu/p2000/>

Research shows that when parents are involved students have: Higher grades, test scores, and graduation rates, better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior. Lack of parental involvement is the biggest problem facing public schools. The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.

Tier: Tier 1

<b>Activity - Family Engagement Coordinator</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$722	Title I Part A	Family Engagement Coordinator
<b>Activity - Communication</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$250	Title I Part A	Family Engagement Coordinator
<b>Activity - Open House Activities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Farwell Middle School

Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$1500	Title I Part A, Title I Part A	Teachers
<b>Activity - Family Perception Surveys</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team
<b>Activity - Monitoring and Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team

## Goal 2: All students at Farwell Middle School will become proficient in writing. (2014-2015)

### Measurable Objective 1:

50% of All Students will demonstrate a proficiency , which is the target in Writing by 06/30/2015 as measured by a Michigan state assessment..

### Strategy 1:

Good First Instruction - Teachers will explicitly explain and model the learning through the use of Thinking Maps, Reading Apprenticeship, Writing Across the Curriculum and Close Reading. Teachers will also differentiate the lesson to meet the needs of individual students. Lastly teachers will monitor student learning and adjust instruction accordingly.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

David Hyerle's Thinking Maps were influenced by the work of Albert Upton and Richard Samson. Read about Dr. Hyerle's influences and colleagues:

<http://www.thinkingfoundation.org/resources/people/people.html>.

Zemelman, Daniels, and Hyde's research synthesis suggests thirteen principles for Best Practices in Education. Implementing Thinking Maps is supported by these principles: <http://www.criticallinks.org/launch/pdf/1R.5.pdf>.

Robert Marzano's scientifically researched "High Yield Strategies" work in tandem with Thinking Maps to impact student achievement. See Marzano's strategies at <http://www.oswego.org/files/7770/MarzanoHighYieldStrategies%5B1%5D.doc>, then see how Thinking Maps correlate at

<http://www.mapthemind.com/research/pdf/marzano9.pdf>.



## School Improvement Plan

Farwell Middle School

Thinking Maps comprise a visual language representing eight critical thought processes. They support the brain's natural tendency to detect patterns, thereby enabling all students to organize and process information, develop cognitive skills, and integrate knowledge. Teachers will explicitly explain and model learning through the use of Thinking Maps.

Reading Apprenticeship at West Ed - <http://readingapprenticeship.org/> - teachers apprentice students into the ways of reading, writing, thinking, talking, and reasoning. Students are explicitly supported to build identities as people who can solve reading problems and persevere.

Writing Across the Curriculum - <https://owl.english.purdue.edu/research/> - Writing instruction should happen across the academic community as a method of learning and students can best learn to write in their areas by practicing those discipline-specific writing conventions.

Tier: Tier 1

Activity - Thinking Maps Trainer Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Map Trainers will continue to receive training.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$0	No Funding Required	Thinking Maps Trainers

Activity - Thinking Maps Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

Activity - Monitoring - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

Activity - Positive Behavior Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Farwell Middle School

Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$0	No Funding Required	Positive Behavior Intervention (PBIS) Team
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### Strategy 2:

Differentiated Instruction - Teachers will use differentiated instruction strategies to maximize student engagement and learning.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions

Research Cited: Center on Response to Intervention

<http://www.rti4success.org/essential-components-rti/multi-level-prevention-system> - a multi-level prevention system that uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions to students who do not respond to core instruction.

National Center on Accessible Instructional Material: [http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl) - Instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Tier: Tier 1

Activity - Differentiation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$0	No Funding Required	All Instructional Staff

Activity - Monitoring - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	All Instructional Staff

Activity - Curriculum Integration Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

## School Improvement Plan

Farwell Middle School

Activity - Monitoring - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
Activity - Co - Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	General Fund	Core Content Teachers
Activity - Writing in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$0	Section 31a	Core Content Teachers

### Strategy 3:

Extended Learning - Core content teachers will provide after school tutoring to struggling students, up to four days a week. This program may be in conjunction with SPARKS.

Research Cited: National Education Association: Closing the Gap Through Extended Learning Opportunities.

<http://www.advanc-ed.org/assist/s/strategy/edit?id=932971>

For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$0	No Funding Required	Instructional Staff
Activity - Monitoring - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Farwell Middle School

Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff
<b>Activity - Monitoring and Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff

### Strategy 4:

Parent/Family Engagement - Family engagement will increase through better communication, additional volunteer opportunities, and various Open House Activities.

Research Cited: National Network of Partnership Schools Johns Hopkins University: <http://www.csos.jhu.edu/p2000/>

Research shows that when parents are involved students have: Higher grades, test scores, and graduation rates, better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior. Lack of parental involvement is the biggest problem facing public schools The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.

Tier: Tier 1

<b>Activity - Family Engagement Coordinator</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$0	No Funding Required	Family Engagement Coordinator
<b>Activity - Communication</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$0	No Funding Required	Family Engagement Coordinator
<b>Activity - Open House Activities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Farwell Middle School

Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$0	No Funding Required	Teachers
<b>Activity - Family Perception Surveys</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team
<b>Activity - Monitoring and Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team

## Goal 3: All students at Farwell Middle School will become proficient in math. (2014-2015)

### Measurable Objective 1:

44% of All Students will demonstrate a proficiency , which is the target in Mathematics by 06/30/2015 as measured by a Michigan state assessment..

### Strategy 1:

Good First Instruction - Teachers will explicitly explain and model the learning through the use of Thinking Maps, Reading Apprenticeship, Writing Across the Curriculum and Close Reading. Teachers will also differentiate the lesson to meet the needs of individual students. Lastly teachers will monitor student learning and adjust instruction accordingly.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

David Hyerle's Thinking Maps were influenced by the work of Albert Upton and Richard Samson. Read about Dr. Hyerle's influences and colleagues:

<http://www.thinkingfoundation.org/resources/people/people.html>.

Zemelman, Daniels, and Hyde's research synthesis suggests thirteen principles for Best Practices in Education. Implementing Thinking Maps is supported by these principles: <http://www.criticallinks.org/launch/pdf/1R.5.pdf>.

Robert Marzano's scientifically researched "High Yield Strategies" work in tandem with Thinking Maps to impact student achievement. See Marzano's strategies at <http://www.oswego.org/files/7770/MarzanoHighYieldStategies%5B1%5D.doc>, then see how Thinking Maps correlate at

<http://www.mapthemind.com/research/pdf/marzano9.pdf>.

Thinking Maps comprise a visual language representing eight critical thought processes. They support the brain's natural tendency to detect patterns, thereby enabling

## School Improvement Plan

Farwell Middle School

all students to organize and process information, develop cognitive skills, and integrate knowledge. Teachers will explicitly explain and model learning through the use of Thinking Maps. Reading Apprenticeship at West Ed - <http://readingapprenticeship.org/> - teachers apprentice students into the ways of reading, writing, thinking, talking, and reasoning. Students are explicitly supported to build identities as people who can solve reading problems and persevere.

Writing Across the Curriculum - <https://owl.english.purdue.edu/research/> - Writing instruction should happen across the academic community as a method of learning and students can best learn to write in their areas by practicing those discipline-specific writing conventions.

Tier: Tier 1

Activity - Thinking Maps Trainer Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Map Trainers will continue to receive training.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$750	Title II Part A	Thinking Maps Trainers

Activity - Thinking Maps Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers

Activity - Monitoring - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

Activity - Enhancing Mathematics Instruction Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enhancing mathematics instruction for students with learning difficulties: algebraic expressions and equations. General education (math) and special education teachers will attend three days of training at the RESD.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$2500	Title II Part A	Math Teachers and Special Education Teachers

## School Improvement Plan

Farwell Middle School

Activity - Positive Behavior Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$500	Title II Part A	Positive Behavior Intervention Support (PBIS) Team

### Strategy 2:

Differentiated Instruction - Teachers will use differentiated instruction strategies to maximize student engagement and learning.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

Center on Response to Intervention

<http://www.rti4success.org/essential-components-rti/multi-level-prevention-system> - a multi-level prevention system that uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions to students who do not respond to core instruction.

National Center on Accessible Instructional Material: [http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl) - Instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Tier: Tier 1

Activity - Differentiation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1438	Title II Part A	All Instructional Staff

Activity - Monitoring - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$1500	Title II Part A	All Instructional Staff

Activity - Curriculum Integration Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Farwell Middle School

Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers
<b>Activity - Monitoring - Curriculum Integration</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
<b>Activity - Co - Teaching</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	General Fund	Core Content Teachers
<b>Activity - Writing in the Content Area</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$33512	Section 31a	Core Content Teachers

### Strategy 3:

Small Group Instruction - Instructional staff will provide all students with academic intervention and/or enrichment opportunities through small group instruction. The instruction will focus on the academic needs of individual students in both reading and mathematics.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions. Center on Response to Intervention

<http://www.rti4success.org/essential-components-rti/multi-level-prevention-system> - a multi-level prevention system that uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions to students who do not respond to core instruction. Reducing the size of the instructional group provides reading and math calculation repetition and more frequent teacher feedback.

Tier: Tier 2

<b>Activity - Academic Support Coordinators</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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## School Improvement Plan

Farwell Middle School

Coordinators oversee the program, assist teachers and paraprofessionals with instructional questions, organize and purchase materials.	Other	Tier 2	Implement	07/01/2014	06/30/2015	\$2887	Title I Part A	Academic Enrichment Coordinator
<b>Activity - Academic Enrichment Material</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Consumable and replacement items for Academic Enrichment	Academic Support Program	Tier 2	Implement	07/01/2014	06/30/2015	\$2500	Title I Part A	Academic Enrichment Coordinators
<b>Activity - Para-Professional Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Para-professionals support the academic needs of students through small group instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23630	Title I Part A	Para-Professionals
<b>Activity - Assessment Writing Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will receive three days of training in assessment writing. The assessments will be created in a computerized format that will allow easily generated reports for data analysis.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers
<b>Activity - Monitoring - Data Meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will meet three times during the school year to analyze student achievement data, and use that data to make instructional changes and adjust assessments.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
<b>Activity - Monitoring and Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A monitoring and evaluation tool will be used to measure the effectiveness of Small Group Instruction on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Instructional Staff

### Strategy 4:

Extended Learning - Core content teachers will provide after school tutoring to struggling students, up to four days a week. This program may be in conjunction with SPARKS.

Research Cited: National Education Association: Closing the Gap Through Extended Learning Opportunities.

<http://www.advanc-ed.org/assist/s/strategy/edit?id=932971>

## School Improvement Plan

Farwell Middle School

For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23093	Title I Part A	Instructional Staff
Activity - Monitoring - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff
Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff

### Strategy 5:

Parent/Family Engagement - Family engagement will increase through better communication, additional volunteer opportunities, and various Open House Activities.

Research Cited: National Network of Partnership Schools Johns Hopkins University: <http://www.csos.jhu.edu/p2000/>

Research shows that when parents are involved students have: Higher grades, test scores, and graduation rates, better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior. Lack of parental involvement is the biggest problem facing public schools The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.

Tier: Tier 1

Activity - Family Engagement Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Farwell Middle School

The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$722	Title I Part A	Family Engagement Coordinator
<b>Activity - Communication</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$250	Title I Part A	Family Engagement Coordinator
<b>Activity - Open House Activities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$1500	Title I Part A, Title I Part A	Teachers
<b>Activity - Family Perception Surveys</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team
<b>Activity - Monitoring and Evaluation Tool</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team

## Goal 4: All students at Farwell Middle School will become proficient in science. (2014-2015)

### Measurable Objective 1:

35% of All Students will demonstrate a proficiency , which is the target in Science by 06/30/2015 as measured by a Michigan state assessment..

**Strategy 1:**

Good First Instruction - Teachers will explicitly explain and model the learning through the use of Thinking Maps, Reading Apprenticeship, Writing Across the Curriculum and Close Reading. Teachers will also differentiate the lesson to meet the needs of individual students. Lastly teachers will monitor student learning and adjust instruction accordingly.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions

David Hyerle's Thinking Maps were influenced by the work of Albert Upton and Richard Samson. Read about Dr. Hyerle's influences and colleagues: <http://www.thinkingfoundation.org/resources/people/people.html>.

Zemelman, Daniels, and Hyde's research synthesis suggests thirteen principles for Best Practices in Education. Implementing Thinking Maps is supported by these principles: <http://www.criticallinks.org/launch/pdf/1R.5.pdf>.

Robert Marzano's scientifically researched "High Yield Strategies" work in tandem with Thinking Maps to impact student achievement. See Marzano's strategies at <http://www.oswego.org/files/7770/MarzanoHighYieldStategies%5B1%5D.doc>, then see how Thinking Maps correlate at <http://www.mapthemind.com/research/pdf/marzano9.pdf>.

Thinking Maps comprise a visual language representing eight critical thought processes. They support the brain's natural tendency to detect patterns, thereby enabling all students to organize and process information, develop cognitive skills, and integrate knowledge. Teachers will explicitly explain and model learning through the use of Thinking Maps.

Reading Apprenticeship at West Ed - <http://readingapprenticeship.org/> - teachers apprentice students into the ways of reading, writing, thinking, talking, and reasoning. Students are explicitly supported to build identities as people who can solve reading problems and persevere.

Writing Across the Curriculum - <https://owl.english.purdue.edu/research/> - Writing instruction should happen across the academic community as a method of learning and students can best learn to write in their areas by practicing those discipline-specific writing conventions.

Tier: Tier 1

Activity - Thinking Maps Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers

Activity - Monitoring - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

## School Improvement Plan

Farwell Middle School

Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
Activity - Positive Behavior Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$500	Title II Part A	Positive Behavior Intervention (PBIS) Team

### Strategy 2:

Differentiated Instruction - Teachers will use differentiated instruction strategies to maximize student engagement and learning.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

Center on Response to Intervention <http://www.rti4success.org/essential-components-rti/multi-level-prevention-system> - a multi-level prevention system that uses data-based decision making that employs screening and progress monitoring data to prescribe supplementary interventions to students who do not respond to core instruction.

National Center on Accessible Instructional Material: [http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl) - Instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Tier: Tier 1

Activity - Differentiation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1438	Title II Part A	All Instructional Staff
Activity - Monitoring - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$1500	Title II Part A	All Instructional Staff

## School Improvement Plan

Farwell Middle School

Activity - Curriculum Integration Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers
Activity - Monitoring - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
Activity - Co - Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	General Fund	Core Content Teachers
Activity - Writing in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$33512	Section 31a	Core Content Teachers

### Strategy 3:

Small Group Instruction - Instructional staff will provide all students with academic intervention and/or enrichment opportunities through small group instruction. The instruction will focus on the academic needs of individual students.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

Tier: Tier 2

Activity - Para-Professional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-professionals support the academic needs of students through small group instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23630	Title I Part A	Paraprofessionals

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Activity - Assessment Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive three days of training in assessment writing. The assessments will be created in a computerized format that will allow easily generated reports for data analysis.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers
Activity - Monitoring - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet three times during the school year to analyze student achievement data, and use that data to make instructional changes and adjust assessments.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of Small Group Instruction on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Instructional Staff

### Strategy 4:

Extended Learning - Core content teachers will provide after school tutoring to struggling students, up to four days a week. This program may be in conjunction with SPARKS.

Research Cited: National Education Association: Closing the Gap Through Extended Learning Opportunities.

<http://www.advanc-ed.org/assist/s/strategy/edit?id=932971>

For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23093	Title I Part A	Instructional Staff
Activity - Monitoring - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff

## School Improvement Plan

Farwell Middle School

Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff

### Strategy 5:

Parent/Family Engagement - Family engagement will increase through better communication, additional volunteer opportunities, and various Open House Activities.

Research Cited: National Network of Partnership Schools Johns Hopkins University: <http://www.csos.jhu.edu/p2000/>

Research shows that when parents are involved students have: Higher grades, test scores, and graduation rates, better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior. Lack of parental involvement is the biggest problem facing public schools. The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.

Tier: Tier 1

Activity - Family Engagement Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$722	Title I Part A	Family Engagement Coordinator

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$250	Title I Part A	Family Engagement Coordinator

Activity - Open House Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$1500	Title I Part A, Title I Part A	Teachers



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Activity - Family Perception Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team

  

Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team

## Goal 5: All students at Farwell Middle School will become proficient in social studies. (2014-2015)

### Measurable Objective 1:

39% of All Students will demonstrate a proficiency , which is the target in Social Studies by 06/30/2015 as measured by a Michigan state assessment..

### Strategy 1:

Good First Instruction - Teachers will explicitly explain and model the learning through the use of Thinking Maps, Reading Apprenticeship, Writing Across the Curriculum and Close Reading. Teachers will also differentiate the lesson to meet the needs of individual students. Lastly teachers will monitor student learning and adjust instruction accordingly.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

David Hyerle's Thinking Maps were influenced by the work of Albert Upton and Richard Samson. Read about Dr. Hyerle's influences and colleagues:

<http://www.thinkingfoundation.org/resources/people/people.html>.

Zemelman, Daniels, and Hyde's research synthesis suggests thirteen principles for Best Practices in Education. Implementing Thinking Maps is supported by these principles: <http://www.criticallinks.org/launch/pdf/1R.5.pdf>.

Robert Marzano's scientifically researched "High Yield Strategies" work in tandem with Thinking Maps to impact student achievement. See Marzano's strategies at <http://www.oswego.org/files/7770/MarzanoHighYieldStategies%5B1%5D.doc>, then see how Thinking Maps correlate at

<http://www.mapthemind.com/research/pdf/marzano9.pdf>.

Thinking Maps comprise a visual language representing eight critical thought processes. They support the brain's natural tendency to detect patterns, thereby enabling all students to organize and process information, develop cognitive skills, and integrate knowledge. Teachers will explicitly explain and model learning through the use of Thinking Maps.

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Farwell Middle School

Reading Apprenticeship at West Ed - <http://readingapprenticeship.org/> - teachers apprentice students into the ways of reading, writing, thinking, talking, and reasoning. Students are explicitly supported to build identities as people who can solve reading problems and persevere.

Writing Across the Curriculum - <https://owl.english.purdue.edu/research/> - Writing instruction should happen across the academic community as a method of learning and students can best learn to write in their areas by practicing those discipline-specific writing conventions.

Tier: Tier 1

Activity - Thinking Maps Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers
Activity - Monitoring - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers
Activity - Positive Behavior Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$500	Title II Part A	Positive Behavior Intervention (PBIS) Team

### Strategy 2:

Differentiated Instruction - Teachers will use differentiated instruction strategies to maximize student engagement and learning.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

Center on Response to Intervention <http://www.rti4success.org/essential-components-rti/multi-level-prevention-system> - a multi-level prevention system that uses databased decision making that employs screening and progress monitoring data to prescribe supplementary interventions to students who do not respond to core

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instruction.

National Center on Accessible Instructional Material: [http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl) - Instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

Tier: Tier 1

Activity - Differentiation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1438	Title II Part A	All Instructional Staff

Activity - Monitoring - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$1500	Title II Part A	All Instructional Staff

Activity - Curriculum Integration Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers

Activity - Monitoring - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

Activity - Co - Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	General Fund	Core Content Teachers

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Activity - Writing in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$33512	Section 31a	Core Content Teachers

### Strategy 3:

Small Group Instruction - Instructional staff will provide all students with academic intervention and/or enrichment opportunities through small group instruction. The instruction will focus on the academic needs of individual students.

Research Cited: RTI Action Network: A Program of the National Center for Learning Disabilities <http://www.rtinetwork.org/essential/tieredinstruction/tier1> - RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions.

Tier: Tier 2

Activity - Para-Professional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-professionals support the academic needs of students through small group instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23630	Title I Part A	Paraprofessionals

Activity - Assessment Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive three days of training in assessment writing. The assessments will be created in a computerized format that will allow easily generated reports for data analysis.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Title II Part A	Core Content Teachers

Activity - Monitoring - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet three times during the school year to analyze student achievement data, and use that data to make instructional changes and adjust assessments.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Core Content Teachers

Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of Small Group Instruction on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Instructional Staff

## School Improvement Plan

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### Strategy 4:

Extended Learning - Core content teachers will provide after school tutoring to struggling students, up to four days a week. This program may be in conjunction with SPARKS.

Research Cited: National Education Association: Closing the Gap Through Extended Learning Opportunities.

<http://www.advanc-ed.org/assist/s/strategy/edit?id=932971>

For students who need extra support to be successful academically, what happens before and after school can be as important as what happens during the school day. Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23093	Title I Part A	Instructional Staff
Activity - Monitoring - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff
Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	Tutoring Staff

### Strategy 5:

Parent/Family Engagement - Family engagement will increase through better communication, additional volunteer opportunities, and various Open House Activities.

Research Cited: National Network of Partnership Schools Johns Hopkins University: <http://www.csos.jhu.edu/p2000/>

Research shows that when parents are involved students have: Higher grades, test scores, and graduation rates, better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior. Lack of parental involvement is the biggest problem facing public schools The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.

Tier: Tier 1

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Activity - Family Engagement Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$722	Title I Part A	Family Engagement Coordinator
Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$250	Title I Part A	Family Engagement Coordinator
Activity - Open House Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2015	\$1500	Title I Part A, Title I Part A	Teachers
Activity - Family Perception Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team
Activity - Monitoring and Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	No Funding Required	School Improvement Team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Co - Teaching	Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	Core Content Teachers
Co - Teaching	Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	Core Content Teachers
Co - Teaching	Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	Core Content Teachers
Co - Teaching	Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	Core Content Teachers
Co - Teaching	Co-Teaching will be provided in all core content classes. These classes will have two teachers, both a general education and a special education teacher.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2015	\$0	Core Content Teachers

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring - Peer Observations	Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$1500	All Instructional Staff

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Enhancing Mathematics Instruction Training	Enhancing mathematics instruction for students with learning difficulties: algebraic expressions and equations. General education (math) and special education teachers will attend three days of training at the RESD.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$2500	Math Teachers and Special Education Teachers
Positive Behavior Intervention Support	Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$500	Positive Behavior Intervention (PBIS) Team
Monitoring - Peer Observations	Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$1500	All Instructional Staff
Curriculum Integration Training	Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$1500	Core Content Teachers
Positive Behavior Intervention Support	Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$500	Positive Behavior Intervention Support (PBIS) Team
Differentiation Training	Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1438	All Instructional Staff
Thinking Maps Trainer Training	Thinking Map Trainers will continue to receive training.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$750	Thinking Maps Trainers
Assessment Writing Training	Teachers will receive three days of training in assessment writing. The assessments will be created in a computerized format that will allow easily generated reports for data analysis.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Core Content Teachers
Positive Behavior Intervention Support	Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$500	Positive Behavior Intervention (PBIS) Team
Differentiation Training	Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1438	All Instructional Staff
Positive Behavior Intervention Support	Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$500	Positive Behavior Intervention (PBIS) Team



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Monitoring - Peer Observations	Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$1500	All Instructional Staff
Monitoring - Peer Observations	Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$1500	All Instructional Staff
Thinking Maps Trainer Training	Thinking Map Trainers will continue to receive training.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$750	Thinking Maps Trainers
Assessment Writing Training	Teachers will receive three days of training in assessment writing. The assessments will be created in a computerized format that will allow easily generated reports for data analysis.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Core Content Teachers
Thinking Maps Training	Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Core Content Teachers
Thinking Maps Training	Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Core Content Teachers
Curriculum Integration Training	Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$1500	Core Content Teachers
Thinking Maps Training	Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Core Content Teachers
Assessment Writing Training	Teachers will receive three days of training in assessment writing. The assessments will be created in a computerized format that will allow easily generated reports for data analysis.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Core Content Teachers
Assessment Writing Training	Teachers will receive three days of training in assessment writing. The assessments will be created in a computerized format that will allow easily generated reports for data analysis.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Core Content Teachers
Thinking Maps Training	Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1500	Core Content Teachers
Differentiation Training	Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1438	All Instructional Staff
Curriculum Integration Training	Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$1500	Core Content Teachers

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Differentiation Training	Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$1438	All Instructional Staff
Curriculum Integration Training	Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$1500	Core Content Teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring	Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23093	Instructional Staff
Academic Support Coordinators	Coordinators oversee the program, assist teachers and paraprofessionals with instructional questions, organize and purchase materials.	Other	Tier 2	Implement	07/01/2014	06/30/2015	\$2887	Academic Enrichment Coordinator
Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$500	Teachers
Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$1000	Teachers
After School Tutoring	Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23093	Instructional Staff
Academic Enrichment Material	Consumable and replacement items for Academic Enrichment	Academic Support Program	Tier 2	Implement	07/01/2014	06/30/2015	\$2500	Academic Enrichment Coordinators
Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2015	\$1000	Teachers

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Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$500	Teachers
Communication	Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$250	Family Engagement Coordinator
Para-Professional Support	Para-professionals support the academic needs of students through small group instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23630	Para-Professionals
Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$500	Teachers
Para-Professional Support	Para-professionals support the academic needs of students through small group instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23630	Paraprofessionals
Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Academic Support Program	Tier 1	Implement	09/02/2014	06/30/2015	\$500	Teachers
Family Engagement Coordinator	The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$722	Family Engagement Coordinator
After School Tutoring	Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23093	Instructional Staff
Para-Professional Support	Para-professionals support the academic needs of students through small group instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23630	Para-Professionals
Family Engagement Coordinator	The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$722	Family Engagement Coordinator

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Communication	Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$250	Family Engagement Coordinator
Para-Professional Support	Para-professionals support the academic needs of students through small group instruction.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23630	Paraprofessionals
Academic Support Coordinators	Coordinators oversee the program, assist teachers and paraprofessionals with instructional questions, organize and purchase materials.	Other	Tier 2	Implement	07/01/2014	06/30/2015	\$2887	Academic Enrichment Coordinator
Communication	Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$250	Family Engagement Coordinator
Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$1000	Teachers
Communication	Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$250	Family Engagement Coordinator
Family Engagement Coordinator	The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$722	Family Engagement Coordinator
Academic Enrichment Material	Consumable and replacement items for Academic Enrichment,	Academic Support Program	Tier 2	Implement	07/01/2014	06/30/2015	\$2500	Academic Enrichment Coordinators
Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$1000	Teachers
After School Tutoring	Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$23093	Instructional Staff

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Family Engagement Coordinator	The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$722	Family Engagement Coordinator
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing in the Content Area	Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$0	Core Content Teachers
Writing in the Content Area	Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$33512	Core Content Teachers
Writing in the Content Area	Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$33512	Core Content Teachers
Writing in the Content Area	Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$33512	Core Content Teachers
Writing in the Content Area	Teachers will provide extensive writing instruction in content specific courses.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$33512	Core Content Teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Integration Training	Teachers will meet three times during the school year to receive training on curriculum integration. Teachers will map curriculum and sequence their content to match the content in other classrooms.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring - Peer Observations	Teachers will perform classroom walkthroughs to monitor the implementation of differentiation strategies. Walkthrough training will be facilitated by Kathleen Kryza's Infinite Horizons.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	All Instructional Staff
Monitoring - Thinking Maps	Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers

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Family Perception Surveys	Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	School Improvement Team
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	School Improvement Team
Family Perception Surveys	Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	School Improvement Team
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of Small Group Instruction on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Instructional Staff
Monitoring - Curriculum Integration	Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring - Curriculum Integration	Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Tutoring Staff
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Tutoring Staff
Monitoring - Curriculum Integration	Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring - Thinking Maps	Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Communication	Newsletters will be sent home each trimester, which will include upcoming events, volunteer opportunities and strategies for working with students at home.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$0	Family Engagement Coordinator
Family Perception Surveys	Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	School Improvement Team

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Positive Behavior Intervention Support	Farwell Middle School staff will explore Positive Behavior Intervention Support in order to provide all students with the tools necessary for academic success.	Professional Learning	Tier 1	Getting Ready	08/01/2014	06/30/2015	\$0	Positive Behavior Intervention (PBIS) Team
Monitoring - After School Program	Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Tutoring Staff
Family Engagement Coordinator	The coordinator will promote family involvement through better communication and increased volunteer opportunities. The coordinator will prepare and send home the middle school newsletter, work with the public relations committee to submit district newsletter articles, organize Open House Activities and organize volunteers.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$0	Family Engagement Coordinator
After School Tutoring	Instructional staff will provide after school tutoring to struggling students, up to four days a week. Students will be able to get additional academic support and help with homework.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2015	\$0	Instructional Staff
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	School Improvement Team
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Tutoring Staff
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Tutoring Staff
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	School Improvement Team
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of Small Group Instruction on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Instructional Staff
Open House Activities	Farwell Middle School will hold a winter and spring open house to assist parents/guardians in reading and understanding student achievement progress reports (Star Math, SRI, and state assessments). Curriculum guides will also be made available.	Parent Involvement	Tier 1	Implement	09/02/2014	06/30/2015	\$0	Teachers
Monitoring - Data Meetings	Teachers will meet three times during the school year to analyze student achievement data, and use that data to make instructional changes and adjust assessments.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers

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Monitoring - After School Program	Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Tutoring Staff
Monitoring - Thinking Maps	Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	School Improvement Team
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of family engagement initiatives.	Parent Involvement	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	School Improvement Team
Monitoring - Curriculum Integration	Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring - Curriculum Integration	Curriculum integration will occur at least once per trimester. Teachers will meet with grade level teachers to review curriculum binders and identify when and how curriculum is being integrated.	Curriculum Development	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring - Data Meetings	Teachers will meet three times during the school year to analyze student achievement data, and use that data to make instructional changes and adjust assessments.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	Core Content Teachers
Differentiation Training	Teachers will receive training in differentiation of instruction.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$0	All Instructional Staff
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of Small Group Instruction on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Instructional Staff
Thinking Maps Trainer Training	Thinking Map Trainers will continue to receive training.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$0	Thinking Maps Trainers
Monitoring - Thinking Maps	Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers



# School Improvement Plan

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Monitoring - Thinking Maps	Teachers will provide a sample of student work to present during department meetings.	Professional Learning	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Family Perception Surveys	Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	School Improvement Team
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of Small Group Instruction on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Instructional Staff
Monitoring - Data Meetings	Teachers will meet three times during the school year to analyze student achievement data, and use that data to make instructional changes and adjust assessments.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring - After School Program	Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Tutoring Staff
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of After School Tutoring on student achievement.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2015	\$0	Tutoring Staff
Monitoring - After School Program	Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Tutoring Staff
Monitoring - Data Meetings	Teachers will meet three times during the school year to analyze student achievement data, and use that data to make instructional changes and adjust assessments.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Core Content Teachers
Monitoring - After School Program	Attendance sheets are completed daily to monitor attendance. Grades of students in the after school program are compared to students not in the program.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2015	\$0	Tutoring Staff
Family Perception Surveys	Family perception surveys will be used to monitor family engagement initiatives.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/30/2015	\$0	School Improvement Team
Monitoring and Evaluation Tool	A monitoring and evaluation tool will be used to measure the effectiveness of the Thinking Maps training, and the teachers' ability use the maps with students.	Professional Learning	Tier 1	Evaluate	09/02/2014	06/01/2015	\$0	Core Content Teachers
Thinking Maps Training	Teachers will receive Thinking Maps training in the content area.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$0	Core Content Teachers