

Fairview Area Schools'

SCHOOL IMPROVEMENT PLAN

2009-2012

*Team Membership

<u>Name</u>	<u>Position</u>
James Wilcoxon	Administration-Superintendent
Ray Poellet	Administration-Principal
Diana Danhoff	Board Member/Parent
Anne Tompkins	Board Member/Parent
Kalie Yoder/ Kaitlyn Cleeves	Student Advocate
Troy Ross	MS Teacher
Brent King	HS Teacher
Kami Winton	Title I Teacher
Mark Trim	Technology Coordinator
Rick Handrich	Counselor
Stephanie Cleeves	Parent/Community Member
Michelle Yoder	Parent/Community Member

*All members live in or are part of the Fairview Area Community.

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**FAIRVIEW AREA SCHOOLS’
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MISSION STATEMENT

Our Schools’ mission is to educate all students to their maximum educational 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 in our society.

VISION STATEMENT

To engage all students in a lifelong learning process to acquire knowledge, develop skills, and establish work habits to enable them to become productive members of society.

BELIEFS STATEMENT

1. Provide a caring, supportive environment.
2. Help students become self-directed learners.
3. Stress appropriate social skills.
4. Install respect for individual differences.
5. Encourage student responsibility.
6. Help students develop self-esteem.
7. Help students achieve self-control in their actions.
8. Develop community contributors
9. Develop caring, supportive students.
10. Become complex thinkers.
11. Teach that education is a team approach.
12. Strengthen the home and school connection.

DISTRICT PROFILE

A. Fairview Community

The Fairview Area Schools are located in rural, northeastern lower Michigan. We are located in Oscoda County, which we share with one other school district, Mio AuSable Schools. It is a member of the C.O.O.R. Intermediate School District and participates in its programs.

Oscoda County offers abundant hunting and fishing opportunities and outdoor recreational activities. The racial background is predominately Caucasian and the political background is conservative. Church youth groups hold an important role in the students’ social life. Approximately 50% of our students come from economically disadvantaged households and the county’s median household income is \$28,170.00.

The district is comprised of three small villages and the countryside between them. Those villages are Comins, Curran, and Fairview. These communities have been very supportive of the educational process.

The district has a 17:1 student/teacher ratio. All Kindergarten through 12th-grade students and administrative staff are housed in one building.

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B. Stakeholders

Required stakeholders (School Improvement Team members) participate in the development, review, and evaluation of the district school improvement plan. The stakeholders are:

School Board:	Anne Tompkins Treasurer; Diana Danhoff, Secretary
Administration:	James Wilcoxon, Superintendent; Ray Poellet, K-12 Principal
Teachers:	Troy Ross, MS Teacher; Brent King HS Teacher
Other Staff:	Mark Trim, Technology Coordinator; Rick Handrich, K-12 Counselor; Kami Winton, Title I Teacher
Pupils:	Kalie Yoder, Kaitlyn Cleeves, Student Advocate
Parents of Pupils:	Stephanie Cleeves, Michelle Yoder

C. School-To-Work

Fairview Area Schools have developed a positive relationship with area businesses and agencies for the placement of students as part of their educational experience. Working in conjunction with ISD staff, local agencies, and community colleges a variety of placements are available depending upon the goals and interests of the students. Work experience, internships, and apprenticeships are course options leading to graduation. Job shadowing, interviews, site visitations, and other related activities are incorporated into coursework across content areas. The majority of these activities involve high school students, particularly in the junior and senior year. In the future the school will:

1. Develop and maintain Educational Development Plans (EDP) for all students in grades 8-12.
2. Require students to develop school to work portfolios that will be presented to a community panel during senior exit interviews.
3. Work on incorporating authentic learning/ school to work opportunities into courses for middle grades and upper elementary, particularly in the area of math, science and economics.

D. Inter-District Cooperation

Fairview Area Schools actively cooperate with the other five districts in the COOR ISD to provide professional development, coordinate programs, provide collegiality for administrative and counseling staff, provide services for special needs students, and other activities to benefit staff and students. As an ITV partner, teachers and students participate in distance learning options for specialized classes. As an ISD partner, Fairview Area Schools agrees to participate in consortium for the purpose of obtaining and implementing formula and competitive grant funding as the most efficient and cost effective method for professional development, gifted and talented programs, and other opportunities enhanced by cooperation.

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PARENTAL AND COMMUNITY INVOLVEMENT

Fairview Area Schools encourage partnerships with the community and utilization of volunteers. Volunteers have been used extensively in the lunch program, Title I program, and Foster Grandparent program. The school will:

1. Sustain efforts to involve volunteers in current programs and provide recognition for them.
2. Actively seek to develop new volunteer opportunities and recruit additional community members.
3. Support Eagle Spirit/ Eagle Pride whose purpose is to promote K-12 activities.
4. Develop partnerships with community businesses and/or agencies to provide authentic learning and service learning opportunities.
5. Promote good school and community relations through the annual fall Open House.

CORE CURRICULUM AND ALIGNMENT WITH BENCHMARKS

The school improvement process has provided for alignment with Content Standards and Benchmarks across all content areas. With the advent of the Michigan Curriculum Framework Standards, additional alignment work must be completed in response to those new standards.

A. Alignment with Content Standards

1. All content areas will be reviewed to ensure alignment with Michigan Curriculum Framework Content Standards and Benchmarks.
2. All curriculum planning will include connections between content areas, integration of instructional technology, and incorporation of authentic learning/school-to-work applications.
3. Professional growth goals, professional development, and curriculum planning will be directed toward alignment with Michigan Curriculum Framework Teaching and Learning Standards.
4. Assessment practices will reflect the Michigan Curriculum Framework Assessment Standards.
5. Professional development will be designed and implemented based upon the Michigan Curriculum Framework Professional Development Standards.

B. School Improvement Team Goals and Strategies

1. Fairview Area Schools' students will demonstrate adequate yearly progress (Title I definition) on all Michigan Curriculum Framework (MCF) Content Standards and Benchmarks as measured by the Michigan Educational Assessment Program.
2. Instructional technology will be integrated across all content areas as a subject of study and as a tool for learning to extend educational opportunities, enhance independent learning, and acquire skills for employability and lifelong learning.
3. Authentic Learning/School-to-Work applications will be incorporated across content areas to connect learning with community issues or concerns, develop vocational awareness or employability skills, and involve local businesses, agencies, organizations, or individuals in the learning process.

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4. Assessments will provide for student demonstration of understanding through authentic application of concepts or skills. A variety of assessment methods will be utilized to allow different means of expressing understanding. Assessment will be better utilized as an indicator of need for educational intervention as well as a summative statement of achievement.
5. Sustained coordinated professional development will be available to all district educators in support of continuous reform of curriculum and instruction to enhance student learning and achievement.

6. Core Curricular Goals:

- a. English Language Arts

The literacy rate will improve by one year for each year of school as reported by the MEAP and NWEA scores. The district will also promote reading and reading improvement by: Reading Month, Literature Café, Literature Circles, Silent Reading Time, Reading Log and a book fair offered twice a year.

- b. Social Studies

Fairview Area Schools' social studies curriculum will be aligned with the Michigan Merit Curriculum at the K-12 grade levels. Scores on the MEAP as well as the scores in the classroom will rise. All teachers will see an improvement in classroom performance of all students over the course of one year.

- c. Mathematics

Eighty-five percent of the district's students will pass the mathematics MEAP test, and receive no less than a rating of 2 on the MME, meeting or exceeding the state average. One hundred percent of the students will complete the mathematics curriculum for their grade level, meeting the grade level content expectations and the standards set fourth in the Michigan Merit Curriculum. In addition, teachers will see a measurable improvement by all students in regular classroom achievement over the course of the year.

- d. Science

The district's students will pass the science MEAP test, meeting or exceeding the state average. The students will complete the science curriculum for their grade level, including lab skills, meeting the state standards and benchmarks. In addition, teachers will see improvement by all students in achievement, attitude and understanding of science over the course of the year.

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7. Evaluation:

Both formal and informal tools (tests, projects, daily class work) will be used by the classroom teacher to evaluate students' progress and determine if students are failing or at risk of failing to meet the standards and benchmarks of each content area.

Written progress reports will be sent to parents each marking period (more often if a teacher deems necessary). Parents are encouraged to meet with teachers or check online (Power School) as often as they feel necessary.

Students failing or at risk of failing will be offered the following options: peer facilitator tutoring services or after school tutoring services staffed by teachers. Title I or At-Risk students qualify for paraprofessional tutoring services during the school day.

Along with parents and teachers, students must also take responsibility for their education and are encouraged to practice positive work ethics, including being responsible for turning in classroom assignments and studying for tests.

The district's curriculum guide is in the process of being compiled.

SURVEY TOOLS

Several assessments are used to gather data from students. These include: MEAP and MME Test results, NWEA Tests, ACT and PLAN Tests, Educational Development Plan (EDP) Data, Title I Data, School Report Cards, and Senior Exit Interview/ Questionnaire Data.

GOALS AND STRATEGIES

The Fairview Area Schools have neither the time nor staff to address all the needs necessary to bring the school into complete compliance with student achievement goals and alignment goals in a short period of time. These goals will be achieved through annual interim goals based upon assessment of highest need, best use of time and finances, availability of technical assistance resources, and other factors determining the best use of resources for the greatest gain for students.

The School Improvement Team will annually receive recommendations from administration, counselors, teachers, other staff, board members, and community regarding the interim goals that should be addressed during that school year. The Team will examine all data and proposals and set the priorities for the coming year.

The School Improvement Team will delegate responsibility to individuals or task groups to complete tasks leading to the accomplishment of school improvement goals. Release time will be provided for task completion. ISD and community expertise will be enlisted in the planning and decision making process. Whenever possible, alternative sources of funding will be pursued to obtain additional technical assistance beyond what can be provided through general funds. Individuals and/or task groups will be accountable for monthly progress reports and summative reports at the end of their appointed tasks.

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PROFESSIONAL DEVELOPMENT

Fairview Area Schools will work to provide sustained, coordinated professional development for all staff members. The school will:

1. Develop IDPs with all probationary staff, assign mentors, and the probationary teachers will meet with the mentors.
3. Schedule 38 hours of early student release for the purpose of professional development and school improvement.
4. Encourage teachers to attend workshops, conferences, etc. and establish an allotment for registrations and expenses in the general fund budget.
5. Participate in cooperative programs with other districts in the ISD and Northern Michigan.
6. Pursue grant funds to access technical assistance and reimburse time outside of the contract day for teachers.
7. Develop an action plan for professional development.

EVALUATION PROCESS

Approved interim goal proposals must include a statement of outcomes and the means by which those outcomes will be measured. At least one outcome must relate to improved student performance on MCF Content Standards and Benchmarks, along with a plan of how that improvement will be documented. Other outcomes must support improved student performance or support alignment with other MCF standards.

The School Improvement Team reviews progress reports and summative reports on the basis of the outcomes and measures included in the proposal. Outcomes that are not achieved must have a plan to revise the proposal to meet that outcome in the future.

The school improvement plan will be evaluated and updated annually by the School Improvement Team. The plan will be revised to reflect interim goals that have been accomplished and new interim goals based on proposals submitted to the Team. A report of progress will be contained in the Annual School Report, submitted to the Board of Education, and presented to the public.

COORDINATION OF RESOURCES

A. Adult Education, Libraries, and Community Colleges

Fairview Area Schools do not operate an adult education program. Adult education opportunities are available within the county through the Mio AuSable Schools.

Fairview participates in a library cooperative so that students and staff may obtain books and periodicals that are not available in the building collection. This cooperative arrangement will be continued and the school print collection catalogued into the cooperative's database.

Kirtland Community College and COOR Intermediate School District cooperates with Fairview Area Schools to provide vocational and technical education and dual enrollment classes. The school is a registered partner with Kirtland's volunteer program and participates in the Kirtland Youth Theater program.

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B. Decision Making

As a small district with fewer than 500 students K-12 in one facility, Fairview Area Schools has determined that the most effective decision-making process is a unified K-12 building approach. The School Improvement Team consists of the two administrators, the counselor, elementary teachers, high school teachers, paraprofessional representatives, student representatives, board representatives, and community representatives. The School Improvement Team meets monthly during the school year. The team receives progress reports, identifies needs, authorizes plans to address needs, and reviews results of school improvement activities. Decision making is by consensus.

C. Technology

Fairview Area Schools are committed to the integration of technology as a teaching tool and technology use to overcome limitations of time and distance imposed by the geographical isolation of the community. A long-range technology plan has been developed and approved by the State of Michigan. In previous years, through grants and a successful bond issue, the district has replaced five computers in every elementary classroom, has constructed one twenty-one-station computer lab, one twenty-two station computer lab, one twenty-four station computer lab and networked the entire building.

During this year the school will:

1. Provide staff development in the integration of instructional technology.
2. Maintain funding to finance hardware, software, and teacher training to upgrade school-to-work application classes at the middle school and high school levels.
3. Make technology integration a component of every alignment process.
4. Update the long-range technology plan.

D. Evaluation of the Plan

At the end of the school year, the team will evaluate goal achievement based on data compiled for each goal and report the results to the Fairview Area Schools' Board of Education, in the Annual Report.

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CONCLUSION

All members of the school community have a stake in achieving the mission of the district. When students leave Fairview Area Schools and enter the next phase of their lives, whether it be further education or the job market, we want them to be ready with the skills needed so that they will succeed, personally and professionally.

Each member has a role:

- Teaching staff will provide a high quality education combining traditional and technologically advanced methods of delivering knowledge to all students.
- Support personnel will ensure that students: receive additional help, if needed (paraprofessionals); are transported to and from school in a safe manner (bus drivers); have a safe and clean area in which to learn (custodians); have nutritious breakfasts and lunches provided (food service); process paperwork and communicate with students' families (secretaries/ administrative assistants).
- Administration will support the staff by providing opportunities to implement new teaching methods. The administration will also foster communication with all parties involved in the educational process.
- The Board of Education will provide a safe environment in which to teach and learn. As policy-makers, the board's actions will reflect and support the educational process and foster a positive learning climate.
- The coaching staff and sponsors of all sporting and extra curricular activities will emphasize sportsmanship, positive conduct, and dedication to the specific activity. This will support the school's mission statement of fostering positive growth in social and emotional behaviors and attitudes.
- The community at large, including business and industry, higher education, libraries, volunteers, and others, will support the district by sharing their knowledge and by providing experiences to the students to assimilate to the world of work.
- Parents will share in the responsibility of promoting their child's education by being involved in the educational process and by supporting the teaching staff in the educational process. They will continue to reinforce the need for a good education so that their child will be successful in today's world.
- Students will come to school with a positive attitude and a willingness to learn. They are the only ones who can take the knowledge, given and learned, and put it to good use. Through self-motivation and determination, they hold the key to their destination.

Through a cooperative effort, we will accomplish the mission of the district. Our students are our future. The education we provide them with now will act as the foundation on which they will build their future.