

District Improvement Plan

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School Year: 2011 - 2012

District Name: West Iron County Public Schools

ISD/RESA: Dickinson-Iron ISD

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Christopher Thomson

Building Code: 36025

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	West Iron County Public Schools
ISD/RESA:	Dickinson-Iron ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	36025
City:	Iron River
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Vision Statement: West Iron County Public School's vision for every student is as follows:

- will be made aware of the wide variety of career opportunities available and the related curricular skills taught,
- will be afforded the opportunity to learn those curricular skills through appropriate assessment and application,
- will be taught to recognize a problem, and become proficient in communicating the process to others,
- will be exposed to a holistic, coordinated and cohesive curricular program based upon assessment of individual student academic and social needs, interdisciplinary projects, technologically enhanced instruction and practice, practical involvement including work study and community activities, and access to whatever is necessary to afford success at the next level,
- will encourage family involvement and foster responsibility for actions, and
- will emerge as a Wykon graduate who has discovered the joy of learning, is functionally literate, and is ready to apply skills and abilities to the next step in his or her growth.

Mission Statement

Mission Statement: In accordance with the community, the West Iron County Public School District staff is committed to providing a safe, positive learning environment that recognizes and develops in the school setting each child's social, emotional, physical, and intellectual qualities. Through achieving his/her potential, each student will become a productive citizen.

Components of this mission for administration and staff are as follows:

- maintain and promote all policies and procedures of the school district.
- stay current and informed on all MI Curriculum Framework and MI Content Expectations, aligning instruction and assessment to core curriculum areas.
- utilize research and Best Practices and participate in all professional development.
- initiate appropriate levels of instruction and methods for all enrolled children including special needs and low achieving students.
- inform students on the issues of equality and diversity.
- maintain communication with parents on student progress, and individual concerns relating to emotional and physical needs.

Beliefs Statement

Belief Statement: West Iron County Public School District believes that good citizenship and ethical behavior are two important manifestations of an effective education. Both are based on values that have been traditionally held by Americans, regardless of gender, age, ethnicity, religious belief, national origin or ancestry, or disability. Each student and staff member will be given the opportunity to demonstrate his or her commitment to these ethical behaviors with help and encouragement from every individual within the school district.

Goals

Name	Development Status	Progress Status
English Language Arts Focus on Reading	Complete	Open
English Language Arts Writing Focus	Complete	Open
Focus on Science	Complete	Open
Getting a Grip on Numbers	Complete	Open
Social Studies Goal	Complete	Open

Goal 1: English Language Arts Focus on Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will become proficient in reading.

Gap Statement: 2007 MEAP Percentage of Proficiency-Economically Disadvantaged(ED) as compared to other students who are not economically disadvantaged (non-ED):

- 3rd- 75% / 94%
- 4th- 76% / 94%
- 5th- 56% / 83%
- 6th- 64% / 83%
- 7th- 55% / 83%
- 8th- 61% / 89%

2008 MEAP Percentage of Proficiency- ED as compared with non-ED

- 3rd- 96% / 100%
- 4th- 79% / 85%
- 5th- 58% / 97%
- 6th- 52% / 76%
- 7th- 59% / 89%
- 8th- 59% / 87%

2009 MEAP Percentage of Proficiency- ED as compared with non-ED

- 3rd- 84% / 89%
- 4th- 80% / 100%
- 5th- 77% / 86%
- 6th- 77% / 96%
- 7th- 63% / 84%
- 8th- 76% / 91%

2010 MEAP Percentage of Proficiency - ED as compared with non-ED

- 3rd- 88% / 89%
- 4th- 82% / 96%
- 5th- 77% / 96%

6th- 52% / 76%
 7th- 59% / 96%
 8th- 58% / 81%

2007 MME 11th Grade Comparison: 44% / 54% ED as compared to non-ED
 2008 MME 11th Grade Comparison: 33% / 52%
 2009 MME 11th Grade Comparison: 35% / 40%
 2010 MME 11th Grade Comparitions 59% / 79%

Review of the above data shows a 20% or greater difference in proficiency levels between the sub group of economically disadvantaged and those students who are not. This is found in repeated grades and years.

Cause for Gap: Through various measures including item analysis, discussion, and reflection, the SIP teams identified the following areas of weakness: Comprehension, Fluency and Information Text.

Multiple measures/sources of data you used to identify this gap in student achievement: Data reviewed was as follows: MEAP and MME over a three-year period, compilation of Title I results, analysis of Data4SS, Star Reading, and teacher-made developmentally appropriate pre/post tests. Input from each SIP team contributes to the data review.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The district will assess success by providing evidence of movement toward our objective as stated. Besides the present sources of review, DIBELS Progress Monitoring, selection comprehension tests, oral weekly fluency assessments, universal screenings using MAZE and R-CBM are scheduled three times a year.

Contact Name: Jane Frasier

List of Objectives:

Name	Objective
Increase Reading Fluency and Comprehension	By the end of the 2012-13 school year, there will be at least a 8% increase in the number of economically disadvantaged students scoring in proficiency levels one and two of the reading MEAP and MME assessments.

1.1. Objective: Increase Reading Fluency and Comprehension

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year, there will be at least a 8% increase in the number of economically disadvantaged students scoring in proficiency levels one and two of the reading MEAP and MME assessments.

List of Strategies:

Name	Strategy
Addressing The Need	The district will promote the following strategy to meet reading objective: At-Risk Funds: Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis. Title I Funds: Monitor bench marked students with Title I staff and highly qualified teachers providing reading interventions. Provide a second round of interventions for targeted students as well as students with IEPs by Title I staff. 3. General Funds: Utilize two research based reading strategies by teachers across curriculum in the classroom, increase emphasis on comprehension through identified strategies, and further expand explicit vocabulary instruction techniques. 4. General Funds: Staff will follow MiBLSi behavioral strategy with data entered into SWIS. 5. Title II A Funds: PD in technology to support teaching of the ELA curriculum.

1.1.1. Strategy: Addressing The Need

Strategy Statement: The district will promote the following strategy to meet reading objective:

At-Risk Funds:

Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis.

Title I Funds:

Monitor bench marked students with Title I staff and highly qualified teachers providing reading interventions. Provide a second round of interventions for targeted students as well as students with IEPs by Title I staff.

3. General Funds:

Utilize two research based reading strategies by teachers across curriculum in the classroom, increase emphasis on comprehension through identified strategies, and further expand explicit vocabulary instruction techniques.

4. General Funds:

Staff will follow MiBLSi behavioral strategy with data entered into SWIS.

5. Title II A Funds:

PD in technology to support teaching of the ELA curriculum.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects

a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Other Required Information for Strategy

"Making the Most of Small Groups-Differentiation for All", Debbie Dillar

"The Differentiated Classroom", Carol Ann Tomlinson

"Response to Interventions", Rachel Brown-Chidney and Mark W. Steege

"I've DIBEL'd Now What?", Susan L. Hall, ED.D

"Student Center Activities", Florida Center for Reading Research

"Reducing Class Size, What Do We Know?", The US Department of Education, March, 1999

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Climbing the Ladder	2010-09-08	2013-05-30	Highly qualified teachers, Title I and Special Ed staff, and Educational Specialists

1.1.1.1. Activity: Climbing the Ladder

Activity Description: 1. The classroom teacher-support to students not benchmarked. Title I teachers and staff-Strategic and intensive students-interventions at least 4 times a week for 30 minutes.

2. The Title I staff-a second round of interventions for targeted students.

3. Special Ed staff-a second round of interventions(pull out) for students with IEPs.

4. Teachers- DIBELS NEXT Training at the DIISD.

5. Middle school staff: view evidence based reading strategies during PD to review and revise usage of these across curricular subjects. PD time-to implement and evaluate effective use of the universal strategies.

6. Title I/special ed staff- monthly strategic monitoring for targeted Title I/special ed students. Substitute

teachers-for the universal screening blitz team grades 6th through 8th.

7. PD time-to analyze R-CBM/MAZE AIMSweb data for targeted Title I students and acquire evidence based interventions to address results of the universal data. Instructional specialist-assistance to students needing help with fluency and comprehension.

8. PD time-to train staff in explicit vocabulary instruction.

9. PD time- once a month for teachers to provide training in smart board and projectors and/or Data Director/Data4SS.

Planned staff responsible for implementing activity: Highly qualified teachers, Title I and Special Ed staff, and Educational Specialists

Actual staff responsible for implementing activity: Highly qualified teachers, Title I and Special Ed staff, and Educational Specialists

Planned Timeline: Begin Date - 2010-09-08, End Date - 2013-05-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Hire Teachers	Other	10,530.00	0.00
Professional Development	Title II Part A	9,895.00	
Technology Needs	Title II Part D	10,000.00	
Title I Identified Needs	Title I Part A	69,688.00	

Goal 2: English Language Arts Writing Focus

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: To improve academic performance for all students in English Language Arts with a focus on writing.

Gap Statement: Writing scores for MEAP were not available for 2009-2010 school year, however, the following were tabulated for all students in writing (percentages are number of students proficient in level one and two):

2006 MEAP

3rd - 38%

4th - 34%

5th - 49%

6th - 67%

7th - 65%

8th - 65%

2007 MEAP

3rd - 55%

4th - 30%

5th - 57%

6th - 57%

6th - 74%

7th - 72%

8th - 58%

2008 MEAP

3rd - 67%

4th - 35%

5th - 65%

6th - 57%

7th - 73%

8th - 65%

2010 MEAP

4th - 44%

7th - 36%

2007 MME

11th- 44%

2008 MME

11th- 47%

2009 MME

11th- 40%

2010 MEAP

11th - 41%

Cause for Gap: All SIP teams noted writing as a need for improvement in their analysis and discussion. An area of weakness identified was developing ideas through the use of detail.

Multiple measures/sources of data you used to identify this gap in student achievement: Sources of data were as follows: district assessment data, Title I student result compilation, pre/post tests at certain grade levels with teacher input, Data4SS with emphasis on item analysis, and MEAP/MME results.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The SIP and DIP teams will assess success by providing evidence of movement toward our measurable objective as stated.

Monitoring individual student improvement in writing at grade level or above will be based on regular progress reports. Title 1 coordinators will continue to monitor and record each student's progress through a variety of processes. Implementation and training in MiBLSi in grades K through 8 will continue. Teacher focus on School

Improvement Goals in individual classes will be in place with a district wide emphasis on the writing process.

Progress monitored by MEAP/MME results, teacher research and interaction, analysis of Data4SS in each building's School Improvement Team, as well as continued utilization and expansion of STAR, DIBELS, and AIMS/MAZE results.

Contact Name: Jane Frasier

List of Objectives:

Name	Objective
Writing Skill Improvement	By the end of the 2010-2011 school year, there will be at least a minimum 1% increase in the number of students meeting proficiency levels one and two on the MEAP writing assessment for 4th, 7th, and 11th grades. By the end of the 2012-2013 school year, there will be at least a minimum 5% increase in the number of students meeting proficiency levels one and two on the MEAP writing assessment for 4th, 7th, and 11th grades.

2.1. Objective: Writing Skill Improvement

Measurable Objective Statement to Support Goal: By the end of the 2010-2011 school year, there will be at least a minimum 1% increase in the number of students meeting proficiency levels one and two on the MEAP writing assessment for 4th, 7th, and 11th grades.

By the end of the 2012-2013 school year, there will be at least a minimum 5% increase in the number of students meeting proficiency levels one and two on the MEAP writing assessment for 4th, 7th, and 11th grades.

List of Strategies:

Name	Strategy
Improving the Writing Process	Title II A Funds: Writing rubric development and implementation Exploration, evaluation and revision of the writing process/rubric development with further assistance in how to use this rubric Demonstration teacher to model writing process in each class room with follow-up peer coaching grades k through 8th. General Funds: Provide time and assistance for each student to produce one to two writing samples from each of the 4 content areas to keep in a portfolio, utilizing the newly development writing rubric Focus on using cross curriculum writing prompts with answer plans and rubrics as well as 4-Square and 6 + 1 Traits of Writing, Puzzle process and extensive modeling of the required writing formats and use writing frames to scaffold students. Follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS Title II A Funds: Technology to support writing process along with obtaining and utilizing MY Access computerized writing program. At-Risk Funds: Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis. Title I Funds: Monitor bench marked students with Title I staff and highly qualified teachers providing reading interventions. Provide a second round of interventions for targeted students as well as students with IEPs by Title I staff.

2.1.1. Strategy: Improving the Writing Process

Strategy Statement: Title II A Funds:

Writing rubric development and implementation

Exploration, evaluation and revision of the writing process/rubric development with further assistance in how to use this rubric

Demonstration teacher to model writing process in each class room with follow-up peer coaching grades k through 8th.

General Funds:

Provide time and assistance for each student to produce one to two writing samples from each of the 4 content areas to keep in a portfolio, utilizing the newly development writing rubric

Focus on using cross curriculum writing prompts with answer plans and rubrics as well as 4-Square and 6 + 1 Traits of Writing, Puzzle process and extensive modeling of the required writing formats and use writing frames to scaffold students.

Follow MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS

Title II A Funds:

Technology to support writing process along with obtaining and utilizing MY Access computerized writing program.

At-Risk Funds:

Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis.

Title I Funds:

Monitor bench marked students with Title I staff and highly qualified teachers providing reading interventions. Provide a second round of interventions for targeted students as well as students with IEPs by Title I staff.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines

expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Other Required Information for Strategy

- "4-Square", Judith and Jay Gould, Teaching and Learning Company
- "6 + 1 Traits of Writing", Northwest Regional Educational Laboratory
- "Writing Across the Curriculums", Michigan Department of Education--Toulman's Model Argumentation
- "Use of Focus and Essential Questions", Macolm ISD
- "Response to Interventions", Rachel Brown-Chidney and Mark W. Steege
- "Making the Most of Small Groups-Differentiation for All" Debbie Dillar
- "Reducing Class Size, What Do We Know?", The U. S. Department of Publication, March, 1999.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Cross Building Coordination of the Writing Process	2010-09-05	2013-05-30	Title I, Special Education staff, instructional specialists and teachers

2.1.1.1. Activity: Cross Building Coordination of the Writing Process

- Activity Description:**
1. Professional Resource educator to train teachers in writing process and rubric development before school begins. Follow-up assistance with each teacher to debrief, to review the quality of the rubric, and to provide further assistance in how to use the rubric.
 2. Demonstration teacher will model writing process with debriefing and follow-up peer coaching sessions.
 3. The teaching staff will provide opportunities for the students to complete one to two writing samples from each of the 4 core content areas. The writing rubric will be used to assess writing progress.
 4. Teachers will teach a variety of writing techniques such as 4-Square, 6 + 1 Traits of Writing, Writing Across Curriculum, peer editing and collaborative group writing.
 5. Educational specialists hired to provide help in areas of weakness with students.
 6. PD time to develop writing frames, MY Access training along with purchase of the program, and to develop cross curricular 4-square rubric.
 - 7 The classroom teacher-support to students not benchmarked. Title I teachers and staff-strategic and intensive students-interventions as needed. The Title I staff-a second round of interventions for targeted students. Special Ed staff-a second round of interventions(pull out) for students with IEPs. Title I/special ed staff- monthly strategic monitoring for targeted Title I/special ed students. Substitute teachers-for the universal screening blitz team grades 6th through 8th.

Planned staff responsible for implementing activity: Title I, Special Education staff, instructional specialists and teachers

Actual staff responsible for implementing activity: Title I, Special Education staff, instructional

specialists and teachers

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Focus on Training	Title II Part A	43,456.00	0.00
Hire Teachers	Other	10,530.00	0.00
Technology Needs	Title II Part A	10,172.00	
Title I Teachers and Staff	Title I Part A	69,688.00	0.00

Goal 3: Focus on Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will be proficient in science.

Gap Statement: Science MEAP and MME score results for the sub group of economically disadvantaged as compared to not economically disadvantaged are as follows: 2007 5th grade - ED 81% / not ED 90% 8th grade - ED 71% / not ED 95% 11th grade- ED 42% / not ED 72% 2008 5th grade - ED 62% / not ED 93% 8th grade - ED 56% / not ED 94% 11th grade- ED 55% / not ED 65% 2009 5th grade - ED 71% / not ED 95% 8th grade - ED 69% / not ED 80% 11th grade- ED 31% / not ED 58% 2010 5th grade - ED 65% / 92% 8th grade - ED 52% / 75% 11th grade - 69% / 83% Data above shows that students from the economically disadvantaged sub group are often 20 to 30 percent lower compared to all other students in achieving level one and two proficiency based on a three-year comparison of MEAP/MME results.

Cause for Gap: Item analysis from each SIP team in the four buildings shows the following cause of gap:

- Construct Knowledge, Life Science, Inquiry and Analysis - elementary
- Understand Vocabulary and Comprehension, physical and earth science - middle school
- Reflect and Construct Scientific Knowledge through inquiry based learning - high school
- Analysis and Interpretation of scientific data and evaluation of results - high school

Multiple measures/sources of data you used to identify this gap in student achievement: Multiple measures for review were district assessment needs data and a three year comparison of MEAP and MME results in science assessment. Reading comprehension was also reviewed since this influences an understanding of science knowledge and concepts. Compilation of Title I results, teacher-made developmentally appropriate pre/post tests, PLAN and EXPLORE results were discussed as well.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The district will assess success by providing evidence of movement toward our measureable objective as stated. The present multiple measures will be in place as well as AIMSweb, R-CBM,

MAZE for comprehension and fluency monitoring.

Contact Name: Jane Frasier

List of Objectives:

Name	Objective
Science Skill Improvement	By the end of the 2012-2013 school year, there will be at least a 5% increase in the number of economically disadvantaged students meeting proficiency levels one and two on the Science MEAP and MME Assessments.

3.1. Objective: Science Skill Improvement

Measurable Objective Statement to Support Goal: By the end of the 2012-2013 school year, there will be at least a 5% increase in the number of economically disadvantaged students meeting proficiency levels one and two on the Science MEAP and MME Assessments.

List of Strategies:

Name	Strategy
What It Takes to Get There	1. General Funds: Align science curriculum with GLCEs in K through 6th grades. Attend Greater Proficiency in Science Training through the ISD. Continue to implement and expand MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS. 2. Title I Funds: Monitor bench marked students with Title I staff and highly qualified teachers providing reading interventions. Provide a second round of interventions for targeted students as well as students with IEPs by Title I staff. Increase one-to-one interaction, hands-on activities, inquiry based learning, small collaborative groups, use of supplemental materials, and analysis of terminology/vocabulary. Utilize universal reading, prior knowledge and comprehension strategies. 3. At-Risk Funds: Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis. 4. Title II A Funds: PD in technology to support teaching of the science curriculum.

3.1.1. Strategy: What It Takes to Get There

Strategy Statement: 1. General Funds:

Align science curriculum with GLCEs in K through 6th grades.

Attend Greater Proficiency in Science Training through the ISD.

Continue to implement and expand MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

2. Title I Funds:

Monitor bench marked students with Title I staff and highly qualified teachers providing reading

interventions. Provide a second round of interventions for targeted students as well as students with IEPs by Title I staff.

Increase one-to-one interaction, hands-on activities, inquiry based learning, small collaborative groups, use of supplemental materials, and analysis of terminology/vocabulary. Utilize universal reading, prior knowledge and comprehension strategies.

3. At-Risk Funds:

Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis.

4. Title II A Funds:

PD in technology to support teaching of the science curriculum.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Other Required Information for Strategy

Scope and Sequence of Scott Foresman Diamond Edition Science Series for K - 4th grade.

"Comprehensive Strategies Grade K- 4" and "Comprehensive Strategies Grade 3,4,5", Teacher Reading Academy, ISD.

"K-4 Student Center Activities" and "4th and 5th Grade Student Center Activities", Florida Center for Reading Research

"Use of Focus and Essential Questions", Macolm ISD

The 5 E Learning Cycle - BSCS Biology: "A Human Approach: Teaching High School Science Through Inquiry"

"Developing the Essential Features of Inquiry" Science Scope, September, 2008, Harris and Burke
Recommendations from High School That Work, ACDT's, "On Course for Success" and "Understanding University Success", MDE Science Documents

"Response to Interventions", By Rachel Brown-Chidney and Mark W. Steege

"Making the Most of Small Groups-Differentiation for All" by Debbie Dillar

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Interactive Science	2010-09-05	2013-05-30	Science teachers, educational specialists, Title I staff and special education teachers

3.1.1.1. Activity: Interactive Science

Activity Description: Teachers will initiate the following activities to promote the preceding strategy: (Title I staff will work on a daily basis as needed with identified Title I students and special ed staff with students who have IEPs)

1. Update curriculum maps and submit to school website.
2. Utilize DIBELS Progress Monitoring and DAZE
3. Host Science Fair at elementary school
4. Perform one hands-on science activity each quarter in k through 4th.
5. Utilize 6 Minute Solution, AR, and MAZE in upper elementary
6. Use KWL, interactive activities and small study groups during class time 6th through 8th. Increase inquiry through labs, visuals, measurement, and interpretation of data in high school classes.
7. Work with targeted students on identified concepts in science for knowledge acquisition. Interaction on a daily basis by newly hired Title I teachers with identified Title I students who demonstrate weaknesses in specific science areas.
8. PD time- once a month for teachers to provide training in smart board and projectors and/or Data Director/Data4SS.

Planned staff responsible for implementing activity: Science teachers, educational specialists, Title I staff and special education teachers

Actual staff responsible for implementing activity: Science teachers, educational specialists, Title I staff and special education teachers

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Hire Teachers	Other	10,530.00	0.00
Professional Development	Title II Part D	6,011.00	
Science Fair	General Funds	100.00	0.00
Science Supplies	General Funds	150.00	0.00
Title I Identified Needs	Title I Part A	69,688.00	

Goal 4: Getting a Grip on Numbers

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will become proficient in math.

Gap Statement: There is a significant percentage difference in each grade level for those achieving level 1 and 2 proficiency in math in the economically disadvantaged sub-group (ED) as compared to those not economically disadvantaged (not).

Results for 2010 MMEs and MEAPs are as follows:

- 3rd - ED 94% Not 100%
- 4th - ED 88% Not 100%
- 5th - ED 68% Not 88%
- 6th - ED 61% Not 100%
- 7th - ED 22% Not 67%
- 8th - ED 55% Not 72%
- 11th - ED 31% Not 66%

Results for 2009 MMEs and MEAPS are as follows:

- 3rd - Proficient ED: 84% & not ED: 96%
- 4th - Proficient ED: 86% & not ED: 96%
- 5th - Proficient ED: 64% & not ED: 82%
- 6th - Proficient ED: 69% & not ED: 88%
- 7th - Proficient ED: 63% & not ED: 80%
- 8th - Proficient ED: 61% & not ED: 69%
- 11th- Proficient ED: 40% & not ED: 58%

Results for 2008 MME and MEAP are as follows:

- 3rd - Proficient ED: 96% & not ED: 96%
- 4th - Proficient ED: 77% & not ED: 89%
- 5th - Proficient ED: 44% & not ED: 97%
- 6th - Proficient ED: 55% & not ED: 73%
- 7th - Proficient ED: 66% & not ED: 95%
- 8th - Proficient ED: 72% & not ED: 84%
- 11th- Proficient ED: 33% & not ED: 52%

Cause for Gap: Through various measures including item analysis, discussion, and reflection, the SIP teams at each building identified the following areas of weakness:

- **Add and Subtract Numbers and Understanding Fractions--elementary
- **Place Value and Multiplication of Whole Numbers--upper elementary
- **Rational Numbers and Converting Measurement Systems--7th grade middle school
- **Proportionality, similar polygons, and Representing Linear Functions--8th grade middle school
- **Applying Quantitative Literacy to Real Life Situations--high school

Multiple measures/sources of data you used to identify this gap in student achievement: the following Data was reviewed: MEAP and MME results over a two year period, compilation of Title I results, analysis of Data4SS, STAR math, teacher-made developmentally appropriate pre/post tests, EXPLORE and PLAN.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The district will assess success by providing evidence of movement toward our measureable objective as stated.

Monitoring progress will continue as stated above with increase utilization and expansion of STAR math, Data4SS, and MiBLSi.

Contact Name: Jane Frasier

List of Objectives:

Name	Objective
Gaining Momentum with Sub-group	By the end of the 2012-2013 school year, there will be at least a 5% increase in the percentage of students in the economically disadvantaged sub group who will meet proficiency levels one and two.

4.1. Objective: Gaining Momentum with Sub-group

Measurable Objective Statement to Support Goal: By the end of the 2012-2013 school year, there will be at least a 5% increase in the percentage of students in the economically disadvantaged sub group who will meet proficiency levels one and two.

List of Strategies:

Name	Strategy
Intervention in the Realm of Math	The district will promote the following strategy in meeting math objective: Title I funds: The Title I teacher and/or paraprofessionals: support for targeted students 3 times a week for 30 minutes. The Title I staff, with direction from the classroom teacher: work directly with eligible students in areas of concern in math. Title II A Funds: Multimedia Integration -- Reinforce and review math topics to increase long-term retention. Lesson presentations by math teacher with utilization of online videos, textbook lesson videos, and demonstrations on Smart Board. PD in technology to support teaching of the math curriculum. At-Risk Funds: Hire 3 teachers to work

with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis. General Funds: Small group instruction based on identified common core standards deficiencies, with increase in group projects, cooperative learning, and peer tutoring. Staff will follow MiBLSi behavioral procedures with data entered in SWIX.

4.1.1. Strategy: Intervention in the Realm of Math

Strategy Statement: The district will promote the following strategy in meeting math objective:

Title I funds:

The Title I teacher and/or paraprofessionals: support for targeted students 3 times a week for 30 minutes. The Title I staff, with direction from the classroom teacher: work directly with eligible students in areas of concern in math.

Title II A Funds:

Multimedia Integration -- Reinforce and review math topics to increase long-term retention. Lesson presentations by math teacher with utilization of online videos, textbook lesson videos, and demonstrations on Smart Board.

PD in technology to support teaching of the math curriculum.

At-Risk Funds:

Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis.

General Funds:

Small group instruction based on identified common core standards deficiencies, with increase in group projects, cooperative learning, and peer tutoring.

Staff will follow MiBLSi behavioral procedures with data entered in SWIX.

Selected Target Areas

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy

"Making the Most of Small Groups-Differentiation for All" by Debbie Dillar
 "The Differentiated Classroom" by Carol Ann Tomlinson
 "Response to Interventions" by Rachel Brown-Chidney and Mark W. Steege
 **United Streaming Through Discovery Education online library of vidoes.
 "The 5 E Learning Cycle" Teaching High School Math through Inquiry
 "Teaching for Success: Classrooms that Work", National Council for the Teaching of Mathematics materials.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Putting In Into Action	2010-09-05	2013-05-30	Title I, special ed, instructional specialist, and math teaching staff.

4.1.1.1. Activity: Putting In Into Action

Activity Description: 1. PD time as follows: to analyze desegregated data and determine strengths/weaknesses in ED students and select best practice methods to address areas of weakness, to identify and select resources incorporate visual data/displays of real world application, and identify and implement universal screening tool, to expand use of scientific calculators and Smart Board. 2. Instructional specialists to assist in classroom with math acquisition. 3. Hold tier one and two intervention time and data review meetings along with additional time to research and revise appropriate interventions. 4. elementary Each classroom have a Title I teacher or paraprofessional for up to 30 minutes 3 times per week for math. 5. Access to computer assisted math interventions will be provided to students in 3rd and 4th grade at least twice a week for 15 minutes. Packets will be sent home quarterly for this age group. Title I students are included in this activity. 6. Increase teacher interaction with students in the math classrooms will take place through cooperative learning, integration of multimedia, scientific calculators, hands-on activities and visuals.

Planned staff responsible for implementing activity: Title I, special ed, instructional specialist, and math teaching staff.

Actual staff responsible for implementing activity: Title I, special ed, instructional specialist, and math teaching staff.

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Hire Teachers	Other	10,530.00	0.00

Home Bound Packets	General Funds	800.00	0.00
Professional Development	Title II Part A	6,011.00	
Title I Identified Needs	Title I Part A	69,688.00	

Goal 5: Social Studies Goal

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will become proficient in social studies.

Gap Statement: Social Studies MEAP and MME proficiency level scores for the sub group of economically disadvantaged (ED) students as compared to not economically disadvantaged (non-Ed) are as follows:

2007 ED then non-ED

6th grade - 64%/81%

9th grade - 55%/97%

11th grade- 77%/92%

2008

6th grade - 52%/72%

9th grade - 51%/85%

11th grade- 82%/88%

2009

6th grade - 49%/92%

9th grade - 65%/92%

11th grade- 66%/80%

2010

6th grade - 54%/80%

9th grade - 84%/94%

11th grade - 79%/97%

Data above shows that students from the ED sub group are often 30% - 40% or more below other students in achieving proficiency levels one and two.

Cause for Gap: Through various measures including item analysis, discussion, and reflection, the SIP teams at each building identified the following areas of weakness:
economics, comprehension the past and understanding vocabulary and comprehension.

Multiple measures/sources of data you used to identify this gap in student achievement: Multiple measures for review were district assessment needs data and a three year comparison of MEAP and MME results in social studies. Reading comprehension was also reviewed since this influences an understanding and retention of social study concepts and knowledge. Compilation of Title I results and teacher-made developmentally appropriate pre/post test were discussed by the teams.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The district will assess success by providing evidence of movement toward measurable objective as stated. The present multiple measure will be in place as well as AIMSweb, R-CBM, MAZE for comprehension and fluency monitoring.

Contact Name: Jane Frasier

List of Objectives:

Name	Objective
Social Studies Skill Improvement	By the end of the 2012-13 school year there will be a 2% increase a year in the number of students meeting proficiency levels one and two for social studies in the 6th grade MEAP assessment. Seventy percent of ED students will meet the proficiency levels 1 and 2 in the MEAP Social Studies Assessment for 9th grade at the end of the 2013 school year.

5.1. Objective: Social Studies Skill Improvement

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year there will be a 2% increase a year in the number of students meeting proficiency levels one and two for social studies in the 6th grade MEAP assessment. Seventy percent of ED students will meet the proficiency levels 1 and 2 in the MEAP Social Studies Assessment for 9th grade at the end of the 2013 school year.

List of Strategies:

Name	Strategy
Social Studies Strategy	General Funds: Alignment of the social studies curriculum with the GLCEs. Utilize community resources/increase parent involvement and foster social skills through socialization. Analyze social studies-related terminology and vocabulary along with use of supplemental materials to further enhance comprehension through United Streaming. Continued implementation of MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS. Title I A Funds: Monitor bench marked students with Title I staff and highly qualified teachers providing reading interventions. Provide a second round of interventions for targeted students as well as students with IEPs by Title I staff. At-Risk Funds: Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis. Title II A Funds: PD in technology to support teaching of the social studies curriculum.

5.1.1. Strategy: Social Studies Strategy

Strategy Statement: General Funds:

Alignment of the social studies curriculum with the GLCEs.

Utilize community resources/increase parent involvement and foster social skills through socialization. Analyze social studies-related terminology and vocabulary along with use of supplemental materials to further enhance comprehension through United Streaming.

Continued implementation of MiBLSi behavioral procedures and lesson plans. Data will be entered into SWIS.

Title I A Funds:

Monitor bench marked students with Title I staff and highly qualified teachers providing reading interventions. Provide a second round of interventions for targeted students as well as students with IEPs by Title I staff.

At-Risk Funds:

Hire 3 teachers to work with identified Title I/At-Risk students on areas of weakness in reading as identified by item analysis.

Title II A Funds:

PD in technology to support teaching of the social studies curriculum.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

Other Required Information for Strategy

"Comprehensive Strategies Grade K through 4", Teaching Reading Academy, ISD.

"K Through 4th Grade Student Center Activities", and "4th and 5th Grade Student Center Activities", Florida Center for Reading Research.

"Use of Focus and Essential Questions", Macolm ISD

"Making the Most of Small Groups--Differentiation for All", Debbie Dillar

"Response to Interventions", Rachel Brown-Chidney and Mark W. Steege

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Bringing Social Studies to the Classroom	2010-09-05	2013-05-30	social studies teachers, Title I, Special education, and instructional specialists staff

5.1.1.1. Activity: Bringing Social Studies to the Classroom

Activity Description: Activity Description:

1. Update curriculum maps and submit to school website.
2. Incorporate community people, resources, and parents into the classroom and plan field trips to community places such as the museum.
3. Increase usage of the following methods to reinforce concepts and expand knowledge of social study terms: introduce chapters using KWL chart, focus on prefix and suffix of terminology, provide technology through United Streaming on various appropriate topics.
4. Implementation for identified Title I students will be completed by Title I staff on a daily basis in all classrooms with social studies content.
4. Implement MiBLSi lesson plans and data collection for grades K through 8th.
5. Interaction on a daily basis between instructional specialist and identified students who demonstrate a gap in social studies item analysis.
6. PD time- once a month for teachers to provide training in smart board and projectors and/or Data Director/Data4SS.

Planned staff responsible for implementing activity: social studies teachers, Title I, Special education, and instructional specialists staff

Actual staff responsible for implementing activity: social studies teachers, Title I, special education, and instructional specialists staff

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Hire Teachers	Other	10,530.00	0.00
Professional Development	Title II Part A	6,011.00	
Title I Identified Needs	Title I Part A	69,688.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part D	\$16,011.00	\$0.00
Title I Part A	\$348,440.00	\$0.00
General Funds	\$1,050.00	\$0.00
Title II Part A	\$75,545.00	\$0.00
Other	\$52,650.00	\$0.00

Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments: *Rap team reviewed required CIMS data and addressed State Performance Plan results. Measurable objectives/gap/causes were identified with strategies outlined and monitoring and evaluating steps were electronically submitted in the formation to goals on the DIP.*

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments: *Goals aligned to the CIMS data are addressed in the DIP and are a focus for each special education teacher in the district and monitored by the principals.*

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments: *Internet access filtering is performed by LightSpeed CIPA-compliant content filter server and multiple firewalls. All student internet access is filtered.*

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments: *The district technology uses LightSpeed to monitor and report adult and student internet use.*

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments: *Appendix D of the long range technology plan addressed internet safety and responsible usage along with discipline guidelines.*

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments: *CIPA is met through the use of LightSpeed CIPA-compliant content filter server. The safety policy meets the requirements found in the Michigan Technology Plan.*

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments: *Board Meetings and technology meetings are published for public information and attendance, minutes and details of the meetings are kept on file at the West Iron County administrative building.*

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments: *Appendix B-1 of the Long Range Technology Plan for the District has developed a Technology Skills Continuum for Professional Development Survey and a Professional Development for Technology Request which provides the needed information to identify and support both teachers and students.*

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *The use of survey instruments is in place to assess staff needs, professional development requirements, and other concerns. The needs identified are as follows: create gigabit backbone connecting all main switches, buildings, and servers, replace servers in three years, replace connectivity hardware, upgrade phone system, and upgrade new software for staff to use with lesson plans and assignments.*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *Integration of technology will continue at all grade levels. Virtual high school courses are available to juniors and seniors to expand curriculum offerings and meet the need of students who require broader course options. Video-streaming resources from educational websites are in the process of being identified and utilized by professional staff. School TV channel is in the process of development with the local cable company to enhance student knowledge. White boards were installed at each school building and teachers were trained to effectively use each. The district will also link with a consortium of school for the purpose of delivering two-way interactive television instruction to students*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *An on-going strategy in the District Technology Plan is integration of curriculum in all grade levels. Refinement of curriculum mapping to include new technology standards and benchmarks is on-going. Integration of interdisciplinary projects and thematic instruction utilizing technology is promoted. Enhancement of instruction to students using multi-media use is in place through professional development time.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *A long range technology plan is in place by the District which directs the instructional plan at each grade level. This has been revised in 2009. Strategies are as follows: increase access for all students and teachers, increase access to shared resources and online information and increase access to students requiring assistive technology. Active pursuit of funding to increase technology literacy is on-going. A proposal is being implemented to provide training and support for instructional staff to extend their ability to use technology as a tool.*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
	Christopher	Thomson	Superintendent	cthomson@westiron.org
	Mike	Berutti	principal	mberutti@westiron.org
	Carol	Brunswick	principal	cbrunswick@westiron.org
	Jane	Frasier	assessment coordinator	jane@westiron.org
	Terri	Chartier	special education teacher	tchartier@westiron.org
	Mary	Arcand	Title I coordinator	marcand@westiron.org
	Beth	Basirico	Title I teacher	bbasirico@westiron.org
	Jodi	Fales	special education teacher	jburkland@westiron.org
	Chris	Langenberg	high school teacher	clangenberg@westiron.org
	Kelly	Richardson	middle school teacher	krichardson@westiron.org
	Dave	Kunchynski	middle school teacher	dkunchynski@westiron.org
	Sandie	Langdon	special education teacher	slangdon@westiron.org
	Patti	Saigh	elementary teacher	psaigh@westiron.org
	Michelle	Thomson	elementary teacher	mthomson@westiron.org
	Lisa	Karwoski	upper elementary teacher	lkarsoski@westiron.org
	Debbie	Premo	upper elementary teacher	dpremo@westiron.org
	Faye	Atanasoff	parent and school board m	faye.atanasoff@yahoo.com

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Each School Improvement Team meets on a consistent basis to plan, design, monitor and evaluate their goals and objectives. Principals and District Assessment Coordinator meet with the teams during the school year to review data and plans. The administration also has an A-Team which oversees the operation of the district and maintains communication among school buildings on a monthly basis. Professional development days are in the calendar to address and design any needed curriculum concerns or requirements. These are then passed

onto the SIP teams. The final plan is sent to each stakeholder for input.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Departmental meetings are on tap throughout the school year in which all stakeholders are involved. School Improvement committees also meet regularly to address any needed curriculum items. Professional development days and training programs in MiBLSi and data analysis are on-going. The implementation of MiBLSi is in place at the K through 8th grade level with increase promotion in the coming 2010-11 school year.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Dissemination of information takes place through written and verbal means using Power School, web page, annual reports, emails, and school board meetings,

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Christopher Thomson
Address:	601 Garfield Ave. Iron River, MI 49935
Telephone Number:	906 265-9218

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

The District is committed to continuing the full implementation of MiBLSi which requires periodic training and professional development during the school day. Staff trained in the process are continuing to train other educators in order to facilitate a K through 8 grade plan that is coordinated and consistent in each building. Title I coordinators meet with staff to evaluate progress for each student.

Analysis of data of students assessments will be instituted through Data Director and Data4SS. Training and time to utilize the programs will be provided. An increase in professional development time throughout the school year will emphasize revision of School Improvement Plans and focus on analysis of data to direct those plans.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

The district has provided a professional development calendar for 2011-2012 school year that links with training to meet each School's Improvement Plan. Funding has been instituted to hire additional teachers to work with identified students in areas of weakness and where gaps were identified in regard to student learning.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

A Long Range Technology Plan has been submitted and approved for the next three years. It addresses the need to increase the integration of technology into all classrooms, train teachers in effective use of technology for instructional needs, and offer students interactive technology to bolster learning.

To effectively address the achievement gaps, technology usage is being utilized as a viable activity.

Training for Data4SS and Data Director continues to take place and utilization of each requires technology support for the teaching staff. Increase in the use of multiple measures of assessment for meeting school improvement goals requires up-to-date technology usage at all grade levels. A link with other schools and community organizations to deliver two-way interactive television (ITV) is on-going with the desire to develop our own distance learning infrastructure.