



District Improvement Plan

West Iron County Public Schools

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Introduction

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.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Each School Improvement Team meets on a consistent basis to plan, monitor, and evaluate their individual plans. Members from each of these along with the Principals and District Assessment Coordinator are stakeholders in the District Improvement Plan. Teachers from core content area courses, special education staff/Title I coordinators, and parents are invited to be a part of the team. The administration meets as well to maintain two-way communication, oversee the implementation of this plan and evaluate effectiveness. Other matters of policy and procedure discussed in formal meetings. SIP Meetings are scheduled to insure as many members as possible can attend. The final plan is disseminated as needed for review and implementation.

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

The following have input into the DIP process through the responsibilities of completing needs assessment, and data analysis, surveys, formation of goals, objectives, strategies, and activities, review and revision of plan, and input into professional development for each school. Administration level: superintendent and district assessment coordinator, Stambaugh Elementary and West Iron County Middle/High Schools: principals, Title I coordinators, special education teachers, grade level and core subject teachers, and parents.

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

Dissemination of plan is available to all stakeholders. The final plan is posted on the school website at www.westiron.org. Progress of the plan is communicated as needed by principals to stakeholders directly impacted by the plan.

West Iron County District Improvement Plan 2017-2018

Overview

Plan Name

West Iron County District Improvement Plan 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at West Iron County Public Schools will demonstrate a proficiency in reading.	Objectives: 1 Strategies: 6 Activities: 9	Academic	\$148525
2	All students at West Iron County Public Schools will demonstrate a proficiency in writing.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$40400
3	All students at West Iron County Public Schools will demonstrate a proficiency in math.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$150175
4	All students at West Iron County Public Schools will demonstrate a proficiency in science.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$90150
5	All students at West Iron County Public Schools will demonstrate a proficiency in social studies.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$82150
6	All students will have access to counseling services for academic and non-academic concerns.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$21011
7	There will be an Increase in parent involvement in all schools.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
8	All students will be provided with a systematic approach to support student academic career and personal/social needs.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$1500

Goal 1: All students at West Iron County Public Schools will demonstrate a proficiency in reading.

Measurable Objective 1:

74% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level one or two in English Language Arts by 06/07/2018 as measured by State Assessments.

Strategy 1:

Educational Specialists and At Risk Intervention - Educational specialists and at-risk intervention teachers, with direction from the classroom teacher as needed, will work with students in core content areas of academic weaknesses as identified by data analysis.

Category: English/Language Arts

Research Cited: Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

(Eight core principles are outlined in detail on response to intervention for students needing extra assistance)

Relationship Between Teacher Assistant Support and Academic Achievements of Exceptional Students in Inclusive Education. Farid Suleymanov, The Online Journal of New Horizons in Education - April 2016

(There is a strong relationship between teacher assistant performance and academic development of students with special education needs.)

Hill, Cathi (2003). the Role of Instructional Assistants in Regular Classrooms: Are They Influencing Inclusive Practices? Alberta Journal of Educational Research, v49 n1 pp 98-100.

Giangreco, Michael; Edelman, Susan W; Luiselli, Tracy E; et al (1997) Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities. Exceptional Children. v.64. No.1

(Both of the above research supports the following: ESs in the classroom have enabled students with disabilities to participate in a far greater variety of educational experiences with their non-disabled peers than they ever did when taught in separate classrooms. ESs are highly valued by teachers, parents, and administrators as well as students themselves.)

Tier:

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Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Seven Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.</p> <p>Schools: All Schools</p>	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$36000	Section 31a	classroom teachers and administration
Activity - At-Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>One highly qualified professional educator and paraprofessional will work with k-5th grade students daily and one highly qualified professional educator will work with 6th-8th graders for 3 hours a day for 178 days for the 2017--2018 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting bench marks and required proficiency levels.</p> <p>Schools: Stambaugh Elementary School, West Iron County Middle School</p>	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$60000	Section 31a	Administration at Stambaugh and WIC Middle School
Activity - K-1 Intensive Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Educational Specialist will assist in the classroom providing behavioral support and dense reading interventions in grades K and 1 for the 2017-2018 school year. Schools: Stambaugh Elementary School	Academic Support Program, Behavioral Support Program		Monitor	08/24/2016	06/07/2018	\$8000	Section 31a	Classroom teachers and Administration
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Strategy 2:

ELA Intervention - Classroom teachers will provide initial interventions to students identified as at risk for not meeting CCSS in reading. These students are identified through comprehensive data, state assessments, and pre/post testing (k-8) and DIBELS data (k-5) and AIMSWEB fluency and comprehensive data (6-8). For students needing additional support, appropriate Title I staff will provide additional (Tier II and III) interventions as needed.

Category: English/Language Arts

Research Cited: Tindal, G. Hasbroudk, J., & Jones, C. (2005) Oral reading fluency: 90 years of measurement (Technical Report No. 33. Behavioral Research and Teaching). Eugene, OR: University of Oregon.

(Provides data on oral reading fluency using procedures in curriculum-based measurement, (CBM), using read aloud passages for one minute and counting words read correctly.)

K-5th Grade Student Center Activities, Florida Center for Reading Research. (January 2002)

K-5 Harcourt Trophies Intervention Kit. (2011)

(Based on the provided research, student academic growth will be maximized through the explicit intervention instruction. Research shows that explicit instruction and intervention scaffolds students to guide them through the learning process. Further, when intervention includes high-quality instruction, frequent assessment and data-based decision helping students to increase learning is maximized.

Tier:

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>After the Tier II and III students have been identified the classroom teacher will provide interventions at least four times a week for thirty minutes. The Title I staff (k-5) will provide a second round of interventions to Title I students at least four times a week for thirty minutes (pull out or pull in). Examples of possible activities include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, prereading activities, summarization). Use of pre and post tests, DIBELS and other classroom assessments will show if interventions are improving student performance.</p> <p>Evaluation will be based on DIBELS reports for individual students, M-STEP data, and pre and post test data will also be used to measure student achievement. (Progress Monitoring Report and Effectiveness of Strategy Report. A universal test screening in reading fluency (R-CBM) and comprehension (MAZE) completed in the fall, winter, and spring will be used to identify students not meeting proficiency requirements. (6-8 grades)</p> <p>Schools: Stambaugh Elementary School, West Iron County Middle School</p>	<p>Academic Support Program, Direct Instruction</p>		<p>Monitor</p>	<p>09/03/2015</p>	<p>06/07/2018</p>	<p>\$40400</p>	<p>Title I Part A</p>	<p>classroom teachers and Title I staff</p>
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Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with reviewing SIP progress.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration</p>		<p>Monitor</p>	<p>09/03/2015</p>	<p>06/07/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>administration and teaching staff</p>

Strategy 3:

ISD Collaborative Meetings - Professional Development is scheduled for teacher collaboration in reading instruction and strategies.

Category: English/Language Arts

Research Cited: Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35.

(Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved.)

Tier:

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Activity - ISD ELA Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend ELA collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12) Schools: All Schools	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	ELA teachers and administration

Strategy 4:

Core Reading Instruction - All classrooms teachers at Stambaugh Elementary will have a ninety-minute reading block five days a week focused on evidence-based reading strategies.

Category: English/Language Arts

Research Cited: Tindal, G. Hasbrouch, J. & Jones, C. (2005). Oral Reading Fluency: 90 Years of Measurement (Technical Report No. 33 Behavioral Research and Teaching) Eugene, OR: University of Oregon.

(Provides data on oral reading fluency as outline by procedures in curriculum-based measurement, (CBM), using read aloud passages for one minute and counting words read correctly.)

Neuman, Susan B., & Gambrell, Linda B. (2013). Quality Reading Instruction in the Age of Common Core Standards. International Reading Association Press.

(An up-to-date resource for teachers which defines literacy skills students need to develop in order to achieve proficiency in CCSS and provides practical suggestions for utilization in the classroom.)

MAISA Units Daily 5, Second Edition, Fostering Literacy in the Elementary Grades, Gail Boushey and Joan Moser

(Research indicates that quality reading instruction is dependent on time. It show that students need a minimum of 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development.)

Tier:

Activity - Core Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will engage in quality reading instruction through whole group, small group, and individual instruction to assist in reading achievement for 90 minutes five times a week with all students. Schools: Stambaugh Elementary School	Direct Instruction		Monitor	09/03/2015	06/07/2018	\$0	No Funding Required	classroom teachers

Strategy 5:

Teacher Professional Development - Teachers will attend professional development to increase knowledge of phonemic awareness, phonics, comprehension, fluency and vocabulary

Category: English/Language Arts

Research Cited: When teachers have opportunities to learn in supportive environments, the research shows student achievement benefits. (Ronfeldt et. al. 2015)

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Through the use of well-designed professional development, some research has shown an increase in student achievement by as much as 21 percent. (Yoon, Duncan, Lee, Scarloss, and Shapeley, 2007)

Tier:

Activity - Michigan Reading Association Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five teachers will attend the Michigan Reading Association Annual Conference on March 10-13, 2018. Upon returning to the district, they will share in appropriate grade level meetings any and all information gained at the conference. Schools: Stambaugh Elementary School	Professional Learning, Curriculum Development		Implement	03/10/2018	03/13/2018	\$3000	Title II Part A	teaching staff and building administration

Strategy 6:

PD - Teacher Collaboration - Groups of teachers share, reflect, and collaborate on their practice and student learning.

Category: English/Language Arts

Research Cited: Research has shown that when teachers are able to participate in an ongoing community of learning based on classroom experiences and then use the knowledge to guide future teaching practices, student growth is evident. (Vescio, 2008) (Stoll, Bolam, McMahon, Wallace and Thomas, 2006) (DuFour, 2004)

Tier:

Activity - After School Meetings/June Cross-Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet four times a year after school to discuss grade level and cross-grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content Schools: Stambaugh Elementary School	Professional Learning, Curriculum Development, Teacher Collaboration		Implement	08/28/2017	06/07/2018	\$1125	Section 31a	teaching staff and administration

Goal 2: All students at West Iron County Public Schools will demonstrate a proficiency in writing.

Measurable Objective 1:

55% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in levels one and two in English Language Arts by 06/07/2018 as measured by State Assessments.

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Strategy 1:

Writing Intervention - Classroom teachers will continue using a universal writing language, demonstrate extensive modeling, and implement grade level writing prompts to help students meet the CCSS writing genre requirements emphasizing narrative, persuasive, and informative writing genres. (K-8). Additional targeted interventions by Title I staff will be provided to students not meeting the CCSS during non core classes k-8 using the same format as above.

Category: English/Language Arts

Research Cited: Tindal, G. Hasbrouck, J., & Jones, C. (2005). Oral reading fluency: 90 years of measurement (Technical Report No. 33. Behavioral Research and Teaching). Eugene, OR: University of Oregon.

(Provides data on oral reading fluency by using procedures in curriculum-based measurement, (CBM), using read aloud passages for one minute and counting words read correctly.)

Tier:

Activity - Writing Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening. Evaluation will be based on the scheduled dates/attendance of collaboration meetings (Implementation of Strategy). Subgroup results of cold write pre/posttest will be used to measure strategy effectiveness (Effectiveness of Strategy). Schools: Stambaugh Elementary School, West Iron County Middle School	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	Title I Part A	ELA teachers and Title I staff

Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with reviewing SIP progress. Schools: All Schools	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	No Funding Required	administration and teaching staff

Strategy 2:

Incorporation of Writing in Math - Writing will become an essential component of math class. Students will complete monthly performance tasks that require justification of steps and critical thinking skills

Category: Mathematics

Research Cited: Pugalee, D. K. (2001) Writing, Mathematics and Metacognition: Looking for connections through students' work in mathematical problem solving.

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School Science and Mathematics.

(One of the most common forms of writing in math is expository, where students are asked to explain or describe their math process when solving a rich task or problem. Research supports writing in math promotes the learning of mathematical concepts as well as builds proficiency with skills and procedures.)

Tier:

Activity - Performance Tasks and Exit tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance tasks will be assigned at least once a month by math teacher that provide students with the opportunity to apply and extend topics discussed previously in class. Writing will be a major component of tasks, which will be sourced from the Digits math curriculum by Pearson, as well as web-based curricula from various states. Once a week, students will be given an exit ticket to complete at the end of class. It contains one math problem that requires students to demonstrate complete understanding of a concept or a series of related concept. Students in grades 7 and 8 will be the focus. Schools: West Iron County Middle School	Direct Instruction	Tier 1	Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	Math teacher

Strategy 3:

Student Writing - ELA teacher, special education teacher, and Title I Part A teacher will use a universal writing language to aide communication and consistency of language usage in the classroom, complete extensive modeling, and use grade level writing prompts to help students meet the CCSS writing genre requirements emphasizing narrative, persuasive, and informative writing genres.

Category: English/Language Arts

Research Cited: Culham, Ruth. (2005). 6 + 1 traits of writing, the complete guide for primary and grades 3 and up. Northwest Regional Educational Laboratory. Portland, OR.

(Research recommends students have daily writing experiences, learn to use the writing process for a variety of writing purposes, and become a part of a community of writers that includes teachers. Finally, the use of classroom-based writing assessments is supported by meta-analysis that investigated the effectiveness of formative writing assessment in improving students' writing.)

Tier:

Activity - Writing Portfolio System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will continue to submit writing samples to their established writing portfolio. Schools: Stambaugh Elementary School, West Iron County Middle School	Direct Instruction		Evaluate	08/24/2016	06/07/2018	\$0	No Funding Required	classroom teachers
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted differentiated intervention will be provided individually and in small groups addressing identified weaknesses. Title I staff will work with targeted Title I students. (k-8) Creation of an interventions writing portfolio system for subgroups which includes completed interventions. (6-8) Schools: Stambaugh Elementary School, West Iron County Middle School	Direct Instruction		Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	classroom teachers, special education teachers and Title I Part A teacher

Goal 3: All students at West Iron County Public Schools will demonstrate a proficiency in math.

Measurable Objective 1:

45% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level one or two in Mathematics by 06/07/2018 as measured by State Assessments.

Strategy 1:

Educational Specialists and At-Risk Intervention - Seven Educational Specialists and at-risk intervention teachers, with direction from the classroom teacher as needed, will work with students in core content areas of academic weaknesses as identified by data analysis.

Category: Mathematics

Research Cited: Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

(Eight core principles are outlined in detail on response to intervention for students needing extra assistance)

Relationship Between Teacher Assistant Support and Academic Achievements of Exceptional Students in Inclusive Education. Farid Suleymanov, The Online Journal of New Horizons in Education - April 2016

(There is a strong relationship between teacher assistant performance and academic development of students with special education needs.)

Hill, Cathi (2003). the Role of Instructional Assistants in Regular Classrooms: Are They Influencing Inclusive Practices? Alberta Journal of Educational Research, v49

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n1 pp 98-100.

Giangreco, Michael; Edelman, Susan W; Luiselli, Tracy E; et al (1997) Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities. Exceptional Children. v.64. No.1

(ESs in general ed classes have enabled students with disabilities to participate in a far greater variety of educational experiences with their non-disabled peers than they ever did when taught in separate classrooms. ES's are highly valued by teachers, parents, and administrators as well as students themselves. In addition, they have unquestionably made the classroom teacher's job more effective.)

Tier:

Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.</p> <p>Schools: All Schools</p>	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	Section 31a	Classroom teachers and administration

Activity - At-Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>One highly qualified professional educator and paraprofessional will work with k-5th grade students daily and one highly qualified professional educator will work with 6th-8th graders for 3 hours a day for 178 days for the 2017--2018 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting bench marks and required proficiency levels.</p>	<p>Academic Support Program</p>		<p>Monitor</p>	<p>08/28/2017</p>	<p>06/07/2018</p>	<p>\$60000</p>	<p>Section 31a</p>	<p>Stambaugh and Middle School Administration</p>
<p>Schools: Stambaugh Elementary School, West Iron County Middle School</p>								

Strategy 2:

Update Math Technology - WIC will continue to improve and upgrade technology and multimedia resources and increase usage of these in all buildings with all students.

Category: Mathematics

Research Cited: Wolf, Drew, Lindeman, Patrick, Wolf, Trent and Dunnerstick, Robert. "Integrate Technology with Student Success". National Council of Teachers in Mathematics. May 2011,

(This article describes how tools such as interactive whiteboards, personal computers, and document cameras can help keep students' interest high and vary the way the lesson is delivered.)

Tier:

Activity - Technology Improvements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, IPAD accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations to enhance student learning. PD will be available for additional technology training as needed. iPads will be replaced in all classrooms at Stambaugh. Smart Board replacement with Clevertouch Boards will begin through out the buildings.</p>	<p>Technology</p>		<p>Monitor</p>	<p>08/28/2017</p>	<p>06/07/2018</p>	<p>\$8000</p>	<p>Title VI Part B</p>	<p>Technology and administrative staff</p>
<p>Schools: All Schools</p>								

Strategy 3:

Math Intervention - The classroom teachers, along with the special education teachers and instructional specialists, will work as a team to provide small group instruction to all students. The Title I staff will provide additional support for targeted Title I students (K-8). The focus of this intervention will be improving math skills for

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students not meeting the grade-level standards.

Category: Mathematics

Research Cited: Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007. (Research Support for RTI from the RTI Action Network (<http://www.rtinetwork.org>))

(These resources have the following strategies in common: providing systematic and explicit instruction; teaching visual representation of functions and relationships, such as manipulatives, pictures, and graphs; providing peer-assisted instruction; and using ongoing, formative assessment.)

Tier:

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Title I staff with direction from the classroom teacher will work directly with eligible students at least three times a week for 30 minutes in areas of concern in math. (k-5) Students requiring additional help will receive individual, intensive intervention provided by the teaching team. Title I targeted students will receive help from the Title I staff. Middle School 7 & 8 will utilize Teacher Created Material intervention kits and the Digits middle school math program by Pearson. Stambaugh Elementary will provide students with 2-3 times a week internet based math interventions.</p> <p>Schools: Stambaugh Elementary School, West Iron County Middle School</p>	Academic Support Program, Direct Instruction		Monitor	08/24/2016	06/07/2018	\$40400	Title I Part A	classroom teachers and Title I staff
Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review SIP progress.</p> <p>Schools: All Schools</p>	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	No Funding Required	Administration and teaching staff

Strategy 4:

ISD Math Collaboration Meetings - Professional Development is scheduled for teacher collaboration in math instruction and strategies.

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Category: Mathematics

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35.

(Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved)

Tier:

Activity - ISD Collaborative Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend math collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	Administration and teachers
Schools: All Schools								

Strategy 5:

Professional Learning - Groups of teachers share, reflect, and collaborate on their practice and student learning

Category: Mathematics

Research Cited: Research has shown that when teachers are able to participate in an ongoing community of learning based on classroom experiences and then use the knowledge to guide future teaching practices, student growth is evident. (Vescio, 2008) (Stoll, Bolam, McMahon, Wallace and Thomas, 2006) (DuFour, 2004)

Tier:

Activity - After school meetings/June Cross-Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet four times a year after school to discuss grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content.	Professional Learning, Curriculum Development, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$1125	Section 31a	teaching staff and administration
Schools: Stambaugh Elementary School								

Activity - PD-Training Math Recovery Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

West Iron County Public Schools

Title I Coordinator will attend three training session in Sault St. Marie for Match Recovery Intervention Specialist Training on the following dates: Aug. 21-24, Oct. 9-11, and Jan. 15-17. Schools: Stambaugh Elementary School	Professional Learning, Teacher Collaboration		Implement	08/21/2017	01/17/2018	\$650	Section 31a	Principal and Title I Coordinator
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Goal 4: All students at West Iron County Public Schools will demonstrate a proficiency in science.

Measurable Objective 1:

46% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in level one or two in Science by 06/07/2018 as measured by State Assessments.

Strategy 1:

Educational Specialists - Seven Educational Specialists and at-risk intervention teachers, with direction from the classroom teacher as needed, will work with students in core content areas of academic weaknesses as identified by data analysis.

Category: Science

Research Cited: Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

(Eight core principles are outlined in detail on response to intervention for students needing extra assistance)

Relationship Between Teacher Assistant Support and Academic Achievements of Exceptional Students in Inclusive Education. Farid Suleymanov, The Online Journal of New Horizons in Education - April 2016

(There is a strong relationship between teacher assistant performance and academic development of students with special education needs.)

Hill, Cathi (2003). the Role of Instructional Assistants in Regular Classrooms: Are They Influencing Inclusive Practices? Alberta Journal of Educational Research, v49 n1 pp 98-100.

Giangreco, Michael; Edelman, Susan W; Luiselli, Tracy E; et al (1997) Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities. Exceptional Children. v.64. No.1

(Both of the above research supports the following: ESs in the classroom have enabled students with disabilities to participate in a far greater variety of educational experiences with their non-disabled peers than they ever did when taught in separate classrooms. ESs are highly valued by teachers, parents, and administrators as well as students themselves.)

District Improvement Plan

West Iron County Public Schools

Tier:

Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seven Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands-on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club. Schools: All Schools	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	Section 31a	Classroom teachers and administration

Strategy 2:

Technology - WIC School District will continue to improve and upgrade technology and multimedia resources and increase usage of these in all classrooms with all students.

Category: Science

Research Cited: Guzey, S. Selcen and Roehrig, Gillian H. Integrating Educational Technology into the Secondary Science Teaching, University of Minnesota, CITE Journal, 2007.

(A very detailed and thorough study with numerous evidence-based research of the positives and possible consequences of using technology in secondary science programs.)

Bell, Randy. "Technology in Secondary High School Science". 2007

(Research proves that digital images and digital video greatly increases comprehension, recall and achievement.)

Tier:

District Improvement Plan

West Iron County Public Schools

Activity - Technology Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, iPad accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations incorporated into lessons. iPads will be updated in all classrooms at Stambaugh. Smart Boards replacement with Clevertouch Boards in all buildings will begin this school year. Schools: All Schools	Technology		Monitor	08/28/2017	06/07/2018	\$8000	Title VI Part B	Technology and Administrative staff

Activity - PD-Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from each building will have opportunities during this school year to attend training and conferences specifically related to technology improvement and academic development in order to increase competency. As appropriate, teachers will share their experiences with other teachers in their building. Schools: All Schools	Professional Learning, Teacher Collaboration, Technology		Monitor	08/28/2017	06/07/2018	\$0	No Funding Required	Classroom Teachers

Strategy 3:

Science Intervention - Professional educators will use directed instructional strategies and small group instruction to teach content-specific science vocabulary. Title I staff will assist targeted students (K-8).

Category: Science

Research Cited: Carrier, Sarah . Effective strategies for teaching science vocabulary. Learn NC

(Practical information and examples of effectively increasing the instruction of vocabulary in K-12 classrooms. It is supported with strategies that have been researched.)

Tier:

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

West Iron County Public Schools

<p>Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies including close reading, teachers will teach subject-specific vocabulary before and during informational reading. Title I staff will work directly with targeted Title I students (k-5) The science teacher, along with the instructional assistants, will work as a team to provide small group instruction, with additional support targeted to students based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments (6-8) Formative and summative assessments will determine the effectiveness of the direct instructional methods.</p> <p>Schools: Stambaugh Elementary School, West Iron County Middle School</p>	<p>Academic Support Program, Direct Instruction</p>		<p>Monitor</p>	<p>09/03/2015</p>	<p>06/07/2018</p>	<p>\$40400</p>	<p>Title I Part A</p>	<p>Classroom teachers and Title I staff</p>
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Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review of SIP progress.</p> <p>Schools: All Schools</p>	<p>Teacher Collaboration</p>		<p>Monitor</p>	<p>09/03/2015</p>	<p>06/07/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration and teaching staff</p>

Strategy 4:

Inquiry-Based Science - Teachers will use direct instruction strategies to teach content-specific science vocabulary. Title I staff will assist targeted Title I students. (k-5) Teachers will teach students how to develop hypothesis and research questions, conduct research, collect and analysis data, and report results. (6-8) Teachers will increase utilization of inquiry based learning and small group collaborative learning to continue to develop, reinforce, and review skills in scientific observation. (9-12)

Category: Science

Research Cited: Research Cited: Carrier, S. Effective strategies for teaching science vocabulary. Learn NC

(This work has practical information and examples of effectively increasing the instruction of vocabulary in K-12 classrooms. It is supported with strategies that have been researched.)

Tier:

Activity - Inquiry-Based Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

West Iron County Public Schools

All science teachers will provide increased opportunities for all students in the classroom to do hands-on lab-work, observations, recording and interpreting of data. There will be increase also of student interaction with information and small group learning. Schools: All Schools	Direct Instruction		Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	Science teachers
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Activity - STEM Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in STEM based activities. Schools: Stambaugh Elementary School	Academic Support Program		Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	Classroom teachers

Strategy 5:

Science PD - Professional Development is scheduled for teacher collaboration in science instruction and strategies.

Category: Science

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35.

(Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved.)

Tier:

Activity - ISD Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend science collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12) Schools: All Schools	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$0	No Funding Required	Administrative staff and representation classroom teachers

Activity - Science PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science staff will attend state and ISD provided school improvement conferences that address transition to new standards and curriculum development. Schools: West Iron County Middle School, West Iron County High School	Professional Learning, Teacher Collaboration			08/28/2017	06/07/2018	\$1750	Section 31a	Administration

Goal 5: All students at West Iron County Public Schools will demonstrate a proficiency in social studies.

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level one or two in Social Studies by 06/07/2018 as measured by State Assessments.

Strategy 1:

Educational Specialists - Seven Educational Specialists and at-risk intervention teachers, with direction from the classroom teacher as needed, will work with students in core content areas of academic weaknesses as identified by data analysis.

Category: Social Studies

Research Cited: Michigan Association of Administrators of Special Education. "Response to Intervention: Enhancing the Learning for All Children". MAASE Press, Lansing, MI. 2007.

(Eight core principles are outlined in detail on response to intervention for students needing extra assistance)

Relationship Between Teacher Assistant Support and Academic Achievements of Exceptional Students in Inclusive Education. Farid Suleymanov, The Online Journal of New Horizons in Education - April 2016

(There is a strong relationship between teacher assistant performance and academic development of students with special education needs.)

Hill, Cathi (2003). the Role of Instructional Assistants in Regular Classrooms: Are They Influencing Inclusive Practices? Alberta Journal of Educational Research, v49 n1 pp 98-100.

Giangreco, Michael; Edelman, Susan W; Luiselli, Tracy E; et al (1997) Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities. Exceptional Children. v.64. No.1

(Both of the above research supports the following: ESs in classrooms have enabled students with disabilities to participate in a far greater variety of educational experiences with their non-disabled peers than they ever did when taught in separate classrooms. ESs are highly valued by teachers, parents, and administrators as well as students themselves.)

Tier:

District Improvement Plan

West Iron County Public Schools

Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands-on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.</p> <p>Schools: All Schools</p>	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	Section 31a	classroom teachers and administration

Strategy 2:

Technology Improvements - WIC School District will continue to improve and upgrade technology and multimedia resources and increase usage of these in all buildings with all students.

Category: Social Studies

Research Cited: Stanford History Education Group at Stanford University's School of Education, Integrating Technology into the Classroom. National Council for the Social Studies Community Network, 2011.

(Provides social studies teachers with current insights and resources on how to engage students through the use of technology.)

Wolf, Drew; Lindeman, Patrick; Wolf, Trent; and Dunnerstick, Robert. "Integrate Technology with Student Success" National Council of Teachers in Mathematics. May, 2011

(Research proves that digital images and digital video greatly increases comprehension, recall and achievement.)

Tier:

Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

West Iron County Public Schools

<p>Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, IPAD accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations to enhance student learning. PD will be available for additional technology training as needed.</p> <p>Schools: All Schools</p>	Technology		Monitor	08/28/2017	06/07/2018	\$0	No Funding Required	Technology and administrative staff
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Strategy 3:

SS Intervention - Professional educators will increase reading comprehension in social studies through the use of the Great Leaps, Making Connections, and Rewards Plus programs . Title 1 staff will assist targeted Title 1 students (k-8) in individualized or small group format.

Category: Social Studies

Research Cited: Therrien, William J., Gormley, Shannon, Kubina, Richard M. (2006). Boosting fluency and comprehension to improve reading achievement. Council for Exceptional Children, 38 (3). 22-26.

(Basic steps outlined to teach fluency with seven instructional steps and question prompts.)

Youngblood, Martha. (1998). Teaching Reading Comprehension through Social Studies Reading. Yale-New Haven Teachers Institute.

(Article gives specific examples that can be utilized in the classroom while teaching history as well as guidelines for evaluation. There is a wide range of lesson plans and resources.)

Tier:

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

West Iron County Public Schools

Through the use of 6-Minute Solution, close reading, pre-reading strategies and vocabulary strategies, classroom teachers will increase student repertoire of reading strategies. Title I staff will work with all identified Title I students in social studies reading comprehension (k-5) Individualized and/or small group social studies interventions targeting underperforming students will be provided as needed, e.g., flashcard review, map skills, informational reading strategies. (6-8). Pre/post tests, unit/chapter assessments, section quizzes and worksheets, progress monitoring in reading comprehension and vocabulary will assess effectiveness of reading strategies, Schools: Stambaugh Elementary School, West Iron County Middle School	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	Title I Part A	Classroom teacher and Title I staff
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Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review of SIP progress. Schools: All Schools	Teacher Collaboration			09/03/2015	06/07/2018	\$0	No Funding Required	Administration and teaching staff

Strategy 4:

ISD Social Studies Collaboration Meetings - Professional Development is scheduled for teacher collaboration in social studies instruction and strategies

Category: Social Studies

Research Cited: Anrig, Greg. How We Know Collaboration Works. Educational Leadership. February 2015. Volume 72. Number 5. pp 30-35.

(Administrators and teachers in effective schools working closely together in developing and selecting instructional materials, assessments, and learning strategies have shown to increase achievement. When teachers have time set aside each month to work with one another research proves that instructional practices are systematically improved.)

Tier:

Activity - ISD Collaborative Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend social studies collaborative meetings. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12) Schools: All Schools	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	Administration and Teachers

District Improvement Plan

West Iron County Public Schools

Activity - PD Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies staff will attend state and ISD provided school improvement conferences that address transition to new standards and curriculum development. Schools: West Iron County Middle School, West Iron County High School	Professional Learning, Curriculum Development		Monitor	08/28/2017	06/07/2018	\$1750	Section 31a	Social studies teachers and administration

Goal 6: All students will have access to counseling services for academic and non-academic concerns.

Measurable Objective 1:

collaborate to provide counseling services to all West Iron Middle School students for academic and mental, emotional, social concerns by 06/07/2018 as measured by 80% of the students receiving services for this resource..

Strategy 1:

Counseling Resources - One highly qualified teacher will work with West Iron County Middle School students to receive services especially related to non-academic needs. Identifying those who have chronic absences and intervention with students and families will be the focus.

Category: Learning Support Systems

Research Cited: Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage Publications.

Omizo, M.M., Hershberger, J.M., & Omizo, S.A. (1988). Teaching children to cope with anger. Elementary School Guidance & Counseling, 22, 241-245.

(Validates the need of professional counseling personnel in the school setting and outlines effective strategies for success with students.)

Tier:

Activity - Counseling Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One highly qualified counselor will provide counseling services relating to emotional and mental health issues to all West Iron County students on a daily basis for the school year. In order to address the chronically absent student who struggles with academic achievement, the counselor will work closely with both the student and family to increase attendance. Other counseling support as needed will be available. Schools: All Schools	Behavioral Support Program		Monitor	08/28/2017	06/07/2018	\$20000	Section 31a	Principal of the middle school

District Improvement Plan

West Iron County Public Schools

Activity - Counseling Services for Homeless Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide counseling services and support during the school day to assist students who are homeless. Schools: All Schools	Academic Support Program, Behavioral Support Program		Implement	08/28/2017	06/07/2018	\$1011	Title I Part A	Administration

Goal 7: There will be an Increase in parent involvement in all schools.**Measurable Objective 1:**

collaborate to increase stakeholder satisfaction and participation by 06/07/2018 as measured by attendance at scheduled stakeholder events.

Strategy 1:

Parent Involvement - Increase two way communication between school and families

Category: Other - community engagement

Research Cited: "The Flat World in Education", Linda Darling Hammond, 2010, Teacher's College Press.

(A thorough detailed presentation of strategies to promote effective schools, increase student learning, and promote healthy environments in our school communities.)

"Schools, Families, Communities" Education Leadership, Vol. 68 No. 8, 2011.

(The importance of forming partnerships with families and the school community to improve schools and increase public support is presented. Research supports the valuable need to connect stakeholders in the local educational process.)

Tier:

Activity - Teacher Share Outs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month at scheduled parent meetings, a different teacher will report to parent and community members about various school initiatives. Schools: Stambaugh Elementary School	Community Engagement		Implement	08/24/2016	06/07/2018	\$0	No Funding Required	All professional staff

Activity - School Wide Title I Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

West Iron County Public Schools

Sustain the number of parents participating in the Event from the previous school year. Schools: Stambaugh Elementary School	Community Engagem ent		Monitor	04/04/2014	06/07/2018	\$0	No Funding Required	Required Principal, Title I and Special Education and all classroom teachers.
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Goal 8: All students will be provided with a systematic approach to support student academic career and personal/social needs.

Measurable Objective 1:

increase student growth by providing structure and support to students to foster career guidance and develop a positive mentor-student relationship by 06/07/2019 as measured by full participation by faculty and students in designed program..

Strategy 1:

PD Training: Mentoring Students - Professional Development training in various aspects of student mentoring.

Category: Other - Mentoring Students

Research Cited: "Relationships Matter: Linking Teacher Support to Student Engagement and Achievement" Adena M. Klem and James P. Connell, Journal of School Health • September 2004, Vol. 74, No. 7

(A detailed research of the effectiveness of teacher support through long term contact with students in the school culture. Data indicates student engagement increases when significant mentoring can develop with a teacher.)

Tier:

Activity - PD Training Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A one-day training by a professional presenter for middle and high school teachers in August will highlight the implementation of mentoring program between a teacher and student for the career of the student in that school building. Training highlights the following: creating a Supportive Learning Community, developing Self Awareness and Self Management, and building Relationships and Resolving Conflict. Any further logistics and planning will take place as the school year develops as needed to facilitate the program. Schools: West Iron County Middle School, West Iron County High School	Professional Learning, Academic Support Program, Behavioral Support Program		Implement	08/01/2016	06/07/2019	\$1000	Section 31a	teaching staff and administrator

District Improvement Plan

West Iron County Public Schools

Strategy 2:

Mentor-Student Relationship - Daily interaction between students and the same assigned teacher during the current event seminar period over the course of the students' high school career.

Category: Career and College Ready

Research Cited: Research Cited: "Relationships Matter: Linking Teacher Support to Student Engagement and Achievement" Adena M. Klem and James P. Connell

Tier:

Activity - Engagement Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Prior to the start of the 2017-18 school year, an engagement committee will be established and will meet to formulate this strategy.</p> <p>Schools: West Iron County High School</p>	Teacher Collaboration, Community Engagement, Parent Involvement			07/31/2017	08/28/2017	\$500	Section 31a	Teaching Staff and administration

Activity - Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Beginning during the 2017-18 school year, students will be assigned a mentor-teacher for their high school career.</p> <p>Schools: West Iron County High School</p>	Career Preparation /Orientation , Behavioral Support Program			08/24/2016	06/07/2019	\$0	No Funding Required	Principal, Pupil Accounting and Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan Reading Association Annual Conference	Five teachers will attend the Michigan Reading Association Annual Conference on March 10-13, 2018. Upon returning to the district, they will share in appropriate grade level meetings any and all information gained at the conference.	Professional Learning, Curriculum Development		Implement	03/10/2018	03/13/2018	\$3000	teaching staff and building administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	After the Tier II and III students have been identified the classroom teacher will provide interventions at least four times a week for thirty minutes. The Title I staff (k-5) will provide a second round of interventions to Title I students at least four times a week for thirty minutes (pull out or pull in). Examples of possible activities include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, prereading activities, summarization). Use of pre and post tests, DIBELS and other classroom assessments will show if interventions are improving student performance. Evaluation will be based on DIBELS reports for individual students, M-STEP data, and pre and post test data will also be used to measure student achievement. (Progress Monitoring Report and Effectiveness of Strategy Report. A universal test screening in reading fluency (R-CBM) and comprehension (MAZE) completed in the fall, winter, and spring will be used to identify students not meeting proficiency requirements. (6-8 grades)	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	classroom teachers and Title I staff

District Improvement Plan

West Iron County Public Schools

Intervention	The Title I staff with direction from the classroom teacher will work directly with eligible students at least three times a week for 30 minutes in areas of concern in math. (k-5) Students requiring additional help will receive individual, intensive intervention provided by the teaching team. Title I targeted students will receive help from the Title I staff. Middle School 7 & 8 will utilize Teacher Created Material intervention kits and the Digits middle school math program by Pearson. Stambaugh Elementary will provide students with 2-3 times a week internet based math interventions.	Academic Support Program, Direct Instruction		Monitor	08/24/2016	06/07/2018	\$40400	classroom teachers and Title I staff
Intervention	Through the use of 6-Minute Solution, close reading, pre-reading strategies and vocabulary strategies, classroom teachers will increase student repertoire of reading strategies. Title I staff will work with all identified Title I students in social studies reading comprehension (k-5) Individualized and/or small group social studies interventions targeting underperforming students will be provided as needed, e.g., flashcard review, map skills, informational reading strategies. (6-8). Pre/post tests, unit/chapter assessments, section quizzes and worksheets, progress monitoring in reading comprehension and vocabulary will assess effectiveness of reading strategies,	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	Classroom teacher and Title I staff
Counseling Services for Homeless Students	Teachers will provide counseling services and support during the school day to assist students who are homeless.	Academic Support Program, Behavioral Support Program		Implement	08/28/2017	06/07/2018	\$1011	Administration
Intervention	Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies including close reading, teachers will teach subject-specific vocabulary before and during informational reading. Title I staff will work directly with targeted Title I students (k-5) The science teacher, along with the instructional assistants, will work as a team to provide small group instruction, with additional support targeted to students based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments (6-8) Formative and summative assessments will determine the effectiveness of the direct instructional methods.	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	Classroom teachers and Title I staff

District Improvement Plan

West Iron County Public Schools

Writing Intervention	Title I teacher will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening. Evaluation will be based on the scheduled dates/attendance of collaboration meetings (Implementation of Strategy). Subgroup results of cold write pre/posttest will be used to measure strategy effectiveness (Effectiveness of Strategy).	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	ELA teachers and Title I staff
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk Intervention	One highly qualified professional educator and paraprofessional will work with k-5th grade students daily and one highly qualified professional educator will work with 6th-8th graders for 3 hours a day for 178 days for the 2017--2018 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$60000	Stambaugh and Middle School Administration
After School Meetings/June Cross-Grade Level Meetings	Teachers will meet four times a year after school to discuss grade level and cross-grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content	Professional Learning, Curriculum Development, Teacher Collaboration		Implement	08/28/2017	06/07/2018	\$1125	teaching staff and administration
At-Risk Intervention	One highly qualified professional educator and paraprofessional will work with k-5th grade students daily and one highly qualified professional educator will work with 6th-8th graders for 3 hours a day for 178 days for the 2017--2018 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$60000	Administration at Stambaugh and WIC Middle School
PD-Training Math Recovery Intervention	Title I Coordinator will attend three training sessions in Sault St. Marie for Math Recovery Intervention Specialist Training on the following dates: Aug. 21-24, Oct. 9-11, and Jan. 15-17.	Professional Learning, Teacher Collaboration		Implement	08/21/2017	01/17/2018	\$650	Principal and Title I Coordinator

District Improvement Plan

West Iron County Public Schools

Educational Specialists	Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands-on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	classroom teachers and administration
PD Training Session	A one-day training by a professional presenter for middle and high school teachers in August will highlight the implementation of mentoring program between a teacher and student for the career of the student in that school building. Training highlights the following: creating a Supportive Learning Community, developing Self Awareness and Self Management, and building Relationships and Resolving Conflict. Any further logistics and planning will take place as the school year develops as needed to facilitate the program.	Professional Learning, Academic Support Program, Behavioral Support Program		Implement	08/01/2016	06/07/2019	\$1000	teaching staff and administrator

District Improvement Plan

West Iron County Public Schools

Educational Specialists	Seven Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$36000	classroom teachers and administration
PD Curriculum Development	Social studies staff will attend state and ISD provided school improvement conferences that address transition to new standards and curriculum development.	Professional Learning, Curriculum Development		Monitor	08/28/2017	06/07/2018	\$1750	Social studies teachers and administration
Engagement Committee	Prior to the start of the 2017-18 school year, an engagement committee will be established and will meet to formulate this strategy.	Teacher Collaboration, Community Engagement, Parent Involvement			07/31/2017	08/28/2017	\$500	Teaching Staff and administration
K-1 Intensive Intervention	Educational Specialist will assist in the classroom providing behavioral support and dense reading interventions in grades K and 1 for the 2017-2018 school year.	Academic Support Program, Behavioral Support Program		Monitor	08/24/2016	06/07/2018	\$8000	Classroom teachers and Administration

District Improvement Plan

West Iron County Public Schools

After school meetings/June Cross-Grade Level Meetings	Teachers will meet four times a year after school to discuss grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content.	Professional Learning, Curriculum Development, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$1125	teaching staff and administration
Counseling Services	One highly qualified counselor will provide counseling services relating to emotional and mental health issues to all West Iron County students on a daily basis for the school year. In order to address the chronically absent student who struggles with academic achievement, the counselor will work closely with both the student and family to increase attendance. Other counseling support as needed will be available.	Behavioral Support Program		Monitor	08/28/2017	06/07/2018	\$20000	Principal of the middle school
Educational Specialists	Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	Classroom teachers and administration

District Improvement Plan

West Iron County Public Schools

Educational Specialists	Seven Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands-on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	Classroom teachers and administration
Science PD	Science staff will attend state and ISD provided school improvement conferences that address transition to new standards and curriculum development.	Professional Learning, Teacher Collaboration			08/28/2017	06/07/2018	\$1750	Administration

Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

West Iron County Public Schools

Technology Improvements	Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, IPAD accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations to enhance student learning. PD will be available for additional technology training as needed. iPads will be replaced in all classrooms at Stambaugh. Smart Board replacement with Clevertouch Boards will begin through out the buildings.	Technology		Monitor	08/28/2017	06/07/2018	\$8000	Technology and administrative staff
Technology Updates	Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, iPad accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations incorporated into lessons. iPads will be updated in all classrooms at Stambaugh. Smart Boards replacement with Clevertouch Boards in all buildings will begin this school year.	Technology		Monitor	08/28/2017	06/07/2018	\$8000	Technology and Administrative staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review of SIP progress.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	Administration and teaching staff
Inquiry-Based Activity	All science teachers will provide increased opportunities for all students in the classroom to do hands-on lab-work, observations, recording and interpreting of data. There will be increase also of student interaction with information and small group learning.	Direct Instruction		Monitor	08/24/2016	06/07/2018	\$0	Science teachers

District Improvement Plan

West Iron County Public Schools

Performance Tasks and Exit tickets	Performance tasks will be assigned at least once a month by math teacher that provide students with the opportunity to apply and extend topics discussed previously in class. Writing will be a major component of tasks, which will be sourced from the Digits math curriculum by Pearson, as well as web-based curricula from various states. Once a week, students will be given an exit ticket to complete at the end of class. It contains one math problem that requires students to demonstrate complete understanding of a concept or a series of related concept. Students in grades 7 and 8 will be the focus.	Direct Instruction	Tier 1	Monitor	08/24/2016	06/07/2018	\$0	Math teacher
ISD Collaborative Meetings	Representative teachers will attend social studies collaborative meetings. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	Administration and Teachers
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review of SIP progress.	Teacher Collaboration			09/03/2015	06/07/2018	\$0	Administration and teaching staff
Scheduling	Beginning during the 2017-18 school year, students will be assigned a mentor-teacher for their high school career.	Career Preparation /Orientation , Behavioral Support Program			08/24/2016	06/07/2019	\$0	Principal, Pupil Accounting and Coordinator
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with reviewing SIP progress.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	administration and teaching staff
Core Instruction	Classroom teachers will engage in quality reading instruction through whole group, small group, and individual instruction to assist in reading achievement for 90 minutes five times a week with all students.	Direct Instruction		Monitor	09/03/2015	06/07/2018	\$0	classroom teachers
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review SIP progress.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	Administration and teaching staff

District Improvement Plan

West Iron County Public Schools

School Wide Title I Meeting	Sustain the number of parents participating in the Event from the previous school year.	Community Engagement		Monitor	04/04/2014	06/07/2018	\$0	Required Principal, Title I and Special Education and all classroom teachers.
ISD Collaborative Meetings	Representative teachers will attend math collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	Administration and teachers
ISD Collaboration Meetings	Representative teachers will attend science collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$0	Administrative staff and representation classroom teachers
Teacher Share Outs	Each month at scheduled parent meetings, a different teacher will report to parent and community members about various school initiatives.	Community Engagement		Implement	08/24/2016	06/07/2018	\$0	All professional staff
Writing Portfolio System	All students will continue to submit writing samples to their established writing portfolio.	Direct Instruction		Evaluate	08/24/2016	06/07/2018	\$0	classroom teachers
ISD ELA Collaboration	Representative teachers will attend ELA collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	ELA teachers and administration
Technology Resources	Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, IPAD accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations to enhance student learning. PD will be available for additional technology training as needed.	Technology		Monitor	08/28/2017	06/07/2018	\$0	Technology and administrative staff
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with reviewing SIP progress.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	administration and teaching staff

District Improvement Plan

West Iron County Public Schools

STEM Week	All students will participate in STEM based activities.	Academic Support Program		Monitor	08/24/2016	06/07/2018	\$0	Classroom teachers
PD-Technology	Teachers from each building will have opportunities during this school year to attend training and conferences specifically related to technology improvement and academic development in order to increase competency. As appropriate, teachers will share their experiences with other teachers in their building.	Professional Learning, Teacher Collaboration, Technology		Monitor	08/28/2017	06/07/2018	\$0	Classroom Teachers
Differentiated Instruction	Targeted differentiated intervention will be provided individually and in small groups addressing identified weaknesses. Title I staff will work with targeted Title I students. (k-8) Creation of an interventions writing portfolio system for subgroups which includes completed interventions. (6-8)	Direct Instruction		Monitor	08/24/2016	06/07/2018	\$0	classroom teachers, special education teachers and Title I Part A teacher

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Educational Specialists	Seven Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$36000	classroom teachers and administration

District Improvement Plan

West Iron County Public Schools

Educational Specialists	Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	Classroom teachers and administration
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District Improvement Plan

West Iron County Public Schools

Educational Specialists	Seven Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands-on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	Classroom teachers and administration
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District Improvement Plan

West Iron County Public Schools

Educational Specialists	Educational Specialists will work in grades K – 12 to assist teachers on a daily basis throughout the school year to work with students in small groups and one-to-one interventions. These students have been identified through data analysis as not meeting benchmarks in the five core content areas of ELA reading and writing, math, social studies, and science. Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands-on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program		Monitor	09/03/2015	06/07/2018	\$40000	classroom teachers and administration
Technology Updates	Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, iPad accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations incorporated into lessons. iPads will be updated in all classrooms at Stambaugh. Smart Boards replacement with Clevertouch Boards in all buildings will begin this school year.	Technology		Monitor	08/28/2017	06/07/2018	\$8000	Technology and Administrative staff
Technology Resources	Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, IPAD accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations to enhance student learning. PD will be available for additional technology training as needed.	Technology		Monitor	08/28/2017	06/07/2018	\$0	Technology and administrative staff

District Improvement Plan

West Iron County Public Schools

Technology Improvements	Teachers will utilize various technology tools, strategies, and resources to enhance student understanding and increase multi-sensory presentation of concepts in the classroom. Tools and resources include: Discovery Ed videos, scientific and graphing calculators, IPAD accessory applications, United Streaming, Internet based research projects and presentations using Microsoft Office tools, and power point presentations to enhance student learning. PD will be available for additional technology training as needed. iPads will be replaced in all classrooms at Stambaugh. Smart Board replacement with Clevertouch Boards will begin through out the buildings.	Technology		Monitor	08/28/2017	06/07/2018	\$8000	Technology and administrative staff
ISD ELA Collaboration	Representative teachers will attend ELA collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	ELA teachers and administration
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review of SIP progress.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	Administration and teaching staff
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review of SIP progress.	Teacher Collaboration			09/03/2015	06/07/2018	\$0	Administration and teaching staff
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with review SIP progress.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	Administration and teaching staff
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with reviewing SIP progress.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	administration and teaching staff
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data analysis and intervention strategies along with reviewing SIP progress.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	administration and teaching staff

District Improvement Plan

West Iron County Public Schools

ISD Collaborative Meetings	Representative teachers will attend social studies collaborative meetings. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	Administration and Teachers
ISD Collaborative Meetings	Representative teachers will attend math collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration		Monitor	08/24/2016	06/07/2018	\$0	Administration and teachers
Counseling Services	One highly qualified counselor will provide counseling services relating to emotional and mental health issues to all West Iron County students on a daily basis for the school year. In order to address the chronically absent student who struggles with academic achievement, the counselor will work closely with both the student and family to increase attendance. Other counseling support as needed will be available.	Behavioral Support Program		Monitor	08/28/2017	06/07/2018	\$20000	Principal of the middle school
Inquiry-Based Activity	All science teachers will provide increased opportunities for all students in the classroom to do hands-on lab-work, observations, recording and interpreting of data. There will be increase also of student interaction with information and small group learning.	Direct Instruction		Monitor	08/24/2016	06/07/2018	\$0	Science teachers
PD-Technology	Teachers from each building will have opportunities during this school year to attend training and conferences specifically related to technology improvement and academic development in order to increase competency. As appropriate, teachers will share their experiences with other teachers in their building.	Professional Learning, Teacher Collaboration, Technology		Monitor	08/28/2017	06/07/2018	\$0	Classroom Teachers
ISD Collaboration Meetings	Representative teachers will attend science collaborative meetings six times a year. Teacher collaboration within core subjects will assist with curriculum development as it relates to student academic needs. (K-12)	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$0	Administrative staff and representative classroom teachers
Counseling Services for Homeless Students	Teachers will provide counseling services and support during the school day to assist students who are homeless.	Academic Support Program, Behavioral Support Program		Implement	08/28/2017	06/07/2018	\$1011	Administration

West Iron County Middle School

District Improvement Plan

West Iron County Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	After the Tier II and III students have been identified the classroom teacher will provide interventions at least four times a week for thirty minutes. The Title I staff (k-5) will provide a second round of interventions to Title I students at least four times a week for thirty minutes (pull out or pull in). Examples of possible activities include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, prereading activities, summarization). Use of pre and post tests, DIBELS and other classroom assessments will show if interventions are improving student performance. Evaluation will be based on DIBELS reports for individual students, M-STEP data, and pre and post test data will also be used to measure student achievement. (Progress Monitoring Report and Effectiveness of Strategy Report. A universal test screening in reading fluency (R-CBM) and comprehension (MAZE) completed in the fall, winter, and spring will be used to identify students not meeting proficiency requirements. (6-8 grades)	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	classroom teachers and Title I staff
Writing Intervention	Title I teacher will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening. Evaluation will be based on the scheduled dates/attendance of collaboration meetings (Implementation of Strategy). Subgroup results of cold write pre/posttest will be used to measure strategy effectiveness (Effectiveness of Strategy).	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	ELA teachers and Title I staff
Intervention	The Title I staff with direction from the classroom teacher will work directly with eligible students at least three times a week for 30 minutes in areas of concern in math. (k-5) Students requiring additional help will receive individual, intensive intervention provided by the teaching team. Title I targeted students will receive help from the Title I staff. Middle School 7 & 8 will utilize Teacher Created Material intervention kits and the Digits middle school math program by Pearson. Stambaugh Elementary will provide students with 2-3 times a week internet based math interventions.	Academic Support Program, Direct Instruction		Monitor	08/24/2016	06/07/2018	\$40400	classroom teachers and Title I staff

District Improvement Plan

West Iron County Public Schools

Intervention	Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies including close reading, teachers will teach subject-specific vocabulary before and during informational reading. Title I staff will work directly with targeted Title I students (k-5) The science teacher, along with the instructional assistants, will work as a team to provide small group instruction, with additional support targeted to students based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments (6-8) Formative and summative assessments will determine the effectiveness of the direct instructional methods.	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	Classroom teachers and Title I staff
Intervention	Through the use of 6-Minute Solution, close reading, pre-reading strategies and vocabulary strategies, classroom teachers will increase student repertoire of reading strategies. Title I staff will work with all identified Title I students in social studies reading comprehension (k-5) Individualized and/or small group social studies interventions targeting underperforming students will be provided as needed, e.g., flashcard review, map skills, informational reading strategies. (6-8). Pre/post tests, unit/chapter assessments, section quizzes and worksheets, progress monitoring in reading comprehension and vocabulary will assess effectiveness of reading strategies,	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	Classroom teacher and Title I staff
At-Risk Intervention	One highly qualified professional educator and paraprofessional will work with k-5th grade students daily and one highly qualified professional educator will work with 6th-8th graders for 3 hours a day for 178 days for the 2017--2018 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting bench marks and required proficiency levels.	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$60000	Administration at Stambaugh and WIC Middle School

District Improvement Plan

West Iron County Public Schools

At-Risk Intervention	One highly qualified professional educator and paraprofessional will work with k-5th grade students daily and one highly qualified professional educator will work with 6th-8th graders for 3 hours a day for 178 days for the 2017--2018 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$60000	Stambaugh and Middle School Administration
Performance Tasks and Exit tickets	Performance tasks will be assigned at least once a month by math teacher that provide students with the opportunity to apply and extend topics discussed previously in class. Writing will be a major component of tasks, which will be sourced from the Digits math curriculum by Pearson, as well as web-based curricula from various states. Once a week, students will be given an exit ticket to complete at the end of class. It contains one math problem that requires students to demonstrate complete understanding of a concept or a series of related concept. Students in grades 7 and 8 will be the focus.	Direct Instruction	Tier 1	Monitor	08/24/2016	06/07/2018	\$0	Math teacher
Writing Portfolio System	All students will continue to submit writing samples to their established writing portfolio.	Direct Instruction		Evaluate	08/24/2016	06/07/2018	\$0	classroom teachers
Differentiated Instruction	Targeted differentiated intervention will be provided individually and in small groups addressing identified weaknesses. Title I staff will work with targeted Title I students. (k-8) Creation of an interventions writing portfolio system for subgroups which includes completed interventions. (6-8)	Direct Instruction		Monitor	08/24/2016	06/07/2018	\$0	classroom teachers, special education teachers and Title I Part A teacher
PD Training Session	A one-day training by a professional presenter for middle and high school teachers in August will highlight the implementation of mentoring program between a teacher and student for the career of the student in that school building. Training highlights the following: creating a Supportive Learning Community, developing Self Awareness and Self Management, and building Relationships and Resolving Conflict. Any further logistics and planning will take place as the school year develops as needed to facilitate the program.	Professional Learning, Academic Support Program, Behavioral Support Program		Implement	08/01/2016	06/07/2019	\$1000	teaching staff and administrator

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West Iron County Public Schools

PD Curriculum Development	Social studies staff will attend state and ISD provided school improvement conferences that address transition to new standards and curriculum development.	Professional Learning, Curriculum Development		Monitor	08/28/2017	06/07/2018	\$1750	Social studies teachers and administration
Science PD	Science staff will attend state and ISD provided school improvement conferences that address transition to new standards and curriculum development.	Professional Learning, Teacher Collaboration			08/28/2017	06/07/2018	\$1750	Administration

West Iron County High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Training Session	A one-day training by a professional presenter for middle and high school teachers in August will highlight the implementation of mentoring program between a teacher and student for the career of the student in that school building. Training highlights the following: creating a Supportive Learning Community, developing Self Awareness and Self Management, and building Relationships and Resolving Conflict. Any further logistics and planning will take place as the school year develops as needed to facilitate the program.	Professional Learning, Academic Support Program, Behavioral Support Program		Implement	08/01/2016	06/07/2019	\$1000	teaching staff and administrator
Engagement Committee	Prior to the start of the 2017-18 school year, an engagement committee will be established and will meet to formulate this strategy.	Teacher Collaboration, Community Engagement, Parent Involvement			07/31/2017	08/28/2017	\$500	Teaching Staff and administration
Scheduling	Beginning during the 2017-18 school year, students will be assigned a mentor-teacher for their high school career.	Career Preparation /Orientation, Behavioral Support Program			08/24/2016	06/07/2019	\$0	Principal, Pupil Accounting and Coordinator
PD Curriculum Development	Social studies staff will attend state and ISD provided school improvement conferences that address transition to new standards and curriculum development.	Professional Learning, Curriculum Development		Monitor	08/28/2017	06/07/2018	\$1750	Social studies teachers and administration

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West Iron County Public Schools

Science PD	Science staff will attend state and ISD provided school improvement conferences that address transition to new standards and curriculum development.	Professional Learning, Teacher Collaboration			08/28/2017	06/07/2018	\$1750	Administration
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Stambaugh Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	After the Tier II and III students have been identified the classroom teacher will provide interventions at least four times a week for thirty minutes. The Title I staff (k-5) will provide a second round of interventions to Title I students at least four times a week for thirty minutes (pull out or pull in). Examples of possible activities include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, prereading activities, summarization). Use of pre and post tests, DIBELS and other classroom assessments will show if interventions are improving student performance. Evaluation will be based on DIBELS reports for individual students, M-STEP data, and pre and post test data will also be used to measure student achievement. (Progress Monitoring Report and Effectiveness of Strategy Report. A universal test screening in reading fluency (R-CBM) and comprehension (MAZE) completed in the fall, winter, and spring will be used to identify students not meeting proficiency requirements. (6-8 grades)	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	classroom teachers and Title I staff
Writing Intervention	Title I teacher will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening. Evaluation will be based on the scheduled dates/attendance of collaboration meetings (Implementation of Strategy). Subgroup results of cold write pre/posttest will be used to measure strategy effectiveness (Effectiveness of Strategy).	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	ELA teachers and Title I staff

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West Iron County Public Schools

Intervention	The Title I staff with direction from the classroom teacher will work directly with eligible students at least three times a week for 30 minutes in areas of concern in math. (k-5) Students requiring additional help will receive individual, intensive intervention provided by the teaching team. Title I targeted students will receive help from the Title I staff. Middle School 7 & 8 will utilize Teacher Created Material intervention kits and the Digits middle school math program by Pearson. Stambaugh Elementary will provide students with 2-3 times a week internet based math interventions.	Academic Support Program, Direct Instruction		Monitor	08/24/2016	06/07/2018	\$40400	classroom teachers and Title I staff
Intervention	Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies including close reading, teachers will teach subject-specific vocabulary before and during informational reading. Title I staff will work directly with targeted Title I students (k-5) The science teacher, along with the instructional assistants, will work as a team to provide small group instruction, with additional support targeted to students based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments (6-8) Formative and summative assessments will determine the effectiveness of the direct instructional methods.	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	Classroom teachers and Title I staff
Intervention	Through the use of 6-Minute Solution, close reading, pre-reading strategies and vocabulary strategies, classroom teachers will increase student repertoire of reading strategies. Title I staff will work with all identified Title I students in social studies reading comprehension (k-5) Individualized and/or small group social studies interventions targeting underperforming students will be provided as needed, e.g., flashcard review, map skills, informational reading strategies. (6-8). Pre/post tests, unit/chapter assessments, section quizzes and worksheets, progress monitoring in reading comprehension and vocabulary will assess effectiveness of reading strategies,	Academic Support Program, Direct Instruction		Monitor	09/03/2015	06/07/2018	\$40400	Classroom teacher and Title I staff
Core Instruction	Classroom teachers will engage in quality reading instruction through whole group, small group, and individual instruction to assist in reading achievement for 90 minutes five times a week with all students.	Direct Instruction		Monitor	09/03/2015	06/07/2018	\$0	classroom teachers

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West Iron County Public Schools

At-Risk Intervention	One highly qualified professional educator and paraprofessional will work with k-5th grade students daily and one highly qualified professional educator will work with 6th-8th graders for 3 hours a day for 178 days for the 2017--2018 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$60000	Administration at Stambaugh and WIC Middle School
At-Risk Intervention	One highly qualified professional educator and paraprofessional will work with k-5th grade students daily and one highly qualified professional educator will work with 6th-8th graders for 3 hours a day for 178 days for the 2017--2018 school year in order to accelerate student achievement and enhance the curriculum through tutorial services and intervention programs in math and reading. These services are provided in the computer lab and in classrooms with students identified as not meeting benchmarks and required proficiency levels.	Academic Support Program		Monitor	08/28/2017	06/07/2018	\$60000	Stambaugh and Middle School Administration
K-1 Intensive Intervention	Educational Specialist will assist in the classroom providing behavioral support and dense reading interventions in grades K and 1 for the 2017-2018 school year.	Academic Support Program, Behavioral Support Program		Monitor	08/24/2016	06/07/2018	\$8000	Classroom teachers and Administration
Writing Portfolio System	All students will continue to submit writing samples to their established writing portfolio.	Direct Instruction		Evaluate	08/24/2016	06/07/2018	\$0	classroom teachers
Differentiated Instruction	Targeted differentiated intervention will be provided individually and in small groups addressing identified weaknesses. Title I staff will work with targeted Title I students. (k-8) Creation of an interventions writing portfolio system for subgroups which includes completed interventions. (6-8)	Direct Instruction		Monitor	08/24/2016	06/07/2018	\$0	classroom teachers, special education teachers and Title I Part A teacher
STEM Week	All students will participate in STEM based activities.	Academic Support Program		Monitor	08/24/2016	06/07/2018	\$0	Classroom teachers
Teacher Share Outs	Each month at scheduled parent meetings, a different teacher will report to parent and community members about various school initiatives.	Community Engagement		Implement	08/24/2016	06/07/2018	\$0	All professional staff

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West Iron County Public Schools

School Wide Title I Meeting	Sustain the number of parents participating in the Event from the previous school year.	Community Engagemen t		Monitor	04/04/2014	06/07/2018	\$0	Required Principal, Title I and Special Education and all classroom teachers.
Michigan Reading Association Annual Conference	Five teachers will attend the Michigan Reading Association Annual Conference on March 10-13, 2018. Upon returning to the district, they will share in appropriate grade level meetings any and all information gained at the conference.	Professiona l Learning, Curriculum Developme nt		Implement	03/10/2018	03/13/2018	\$3000	teaching staff and building administrati on
After School Meetings/June Cross-Grade Level Meetings	Teachers will meet four times a year after school to discuss grade level and cross-grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content	Professiona l Learning, Curriculum Developme nt, Teacher Collaborati on		Implement	08/28/2017	06/07/2018	\$1125	teaching staff and administrati on
After school meetings/June Cross-Grade Level Meetings	Teachers will meet four times a year after school to discuss grade level curriculum. They will also meet for an entire day in June to continue actively learning and deepening their knowledge of content.	Professiona l Learning, Curriculum Developme nt, Teacher Collaborati on		Monitor	08/24/2016	06/07/2018	\$1125	teaching staff and administrati on
PD-Training Math Recovery Intervention	Title I Coordinator will attend three training session in Sault St. Marie for Match Recovery Intervention Specialist Training on the following dates: Aug. 21-24, Oct. 9-11, and Jan. 15-17.	Professiona l Learning, Teacher Collaborati on		Implement	08/21/2017	01/17/2018	\$650	Principal and Title I Coordinator