

# Timberland Alternative Education

## 2010-2011 ANNUAL REPORT

Dee Yarger, Principal

### Table of Contents

- 1 Adequate Yearly Progress
- 2 Description of the School
- 3 Pupil Assignment
- 3 School Improvement Plan
- 4 Core Curriculum
- 5 Local Assessment Data
- 6 Parent Involvement
- 6 Parent-Student Advisory Meetings

## Rise Above

August 2, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2011-12 educational progress for Timberland Alternative Education. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the principal's office for assistance.

The AER is available for you to review electronically by visiting the following web site [www.farwellschools.net](http://www.farwellschools.net) or you may review a copy from the principal's office at your child's school. State law requires that we also report additional information that is found in this document in the subsequent pages.

Although Timberland had made Adequate Yearly Progress (AYP) in both English Language Arts and mathematics for the prior three years, we did not make AYP this year in Mathematics. While we are pleased to have reached this important goal for English, we are continuously working to improve in both areas. We appreciate the continued support of parents, staff and our community in this effort.

We are excited about our improvements and working hard to continue to strive for success for all of our students. With our new initiatives, such as credit-based transition and 21<sup>st</sup> Century Classrooms, we are differentiating our instruction and providing more opportunities for our student to succeed. It is a great time to be an Eagle!

Sincerely,

Dee Yarger, Principal  
Timberland Alternative Education

## Description of the School

Timberland serves students in 9<sup>th</sup> – 12<sup>th</sup> grade. Programs provided at the school include:

- Credit-Based Transition (Dual Enrollment Hybrid)
- Career-Technical Education
- Middle College
- Vocational Transition and Placements On and Off Site
- Work Study
- Life Management
- Industrial Arts
- Post-Secondary Career and Education Transitioning Services
- Online Courses
- Seat-Time Waivers
- National Honor Society
- Foreign Language
- Spanish National Honor Society
- Spanish Club
- Free Summer School with Credit Recovery for District Students with Transportation Provided
- After-School Tutoring and Credit Recovery
- Lunch Technology Lab Access
- Guided Academics
- Independent Study Opportunities
- First-Aid Certification
- Free Breakfast for all Students
- Variety of Extracurricular Activities
  - Quiz Bowl
  - Drama
  - Choir
  - Band
  - Color Guard
  - Volleyball
  - Football
  - Competitive Cheer
  - Cross Country
  - Basketball
  - Softball
  - Baseball
  - Track
  - Bowling
  - Wrestling
  - Indoor (Winter) Track
- Community Education
  - Classes vary depending on interest

## Process for Assigning Pupils to the School

District students are assigned to Timberland according to the geographic location of their residence, the grade span for which the building serves, and their individual needs. Students may also be assigned to this building to better meets their needs for academic requirements.

## Status of School Improvement Plan

A copy of the School Improvement Plan is available on the Farwell High School website at [www.farwellschools.net](http://www.farwellschools.net) and a paper copy can be accessed in the principal's office. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
<b>Math Readiness</b>			
• Common Core Standards Alignment		X	
• Re-align Math Curriculum to the EMATH program		X	
• Reading Apprenticeship & Writing Across the Curriculum		X	
<b>Reading Readiness</b>			
• Adding ELA Remediation Courses		X	
• Common Core Standards Alignment		X	
• Implement Reading Apprenticeship		X	
• Remedial Student Course Placement Meetings		X	
• SRI Scholastic Reading Inventory Assessment		X	
<b>Science Readiness</b>			
• Common Core Standards Alignment		X	
• Implement Reading Apprenticeship into Classroom		X	
• Implement Writing Strategies into Classroom		X	
<b>Social Studies Text Readiness</b>			
• Common Core Standards Alignment		X	
• Reading Apprenticeship Instructional Strategies		X	
• Writing Across the Curriculum		X	
<b>Writing Readiness</b>			
• Argumentative Writing Across the Curriculum Strategies		X	
• Common Core Standards Alignment		X	

## Core Curriculum Status

A copy of the Core Curriculum is available and can be accessed on the Farwell High School website at <http://farwellschools.net> or at the principal's office.

### English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition, our credit-based transition program provides our students the opportunity to earn college credits on Farwell's campus through collaboration with Mid Michigan Community College. Building educators utilize the Macomb County Curriculum which includes a variety of novels verified by research conducted from the Macomb ISD. The English Language Arts curriculum has been approved by our local Board of Education. The high school English Department is currently leading our building Writing Across the Curriculum initiative with support from the CG-RESD.

### Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition, our credit-based transition program provides our students the opportunity to earn college credits on Farwell's campus through collaboration with Mid Michigan Community College. Building educators utilize Prentice Hall Mathematic Books verified by research conducted by the Mathematic Department and Department Chair. The Mathematics curriculum has been approved by our local board of education. The data from the Implementation of team teaching shows improvements and the staff has continued the past two with professional development such as the Math Academies, EMATH, Co-Teaching Training, and collaborative departmental work.

### Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Farwell's Science Department utilizes Project Lead the Way (Human Systems and Biomedical). In addition, our credit-based transition program provides our students the opportunity to earn college credits on Farwell's campus through collaboration with Mid Michigan Community College. Building educators utilize Prentice Hall Science Books verified by research conducted by the Science Department and Department Chair. The Science curriculum was has been approved by our local Board of Education.

### Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize McDougal Littell and EMC Books along with a variety of online resources verified by research conducted by the Social Studies Department and Department Chair. The Social Studies curriculum was approved by our local Board of Education. Credit-based transition program for college dual has been implemented and showed great success.

## Local Assessment Data

### **Reaching and Teaching Struggling Learners**

The Reaching and Teaching Struggling Learners (RTSL) Initiative, a Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) mandated activities initiative, strives to ensure positive outcomes for struggling learners by exploring effective secondary school practices and their impact on ALL students. The initiative is designed to reduce the risk of dropout. Staying in school is not enough.

The FHS team studies their own group of struggling learners and conducts a collaborative data inquiry to explore whether their building's system meets the needs of these students. The RTSL Initiative provides support for the cohort over a three-year period to strengthen the cohort's collaboration among colleagues, to increase trust between them and their struggling learners, and to foster a culture of high expectation for all students at the school. The teams share data, observations, and ideas with each other and their staff as each team works to create positive outcomes for students by addressing school improvement practices.

### **Writing Across the Curriculum (WAC)**

"An underlying element of all literacy learning in general is 'thinking.' In combined writing and reading instruction, learners engage in a greater society of experiences that lead to better reasoning and higher-level thinking than is achieved with either process alone (McGinley, 1988). Because thinking is a critical part of meaning construction (thought and understanding), classrooms that actively foster meaning construction through reading and writing will produce better thinkers (T. Tierney and Shanahan, (1991)." (Cooper, 1997) Therefore, Farwell High School is committed to the success of our students and believes that reading and writing is and should be an integral part of all content areas.

### **Credit-Based Transition/Dual Enrollment**

This program takes dual enrollment to a new level of involvement to increase student success. Timberland teachers team with MMCC on Farwell's campus to offer more support services, guidance, and transitioning assistance for our students. Plans were put into place to again increase our number of courses offered on the Farwell campus. The program allows our students the opportunity to attend courses at MMCC, Farwell High School, or online.

### **Common Assessments**

All subject areas uses common assessment to monitor and adjust curriculum based on data analysis. Common assessments provide students a variety of ways to show competence. Along with common assessments, staff also uses district and standardized tests (ACT EXPLORE, ACT PLAN, ACT/MME, MEAP, AIMS, STAR, SRI) to adjust teaching strategies and curriculum. Each of these standardized tests are given once per year to the corresponding grade level in the spring, with exception of MEAP which is in the fall for the freshman only.

## Parent Involvement

### Parent Involvement Policy

Timberland recognizes that a student’s education is a responsibility that is shared by the student, teachers, parents, and community members. With this understanding, school and family will work collaboratively in the best interest of the student. The parent and family involvement should include, but will not be limited to, the following: support to parents, parenting skills, home-to-school and school-to-home communication about school programs and student’s progress.

The Parent Involvement Policy is approved by the Farwell School Board of Education and fulfils the requirements of No Child Left Behind.

### Parents Right to Know Statement

The Board of Education respects the privacy rights of parents and their children. No student shall be required as a part of the school program or the District’s curriculum, without prior written consent of the student, (if an adult or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- Political affiliations or beliefs of the student or his/her parents;
- Mental or psychological problems of the student or his/her family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close, family relationships;
- Legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations or beliefs of the student or his/her parents; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation by contacting the principal’s office.

## Parent-Student Advisory Meetings

Parent Teacher Advisory Meetings		
Subgroup	2011-12	
	Number of students represented	Percentage of students represented
All	0	0