



# **School Improvement Plan**

Fairview School

Fairview Area School District

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FAIRVIEW, MI 48621-8705

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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.

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?**

Fairview Area Schools is located in rural, northeastern lower Michigan. Our district covers parts of Oscoda county and a small part of Alcona. Fairview Schools' boundaries encompass approximately 325 square miles. The school district includes Oscoda County's Clinton, Comins, and part of Elmer Township and Alcona County's Mitchell Township. Our student population is about 300 K-12. All kindergarten through 12th grade students are housed in one building. Oscoda County offers abundant hunting and fishing opportunities and outdoor recreational activities. The racial background is predominately Caucasian and the political background is conservative. Approximately 50% of our students come from economically disadvantaged households and the county's median income is \$28,170.00.

The district has a 17:1 student /teacher ratio. Four of our teachers have less that 4 years of experience while the other 16 have 5 years or more of experience. Several parts of the district do not have access to internet services as well as cell phone services. The main industry in the area is woodworking/logging. The area does contain several wood mills. The area also relies heavily upon the tourism industry as there are miles of recreational trails as well as parks, rivers, and camps.

## **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.**

Our school's mission is to educate all students to their maximum potential. At the same time, our goal is to foster positive growth in social and emotional behaviors and attitudes so that students can become productive citizens.

The ideal Fairview graduate will possess the skills and attitudes needed to function effectively in local, national, and world society. Their actions will demonstrate personal responsibility and show respect for rights, property and beliefs of others. They will interact with others and understand the effect of their actions on them. They will show an understanding of their role as a citizen of a democracy by being a committed, responsive participant in that democracy.

The ideal Fairview graduate will understand the benefits of team effort and be able to collaborate in diverse situations. They will be able to effectively communicate thoughts, ideas or opinions orally and in writing to achieve team goals.

The ideal Fairview graduate will be able to solve problems, both in the academic setting and in daily life, by taking information from multiple sources, analyzing it, and applying it for a successful resolution. During the process, they will apply higher order thinking skills such as deciphering, comparing, contrasting, transferring and synthesizing. The graduates will be able to apply the concepts and tools of technology to the problem solving process.

The ideal Fairview graduate will not only possess functional skills as a worker, citizen, and individual, but they will have an opportunity to develop an aesthetic appreciation for quality living. They will have practiced personal expression through product of performance in art, drama, music, design, literature, nature and other creative expressions. They will be able to evaluate quality of expressions while respecting expressions that may differ from their preference. The ideal Fairview graduate will possess a foundation of previous experience, basic skills, and broad general knowledge by which they can inform, make decisions, collaborate, solve problems and evaluate possible solutions to problems. The graduates will have the skills to access, interpret and apply information as a lifelong learner.

In order to achieve this type of graduate, Fairview offers a wide variety of courses here at school, online, or at Kirtland Community College.

## **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.**

We were recognized as one of the top 10 small schools in the Bridge Magazine.

During the next 3 years we will send all ELA teachers to a Reading and Writing training to better implement instruction in both subject areas. All teachers K-12 will align math standards by implementing the Engage NY curriculum. Staff meeting time will be planned in order to allow time for teacher collaborations and discussions on ELA and Math pacing student work. New technology will be purchased for the school to become one to one, mimeo boards will be installed in all classrooms to help incorporate technology and hands on learning. Professional Development time will be allotted for teacher training in technology.

## **Additional Information**

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

We were recently recognized as one of the top 10 small schools in the Bridge Magazine. Implementation of a Sexual Education Health Curriculum has been added to 5th-9th to be taught as a unit during the school year. Additional teachers will be sent to a training to be highly qualified in Sex Education curriculum.

# **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 school improvement team that had already existed asked for volunteers for the required stakeholders. The role of the school improvement team was defined by the superintendent and chairperson during the first meeting. Meetings were set to take place early in the morning before school and work.

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

The team members include superintendent, a k-12 PE/math teacher, two lead teachers, the title I director, a high school teacher, a special education teacher, two elementary teachers, a board member, parents, and two students. Many of the members are also parents of students in the district and all students in our district are title students. As a group we analyze current data, set goals, and initiate changes through professional development days.

**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 plan will be posted on the school website and a hard copy is available in the central office. When the plan is updated the staff and parents are notified via the website.

# **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?**

Student enrollment has been on a decline. Staffing is adjusted in number and assignment based on student needs.

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

New staff recruitment has not been needed in recent years because of declining enrollment. Staff has worked on certification in response to meet highly qualified status to cover expanded curriculum.

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

Declining enrollment causes less revenue for district. All budget expense items are adjusted.

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

Declining enrollment causes less revenue which causes resource allocations to be adjusted down.

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

Because of declining enrollment staff has to take on more responsibilities are expanded. Some services are being contracted with outside resources.

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

We are continually searching for more ways for parent/guardian involvement. This includes coaching, transportation, fundraising, class sponsorship, classroom project assistance, etc

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

Declining enrollment causes revenues to decrease, time out of building is difficult for staff. Therefore opportunities for professional learning is harder to do. Because of asking more of parent and community involvement, public relations is a top priority.

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

Challenges include: presenting students with sufficient course offerings, meeting needs of at-risk students, offering a variety of extra-curricular opportunities.

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

We are trying to update technology so teachers can be more efficient and area students will choose Fairview for the expanding technology. Staff professional development to better meet the needs of all students and shrink the gap between our highest and lowest achieving students. We are also working with local agencies and organizations to help meet the needs of our students.

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

We see school attendance as a major indicator for school success. Students fall behind in classroom assignments and activities which cause gaps in skills, and are difficult for staff to close those gaps with continued absences.

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

Student attendance will be closely monitored. Our Student Data System will automatically print letters to parents of students who have missed a predetermined amount of days. If the problem persists, there is a new county truancy policy in effect.

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

This area includes data questions.

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

Our students score highest in reading.

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

Over the last five years we have seen steady scale scores in all subject areas.

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

Our students are above the state average in Math, Reading, and Science.

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

Science would be the subject area where the top 30% are the weakest. Reading would be the strongest subject, but is also the one that varies the most from year to year. Social studies has been on an overall decline for the past five years. Writing scores are good but are not showing the improvement we want.

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

We have made changes in curriculums in the lower grades. Staff has offered more time for tutoring before and after school. With more training on the common core many teachers have adjusted the way they teach and test. Many of our staff spend more time looking at data and possible gaps.

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

We look at students grades on common tests and many teachers are using pre and post tests to gather data. Our school also uses the NWEA test to measure growth and strengths of our students.

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

Over the past five years math has made the lowest gains of the core subjects. The scores aren't bad but they are not improving like some of the others. Reading also has good scores, but seems to be the least consistent from year to year. Writing is the subject we have targeted for improvement.

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

Social studies is the only subject that has shown a downward trend.

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

Writing and Social Studies are both below state targets of performance.

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

Twenty five percent of the bottom thirty percent are proficient in math, science, and social studies.

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

One factor would be changes in assessment and using new resources and procedures. There was also lack of parent involvement and a lack of student ability.

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

Numerous delivery methods failed to improve achievement. Student effort was present but achievement still lacked because of low student abilities. Also some students do not take assessments seriously or have test anxiety.

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

Continue to refine teaching methods and look for more innovative approaches. Provide classroom assistance with paraprofessionals and peer mentoring and tutoring. Refine student IEPs. Also, prepare them as much as possible for testing.

## Subgroup Student Achievement

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

**Response:**

- White
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

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

**Response:**

- White
- Economically Disadvantaged

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

Math, Reading, and Science.

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

The data trends show increases in math, reading and science.

**What other data support the findings?**

Teacher observation and classroom test scores and other standardized tests.

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

Increased paraprofessional assistance and added daily tutoring. Increased technology options for students and a variety of teaching methods to meet student diversity. Improved lines of communication between parents, teachers, juvenile officials. Implemented a mentoring program with community members.

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

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Students are positive and data trends show an improvement.

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

Continue professional development and communication with all stakeholders.

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

**Response:**

- Male

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

**Response:**

- White
- Economically Disadvantaged

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

Math, Science, and Social Studies

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

By analyzing available test data.

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

NWEA tests, MME, and ACT tests.

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

Attendance, decreasing class sizes (smaller sample size), increasing percent of social/economically disadvantaged population, decreased parent involvement. Changing learning styles of students.

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

Looking at demographic data and the correlation of testing data supports this conclusion. Classroom observation by staff supports learning

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style changes that continue to develop. Attendance records support the fact many of the lowest performing students have the poorest attendance records.

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

Adapt curriculum presentation to meet the needs of differing/changing learning styles. Continue to develop positive student/teacher relationships with lowest achieving students. Critically look at attendance policies as well as determine the root causes of attendance problems. Continue to cultivate effective parent involvement.

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

Not applicable. No ELL students in attendance.

### 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.)?

Regular contact with Title, Special Ed. teachers. Regularly scheduled before and after school tutoring is explained and offered to students and parents at parent/teacher conferences, orientations, IEP's, and many other parent meetings.

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

Identified by grade issues, attendance, behavior issues, discipline referrals, history, test scores, socioeconomic status, parent and staff referrals.

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

Online classes (Odyssey, MIVHS, Dual Enrollment, Great Lakes Academy). Off campus dual enrollment, career tech, cooperative programming with neighboring schools, work experience.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	25.0

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

Referrals from Title, Special Ed., regular ed. teachers. Extended learning opportunities are explained and offered to students and parents at parent/teacher conferences, orientations, IEP's, and many other parent meetings, as well as through course offerings, and other written communications.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	8.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	0.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	7.0

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

Having a veteran staff has had a positive impact on student achievement as teachers have been able to establish positive relationships with students over time. This decreases student stress and makes them more comfortable in seeking help.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	78.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	91.0

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

High rates of teacher absences leads to lower student achievement as students miss the expertise of the regular classroom teacher.

## **Perception Data - Students**

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

The highest areas of overall level of satisfaction among students was in the purpose and direction section. The highest question being my school provides programs and services to help students succeed and that purpose and expectations are clearly explained.

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

Teachers, and administration having high expectations and staff working together to improve student learning. Staff have continued to improve positive relationships with students and parents to help students feel like they are receiving a high quality education. Overall, our students feel like they have many different learning experiences.

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

The lowest overall area of satisfaction was in the resources and support systems. The lowest being in my school students respect the property of others and students in my school help each other even if they are not friends.

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

The trend that is decreasing in student satisfaction is the questions that relate to treating classmates and their property with respect.

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

Small class sizes that have had much time together. Many classes contain the same groups of students that sometimes cause conflicts. Students having personality conflicts with teachers they have had many years in a row.

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

Teachers are being trained throughout professional development to learn how to incorporate differentiated learning through technology.

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

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

The highest level of satisfaction for our parents/guardians came in resources and support systems section. The highest among those was in having a safe learning environment.

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

Among the parents/guardians the increasing trend seemed to come in teaching and assessing for learning.

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

The lowest levels of satisfaction for parents/guardians came in the governance and leadership categories.

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

The area that showed a decreasing trend for parents/guardians was the governance and leadership category. Communication is an area that seems to be the biggest issue for parents.

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

Changes in leadership can be one cause the patterns in leadership. For the last few years we have made some changes that may have caused some confusion.

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

We are constantly trying new ways to get information out. We have put more on the website, trying to get more email addresses, and trying news letters.

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

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

The highest level of satisfaction is in the area of school purpose and direction. Staff was very satisfied that the schools mission is clearly focused on student success. Also the idea that our purpose statement and goals are well supported by the policies and practices of the school board.

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

A growing trend in staff satisfaction is in the area of using data results for continuous school improvement. Areas increasing most are using consistent assessment measures, using data to monitor student readiness and success, and monitoring data related to school improvement goals.

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

The lowest overall level of satisfaction is also in the area of using result for continuous improvement. The lowest is in the area of using consistent assessment across disciplines. Also ensuring staff members are trained in the evaluation, interpretation, and use of data.

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

Maintaining challenging curriculum and learning experiences for all students is the main concern of the staff.

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

Possible causes are the continued decline in number of staff and administration available at Fairview. Also a continued decline in student enrollment and fiscal resources for this district.

## **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, Instruction and assessment decisions are made by forming committees of staff and collaboration through our COOR ISD. Administration has the final decision but staff are welcome to make suggestions.

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

Teachers in subject areas have been working on common core alignments and standard based report cards. the new Math Curriculum is aligned to CCSS for all math teachers K-12. Reading and Writing MAISA curriculum will also be implemented to ensure some fidelity throughout K-12 ELA.

# **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
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy: 1-5th grade tested via NWEA, DIBELS NEXT, Reading 3D, and BURST as well as 3-5 MEAP Math: 1-5th grade tested via NWEA and Moby Math as well as 3-5 MEAP These are in addition to various teacher classroom assessments at all grade levels	

Label	Assurance	Response	Comment	Attachment
2.	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.fairview.k12.mi.us/State/Annual%20Education%20Report/Annual%20Report%20and%20Cover%20Letter%202012-13%20High%20School.pdf">http://www.fairview.k12.mi.us/State/Annual%20Education%20Report/Annual%20Report%20and%20Cover%20Letter%202012-13%20High%20School.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Career Cruising electronic EDPs, updated annually through graduation Beginning 2013 EDPs will begin in 6th grade and updated annually through graduation	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDPs updated annually in various ways: -individually with counselor or special ed teacher -in various classes -in Senior Seminar as a 12th grade capstone experience	

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Label	Assurance	Response	Comment	Attachment
5.	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		

Label	Assurance	Response	Comment	Attachment
6.	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	Billie Stemple Fairview Area Schools Administrative Assistant 1879 E. Miller Rd. Fairview, MI 48621 989-848-7002  Robert Ricketson Fairview Area Schools Superintendent 1879 E. Miller Rd. Fairview, MI 48621 989-848-7004	

Label	Assurance	Response	Comment	Attachment
7.	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 link below.	Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	This attached compact is in place K-5; we will be implementing this for 6-12 during the 2013-2014 school year.	Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

# **2014-15 School Improvement Plan**

## Overview

### Plan Name

2014-15 School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Show growth in student proficiency of 10 percentage points in Math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
2	All students will be 85% proficient in Reading as measured on the statewide assessment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	All 9th and 10th grade students will be taught a health unit with a Sexual Education component	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All students will show growth in student proficiency of 10 percentage points in science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
5	Show growth in proficiency by 10 percentage points in Writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	Show growth in students proficiency of 10 percentage points Social Studies.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

## Goal 1: Show growth in student proficiency of 10 percentage points in Math.

### Measurable Objective 1:

A 10% increase of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/05/2015 as measured by statewide assessments.

### Strategy 1:

Increased Learning Opportunities - Increased in-school contact/support time with high school math teacher via scheduled math labs. Increased opportunity for help with math paraprofessionals.

Category:

Research Cited: Stevenson and Sigler (1995) found that not only the quantity of time spent teaching but also the quality of time spent were indicators of higher student achievement. they also noted that the factor of parental involvement was of significance. Student in low socioeconomic households were much less likely to be given support for homework activities.

Tier: Tier 1

Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A highly qualified math teacher will run a math lab 2 days a week for struggling and at-risk math students. Students will have the opportunity for increased direct instruction, reteaching, and support in all math classes (Algebra I&II, Geometry, Pre-Calculus).	Academic Support Program	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Mathematics Teacher
Activity - Math Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math paraprofessional will be available in various math classes and in the math lab according to student needs.	Academic Support Program	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Section 31a	Mathematics Paraprofessional

### Strategy 2:

Curriculum Alignment and Mastery List - All mathematics teachers will follow a common aligned curriculum with grade level mastery lists.

Category:

Research Cited: "the more clearly the core components of an intervention program or practice are defined, the more readily the program or practice can be implemented successfully" Fixsen, D.L., Naomi, S.F. Blase, K.A., Friedman, R.M., & Wallace F. (2005). Implementation research: A synthesis of the literature. Tampa, FL National Implementation Research Network. Retrieved from [http://fpg.unc.edu/him/resources/publicatons/Monograph/pdf/Monograph\\_full.pdf](http://fpg.unc.edu/him/resources/publicatons/Monograph/pdf/Monograph_full.pdf)

Tier: Tier 1

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Activity - Adopt Engage New York Math Curriculum 7-12 materials to be used at their grade level. Teachers will be expected to implement the curriculum with fidelity. Teachers will collaborate regularly to stay on	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will need to gather Engage New York materials to be used at their grade level. Teachers will be expected to implement the curriculum with fidelity. Teachers will collaborate regularly to stay on pace and address student progress.	Curriculum Development	Tier 1	Implement	09/02/2014	06/05/2015	\$0	General Fund	Mathematics Teachers

## Goal 2: All students will be 85% proficient in Reading as measured on the statewide assessment.

### Measurable Objective 1:

demonstrate a proficiency 85% of all students will be proficient in Reading by 06/05/2015 as measured by statewide assessments.

### Strategy 1:

Reading Aligning/Mastery List - Teachers will create and align Reading instruction and create grade level mastery list based on the CCSS.

Category:

Research Cited: "the more clearly the core components of an intervention program or practice are defined, the more readily the program or practice can be implemented successfully" Fixsen, D.L. Naom, S.F., Blase, K.A., Friedman, R.M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL; National Implementation Research Network.

Tier: Tier 1

Activity - MAISA Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Reading Teachers will attend 3 day conference to be trained in MAISA Reading unit. After attending the training teachers will determine whether to implement curriculum.	Professional Learning	Tier 1	Getting Ready	06/15/2014	06/30/2014	\$0	Title II Part A	All reading teachers

## Goal 3: All 9th and 10th grade students will be taught a health unit with a Sexual Education component

### Measurable Objective 1:

A total of 50 Ninth and Tenth grade students will complete a portfolio or performance in health curriculum. in Health/Physical Education by 06/05/2015 as measured by classroom assessment..

**Strategy 1:**

Health Curriculum - A Health Committee composed of parents, teaching staff and administration will collaborate to create a health curriculum. During the school year the 9th and 10th graders will be taught a Health unit which will include a Sexual Education component.

Category:

Research Cited: Comprehensive Sex Education Is Effective, Does Not Promote Sexual Risks.

Research has identified highly effective sex education and HIV prevention programs that affect multiple behaviors and/or achieve positive health impacts. Behavioral outcomes have included delaying the initiation of sex as well as reducing the frequency of sex, the number of new partners, and the incidence of unprotected sex, and/or increasing the use of condoms and contraception among sexually active participants.[4,5,6,7] Long-term impacts have included lower STI and/or pregnancy rates. [4,5,6,7]

No highly effective sex education or HIV prevention education program is eligible for federal funding because mandates prohibit educating youth about the benefits of condoms and contraception.[13]

Evaluations of comprehensive sex education and HIV/ STI prevention programs show that they do not increase rates of sexual initiation, do not lower the age at which youth initiate sex, and do not increase the frequency of sex or the number of sex partners among sexually active youth.[4,5,6,7,14,15]

Between 1991 and 2004, the U.S. teen birth rate fell from 62 to 41per 1,000 female teens.[16,17] Some experts attribute 75 percent of the decline to increased contraceptive use and 25 percent to delayed initiation of sex.[18] Others credit increased contraceptive use and delayed initiation of sex about equally.[19] Regardless, contraceptive use has been critical to reducing teenage pregnancy.

Tier: Tier 1

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee will meet on a monthly basis to create curriculum to be taught during the school year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/05/2015	\$0	General Fund	Bobbi Ross, Amy Clouse, Troy Ross

**Goal 4: All students will show growth in student proficiency of 10 percentage points in science.**

**Measurable Objective 1:**

A 10% increase of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/05/2015 as measured by statewide assessments.

**Strategy 1:**

Increased Learning Opportunities - Teachers will science curriculum using various technology/multi-media resources such as POGIL, Discovery Streaming, and other

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online resources. Students involvement and engagement will be increased through use of individual tablets.

Category:

Research Cited: Beginning with Howard Gardners research on multiple intelligences and expanding with the proliferation of new technologies that have led to new literacies, literacy research continues to explore ways that multiple modalities influence the literacy and learning of our students.

Tier: Tier 1

Activity - Interactive Multimedia Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be using student hand held tablets, interactive whiteboards, and online activities to supplement lessons. This will assist many student modalities.	Technology	Tier 1	Implement	09/02/2014	06/05/2015	\$0	General Fund	Science Teachers

### Strategy 2:

Data Analysis - Teachers will analyze other forms of data from science assessments. - 10th grade students will take the PSAT and ACT PLAN assessments. All other students will continue to take the NWEA assessment twice per year (fall and spring). Data from these assessments will be used along with statewide assessments to help teachers find gaps in student achievement. Teachers will adapt curriculum accordingly.

Category:

Tier: Tier 1

Activity - Gap Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th grade students will take PSAT and ACT PLAN tests. All students will continue to take the NWEA assessment twice per year (fall and spring).	Curriculum Development	Tier 1	Getting Ready	09/05/2014	06/05/2015	\$0	General Fund	Science Teachers, Testing Coordinator

## Goal 5: Show growth in proficiency by 10 percentage points in Writing

### Measurable Objective 1:

A 10% increase of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in Writing by 06/05/2015 as measured by scores on the statewide assessment.

### Strategy 1:

MAISA Training - Writing Alignment - All writing teachers will create and align writing curriculum and mastery list for each grade level based on the CCSS.

Category:

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Research Cited: "the more clearly the core components of an intervention program or practice are defined, the more readily the program or practice can be implemented successfully" Fixsen, D.L., Naomi, S.F., Blase, K.A., Friedman, R.M., & Wallace, F (2005)

Tier: Tier 1

Activity - MAISA Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All writing teachers will attend MAISA training for writing.	Professional Learning	Tier 1	Getting Ready	06/22/2014	06/30/2014	\$0	General Fund	All writing teachers

## Goal 6: Show growth in students proficiency of 10 percentage points Social Studies.

### Measurable Objective 1:

A 10% increase of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies in Social Studies by 06/05/2015 as measured by scores on statewide assessments.

### Strategy 1:

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

Category:

Research Cited: A 2005 Harvard Family Research Project analysis of 77 studies on the importance of parental involvement within childrens' education concluded that the studies consistently associated higher parent involvement with high levels of student achievement in areas including teacher ratings, grades, and standardized test scores. Both Harvard and the Michigan Department of Education reports observed that these improvements were consistent across socioeconomic backgrounds, with effects that were significant regardless of ethnicity and social status. The Michigan report also noted that parental involvement was twice as predictive of success as socioeconomic status.

Tier: Tier 1

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will initiate parent/student events in order to show student work, provide hands-on activities, establish two-way communication, familiarize parents with the curriculum, and encourage parents to become more involved in the learning process.	Parent Involvement	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Social Studies Teachers

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### Strategy 2:

Increased Learning Opportunities - Teachers will science curriculum using various technology/multi-media resources such as POGIL, Discovery Streaming, and other online resources. Students involvement and engagement will be increased through use of individual tablets.

Category:

Research Cited: Research

Beginning with Howard Gardners research on multiple intelligences and expanding with the proliferation of new technologies that have led to new literacies, literacy research continues to explore ways that multiple modalities influence the literacy and learning of our students.

Tier: Tier 1

Activity - Discovery United Streaming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use streaming video to supplement lessons. This will assist students who are more visual learners.	Technology	Tier 1	Implement	09/02/2014	06/05/2015	\$0	General Fund	Social Studies Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MAISA Training	All Reading Teachers will attend 3 day conference to be trained in MAISA Reading unit. After attending the training teachers will determine whether to implement curriculum.	Professional Learning	Tier 1	Getting Ready	06/15/2014	06/30/2014	\$0	All reading teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Multimedia Lessons	Teachers will be using student hand held tablets, interactive whiteboards, and online activities to supplement lessons. This will assist many student modalities.	Technology	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Science Teachers
Discovery United Streaming	Teachers will use streaming video to supplement lessons. This will assist students who are more visual learners.	Technology	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Social Studies Teachers
Curriculum Development	Committee will meet on a monthly basis to create curriculum to be taught during the school year.	Curriculum Development	Tier 1	Implement	09/02/2013	06/05/2015	\$0	Bobbi Ross, Amy Clouse, Troy Ross
MAISA Training	All writing teachers will attend MAISA training for writing.	Professional Learning	Tier 1	Getting Ready	06/22/2014	06/30/2014	\$0	All writing teachers
Gap Identification	10th grade students will take PSAT and ACT PLAN tests. All students will continue to take the NWEA assessment twice per year (fall and spring).	Curriculum Development	Tier 1	Getting Ready	09/05/2014	06/05/2015	\$0	Science Teachers, Testing Coordinator

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Adopt Engage New York Math Curriculum 7-12 materials to be used at their grade level. Teachers will be expected to implement the curriculum with fidelity. Teachers will collaborate regularly to stay on	Teachers will need to gather Engage New York materials to be used at their grade level. Teachers will be expected to implement the curriculum with fidelity. Teachers will collaborate regularly to stay on pace and address student progress.	Curriculum Development	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Mathematics Teachers
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Paraprofessional	A math paraprofessional will be available in various math classes and in the math lab according to student needs.	Academic Support Program	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Mathematics Paraprofessional

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	Teachers will initiate parent/student events in order to show student work, provide hands-on activities, establish two-way communication, familiarize parents with the curriculum, and encourage parents to become more involved in the learning process.	Parent Involvement	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Social Studies Teachers
Math Lab	A highly qualified math teacher will run a math lab 2 days a week for struggling and at-risk math students. Students will have the opportunity for increased direct instruction, reteaching, and support in all math classes (Algebra I&II, Geometry, Pre-Calculus).	Academic Support Program	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Mathematics Teacher