

WEST IRON COUNTY PUBLIC SCHOOLS

District Improvement Plan

School Year: 2009 – 2010, 2010 – 2011, and 2011 - 2012
Grades Served: Pre-K through 12th grades **Enrollment:** 995
Superintendent:: Christopher Thomson
District Code: 36025 **Intermediate School District Code:** 22
WebSite: www.westiron.org

MISSION Statement

In concordance with the community, the West Iron County Public School system is committed to provide a safe, positive learning environment that recognizes and develops our children's social, emotional, physical, and intellectual qualities. In achieving his/her fullest potential, each student will become a productive citizen.

Vision Statement

West Iron County Public Schools has a vision for every student served as follows:

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

Belief Statement

West Iron County Public School District believes that good citizenship and ethical behavior are two important manifestations of an effective education. Both are based on values that have been traditionally held by Americans, regardless of gender, age, ethnicity, religious belief, national origin or ancestry, or disability. Each student and staff member should be given the opportunity to pledge

him/her to demonstrating these ethical behaviors with help and encouragement from every individual within the school district setting.

Plan to Accomplish Student Achievement Goals and Objectives

The following are District Improvement Plans for English Language Arts, Math, Science, and Social Studies. The formation of these goals and objectives are based on data collection and analysis at both district and school building level, planning and input from each school's improvement team and professional development time. The plans outline the goal, need's statement, contributing cause for the gap, multiple measures of assessments, strand identification, plan to accomplish student achievement through strategy statements, and activities. These are attached as separate documents due to the format of the charts.

Additional Strategies outlined below:

(a) (1) A local education agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals for disabilities Education Act, the Carl D. Perkins vocational and Technical Education Act of 1998, the McKinney-Vento Homeless assistance Act, and other Acts, as appropriate. . .

** The District supports and promotes all Title 1 funding requirements and policies through adherence to the procedures dictated by the Federal mandate of No Child Left Behind. All recipients of these services including individuals with disabilities, homeless persons, and those enrolled in vocational education are given equal access to services in the school district.

(2) Consolidated Application—the plan may be submitted as a part of a consolidated application under section 9305.

**The present Consolidated Application was submitted and approved when it was first authorization. The plan is continually reviewed and revised as required and then yearly submitted for authorization and approval before the deadline.

(iv) to identify effectively, students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;

**Students are identified by the following methods: DIBELS—a testing procedure which monitors progress in reading at age appropriate levels, Star Reading testing, pre and post tests, and teacher recommendations. These are administered by Title I teachers and highly qualified teachers in the classrooms. All files are maintained in the Stambaugh Elementary Title I classroom.

(C) description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;

**The need for additional assistance is outlined in the Title I program description for Stambaugh Elementary and West Iron County Middle School. The determination for earmarking each of these buildings is through comparing the percentage of economically disadvantaged students as a total group to the percentage of economically disadvantaged students in the total district

**All students are annually assessed in relation to the core academic curriculum to determine those who are as failing or falling behind the grade level content expectations (GLCES). Students are selected for services based on the following: not meeting proficiency levels on MEAP tests or scoring in the Level 3 and 4 category, scoring below grade equivalency on Star assessment in reading and math, pre and post testing in classes, and at-risk factors such as attendance concerns, retention in present grade level, free or reduced lunch participant, summer school attendance and living in a foster home or homeless situation. Students may also be referred by parents and/or teachers using a pre-referral form which then allows the student to be considered for Title I support.

**The district supports annual assessment of an eligible child through MEAP performance measures mandated by the Department of Education as well as those determined by each School Improvement Team. Distribution of funds to upgrade educational programs or improve services for eligible students will be determined by the District with input from each school building's improvement team.

**Title I teachers are highly qualified and go into the mainstream classroom to work with the assigned teacher for that class and any identified students. Documents on each student are kept daily in a grade book for review and monitoring purposes.

(D) a description of the strategy the LEA will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 (Parent Involvement) and 119 (Teacher Qualifications);

**Technology is utilized in the District to enable teachers to submit lunch count, attendance reports, grades, and transportation requests. Every teacher will be provided the tech support and training necessary to expand their efficient use of scope and sequence for curriculum, lesson plans, and communications. Resources and equipment are proposed for teachers to develop their own digital instructional materials and enhance their instruction through technology. Administrative and pupil services' personnel will receive support to streamline operations that directly impact student records keeping and reporting needs.

(G) a description of the poverty criteria that will be used to select school attendance areas under section 1113 (eligible Attendance Areas);

**The poverty criteria for eligible attendance area are determined when the concentration of low income children is greater than or equal to the average for the District. Each building is reviewed for percentage of poverty and then compared with the District average for eligibility. This is due to the fact the District has a poverty percentage greater than 35% so allocation of funds is based on low income counts by building and determined annually.

(H) a description of how teachers, in consultation with parents, administrators, and pupil services, in targeted assistance schools under section 1115, will identify the eligible children most in need of service under this part;

**A description of who is eligible for services under Title I was outlined in item C of this document.

**The parents' involvement in this process is as follows:

The District expects the parents to be involved in the program and in the child's overall connection with school in the following ways:

--Meetings will be conducted with parents to provide information, review and explain curriculum and assessment, allow opportunity for suggestions, encourage participation, and advise, if desired, any concerns or issues involving the child.

--Parental involvement will be coordinated with other services in the schools.

(I) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 (Schoolwide) and 1115 (Targeted Assistance) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

**The District has a close, working relationship with the Teen Group Home located in Iron River. School services and academic support is available to each student who is in residence at this facility. School staff provides homework and support and maintains communication on all school related matters. The school provides tutoring services for home bound teens that are unable to attend school on a regular basis. This will continue to be implemented.

(J) a description of how the LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

** The District does not discriminate against any child who meets the criteria to receive services under this part. When a child is eligible as defined above, the policies and procedures of Title I for all children are in place. No child shall be denied any services based on home life or parental work patterns.

(K) if appropriate, a description of how the LEA will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First or in a Head Start or Even Start program, which services may be provided directly by the LEA or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

**No funding from Title programs goes to any of above outlined services at this time in this District. Early childhood programs are funded by other grant monies. However,

sharing of building, resources, staff, and professional consultation takes places on a regular basis, benefiting children and increasing services in the early childhood program.

(L) a description of the actions the LEA will take to assist its low-achieving schools identified under section 1116 (School Improvement) as in need of improvement;

** The District will support and monitor all aspects of the School Improvement Plans for each building and assist in any professional development and consultation that is required to increase the academic standards and outcomes of each school in this District. Any school identified as needing improvement as defined by the No Child Left Behind policies, will be supervised and monitored on a frequent basis. Communication through support and expertise will be in place with each administrator, all teachers and staff in the building sited for improvement. Analysis of data through the Comprehensive Needs Assessment at each school and in the district will be reviewed on an annual basis to identify specific gaps in student achievement, formulate goals and strategies, evaluate success and address any gaps that continue to be noted through both school and district data analysis. Professional development and outside consultants will be utilized.

**The District will review and guide decision making at each school building through frequent meetings with the administration team (A-Team). An assessment of each building's EdYes report, School Frameworks, and Annual School Reports will be completed on an annual basis to determine progress achieved and areas of focus. A commitment to professional development and maintaining highly qualified teachers will continue to direct and advance the District's overall goals and objectives.

(M) a description of the actions the LEA will take to implement public school choice and supplemental services, consistent with the requirements for section 1116 (School Improvement);

** The West Iron County High School is a non Title I school and therefore does not have choice requirements.

(N) a description of how the LEA will meet the requirements of Section 1119 (Teacher Qualifications);

**All teachers assigned to core courses in the K through 12th grades are highly qualified and will continue to be hired as such by the school district as dictated in school policy.

(O) a description of services the LEA will provide homeless children, including services provided with funds reserved under section 1113(c) (3) (A) (Eligibility Attendance Areas);

**Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance or school success of a homeless child. Homeless children will be provided services comparable to other students in the District including:

A. Transportation

- B. Educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.
- C. Programs in vocational and technical education
- D. Programs for gifted and talented students
- E. School nutrition programs.

If necessary, reserving such funds will be done to maintain services comparable to those provided to children in school buildings funded under this part in order to serve homeless children.

Assurances: (Sec. 112-(c) – Required by No Child Left Behind

- (A) Inform eligible schools and parents of school wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

**This statement is not applicable to the school district.

- (B) Provide technical assistance and support to school wide programs

**This statement is not applicable to the school district.

- (C) Assist schools as they implement such plans or undertake activities pursuant to section 1115 (Targeted Assistance) so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

**The District is committed to fulfilling the goal of promoting professional development and improving quality education through continuing to adhere to quality standards for teachers and staff and to increase academic achievement performance for all students. The District insures effective instructional strategies that promote the following:

- Consider extended-time methods,
- Provide accelerated and high quality curricular,
- Minimize removing children from the regular classroom during school hours,
- Coordinate and support each building's educational program,
- Continue to maintain high qualified teachers and trained staff through appropriate professional development venues
- Increase parental involvement.
- Administer Title I programs following all procedures and policies.

- (D) Fulfill such agency's school improvement responsibilities under section 1116 (School Improvement), including taking actions under paragraphs (7) and (8) of section 1116(b).

**The District will put into place corrective action procedures for any school not meeting Adequate Yearly Progress. Possible action taken could include one of the following:

- replace school staff relevant to the failure,
- institute and work on implementing new components of the curriculum that will aid students in achieving proficiency levels and giving appropriate professional development to the required teaching staff,
- support and assist management authority as needed to promote improvement,
- seek outside consultation from educational experts in the field of student achievement and curriculum development
- review and evaluate the performance of school personnel.
- disseminate information to the community on corrective action toward improving AYP.

Note: Offering students a transfer to another building within the school district is not an option for the District.

- (E) Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120 (private schools), and timely and meaningful consultation with private school officials regarding such services.

** This statement is not applicable to the school district.

- (F) Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funding under this part.

**After researching relevant data, the District wrote and received funding for the Reading First initiative, targeting all students in K – 4th grades. This program operated for two years at Stambaugh Elementary. Commitment to training staff, implementing programs, providing professional development, addressing concerns, and assessing reading comprehension has remained in these early grade levels after the funding had ended. Continuing implementation of this model program and its principles is a commitment the District will promote in the next three years.

- (G) In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with

the performance standards established under section 641a(a) of the Head Start Act.

**West Iron County does not use direct funding for early childhood education, as these programs are supported by other grant monies. However, sharing of building, resources, staff, and professional consultation takes place on a regular basis, benefiting early childhood education.

- (H) Work in consultation with schools as they develop and implement their plans or activities under sections 1118 (parent involvement) and 1119 (teacher qualifications)

**The District reviews and monitors each School Improvement Plan, providing assistance in developing and implementing the plans. The present SIPs have the written goal of increasing parental involvement in the learning of the student and the life of the school. All teachers in the district are highly qualified with verified records kept and maintained at the administration building on the central campus.

- (I) Comply with the requirements of section 1119 (teacher qualifications) regarding the qualifications of teachers, paraprofessionals, and professional development.

**All teachers in the West Iron County School District are highly qualified with records verifying this information kept at the administration building. Any new teacher in the district will be assigned a mentor teacher to assist with all aspects of training, classroom management, and concerns that arise during the first two years of teaching.

** All paraprofessionals have completed two years of study at an institution of higher education or obtained at least an associates degree or met a rigorous standard of quality and demonstration through a formal local academic assessment. This would include the following: knowledge of and the ability to assist in instructing, reading, writing, and math or knowledge of and the ability to assist in instructing, reading, writing, and math readiness as appropriate.

**With each building principal, the district will initiate and monitor professional staff development appropriate to the level and role of involvement. Non-tenured staff will be provided with 15 days of PD related to his or her Individual Development Plan.

- (J) Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

**The district adheres to all compliance issues under Title IX which prohibits discrimination based on gender in educational programs and activities. Examples of the types of discrimination that are covered under Title IX include sexual harassment, the failure to provide equal opportunity in athletics, and discrimination based on pregnancy. Waivers will be made available if waiving

regulatory requirements will increase the quality of instruction for students and improve the academic achievement of students. These can only be obtained under strict adherence to federal policies under Title IX.

- (K) Coordinate and Collaborate with State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 (School Improvement) if such a school request assistance from the local education agency in addressing major factors that have significantly affected student achievement at the school.

**West Iron County High School is in Phase 1, having not made Adequate Yearly Progress for 2 consecutive years (06-07 and 07-08). It is a non-Title 1 school. A School Improvement Plan addressing the issues needed for correction and improvement for the coming school year are in place. The public has been notified in a school board meeting that the school has not made AYP and an explanation given for how this will be corrected.

- (L) Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

**All teachers assigned to all courses are highly qualified and will continue to be hired as such in the school district.

(M)

Use the results of the student academic assessment required under section 1111(b) (3) and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section (111)(b)(3) within 12 years from the end of the 2001-2002 school year.

**District data from MEAP, MME, and MI-Access testing, other approved testing data, School Improvement Plans, Annual Reports, and EdYes Reports from each building will be received and kept on file at the administration building in order to monitor and evaluate progress in meeting AYP and in regard to meeting State proficiency levels of achievement.

- (N) Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**The district supplies parents with all reports on any given test results as soon as these are available to the district. Principals and staff are also equipped to discuss and clarify any test results with parents. National Tests results on a district/school level are published in each school's annual report and on the school's web page for public viewing. Since professional days have been established to specifically address testing results and curriculum development related to these results, reports are immediately disseminated to all appropriate professional staff.

(O) Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consisted with section(b)(D)

**The district will adhere to providing any assistance needed by each school building and all staff to aid in developing curriculum that meets the high quality standards of No Child Left Behind for all grade levels and all children enrolled in the K-12 school. Furthermore, any necessary educational research findings and examples in identifying effective curricula will also be disseminated.

(additional) An assurance that the local educational agency will participate, if selected in the State National Assessment of Education Progress in 4th and 8th grade reading and math carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

**The West Iron County Schools will participate, if selected, in the State National Assessment of Educational Progress.

Student with Limited English Proficiency (LEP)

A Home Language Survey will be given to a student enrolling in the West Iron County School District. It consists of two questions which are 1). Is your child's native tongue a language other than English? and 2). Is the primary language used in your child's home or environment a language other than English? The survey will be kept as a record indicating the need to begin an initial assessment. If either one of these questions is answered as yes, an ELPA initial screening, obtained from the Michigan Department of Education, will be administered within the first two weeks of enrollment. This screening is based on age and educational level of incoming student. If the Spring ELPA window is open at the time of enrollment, Michigan ELPA Assessment for that spring must be given. Students will be placed as a result of the EPLA score in either the screening or assessment. Determination and, when necessary, implementation will begin no later than 30 days from the beginning of the school year or when a student first enrolls in the district. If determination includes language support services within the classroom or through speech, instruction in listening, speaking, reading and writing through curriculum content will be based on State instructional objectives, goals, and proficiency standards. Strategies for addressing the academic need of the student will be discussed and implemented by staff on an individual basis.

The District will also assist students' parents by communicating through notices in a language format parents will understand. Notification to parent of child eligibility will be within 2 weeks of initial screening or ELPA assessment results. Items included in this communication are:

- Reasons for identification and/or assessment
- Student's level of proficiency
- Strategies for addressing academic needs
- Measurements and evaluation to be used

Parental consent is necessary. A student's parent will be given opportunity to participate and provide input into student's academic progress. If student does not make progress on measurable objectives, the parent will be notified of the progress.

Further considerations in addressing each student LEP needs:

- Student will be placed in appropriate setting for age, grade level, language and educational needs

- Student will receive additional services as needed.

Each student will be given the Michigan English Language Proficiency Assessment (ELPA) each spring to monitor and evaluate progress. Accommodations will be provided if indicated by student's IEP. Statewide administration of the ELPA meets federal assessment requirements for the annual assessment of all ELLs. District will review data to update student placement decision. If services are no longer required, exit process will take place. Record changes on SRSD are submitted by district for that student

The exit process will be determined on the following factors: teacher recommendation, ELPA Assessment results, meeting grade level content, no longer needing modified English language materials. There will be continued monitoring on the individual student for 2 years to evaluate English language proficiency progress.

A student shall not be admitted to, or excluded from any federally assisted educational program on basis of a surname, religious affiliation, or language-minority status.

Final Items:

Development and utilization of community resources and volunteers

Numerous parents, community members, businesses and agencies make a valuable impact on the district's educational process both within and outside of the classroom. Through time, treasure, and talents of many volunteers, students are exposed to knowledge and experiences not otherwise so easily obtainable. All school buildings also promote a strong link with families and with the home maintaining an open door policy to encourage parents, grandparents, and guardians to see what is happening during the school day. Programs and special projects especially at the elementary level enhance this bond with families.

Some of the ways the community supports West Iron School District are as follows: volunteers in the classroom or with special projects and programs, fund raising for charity causes, fund raising for purchase of goods or field trips, scholarships, awards, and recognition programs, chaperones for field trips and events, DARE Program, Project Graduation, tutoring, art exhibits, playground improvements, fire and safety programs, educational family nights, teacher recognition, Parent-Teacher Organization, mentoring, work site learning and job shadowing opportunities, building trades, Title I Parent Meetings, Open House, Parent-Teacher conferences, Iron County Museum education days, and Meet the Wykons. The WIC Foundation has also been a resource for funding numerous educational experiences not available in the normal classroom setting.

Role of adult and community education, libraries, and community colleges in the learning community.

West Iron County Schools is the fiscal agent for Iron County Community Schools, which is the primary agent of community enrichment education and recreation within the district. Iron County GED Testing Center is maintained by WIC as well with year around testing services offered to Michigan citizens. The center links with the local Michigan Works for study tutoring to aid in successful completion of the 5 tests. A library facility is at the high school and utilized by k-4th and 7th – 12th and a smaller version at Bates services 5th and 6th graders. The school library will be electronically changing to Alexandria for its data base with the goal of it being fully functional in the school year 2009-1010. The West Iron County District Library offers many educational programs to a wide variety of ages as well as resources to complement the local school.

Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum.

Technology objectives:

Students in the lower academic third of grades one through sixth will have a remedial programs of core-curriculum instruction that is computer-monitored and computer taught. Students in grades 9 -12 will have access to advanced level course work through distance learning at Virtual High School, both two-way interactive television and interactive multi-media. There will be at least one computer in every classroom—in all buildings Every classroom will have access to a multi-media cart that will allow the projection of the teacher's computer screen so that the screen will be visible to the entire class.

Ways to make available in as many fields as practicable, opportunities for structured on-the-job training, combined with classroom instruction.

The work study program offers students the opportunity to link with businesses and agencies in the area for a daily extended time period of on-the-job skill development. The course work is for one semester with an option of another semester if supervisor of both the school and the work place is in agreement. Businesses and agencies that have

been utilized are in the following arenas of work opportunities in the community: health care, tourism, legal, retail, and education.

Stakeholder Involvement

The following are school improvement team members:

Christopher Thomson	superintendent of West Iron Public Schools
Michael Berutti	principal, West Iron County Middle and High Schools
Carol Brunswick	principal, Bates Upper Elementary and Stambaugh Elementary Schools
Jane Frasier	District Assessment Coordinator
High school teachers:	Terri Chartier and Jodi Fales special education Jennifer Berlinski, Kristi Berutti, Michael Dallavalle, Kathy Haydon, Michelle Malmquist, Joel Vanlanen
Middle school teachers:	Jay Jurecic, David Kunchynski, Kelly Richardson
Title 1 teachers:	Beth Basirico, Mary Arcand
Bates UE teachers:	Tina LaVacque, Debbie Premoo, Carol Walbrink Lisa Kasarski, Vanessa McLain, Bonnie Scheck
Stambaugh teachers:	Terri O'Donnell, Lynn Fish, Amanda Zambon, Brenda Grubbs, Patti Saigh, Lisa Anderson
Pre-School Coordinator:	Denise Maloney

The School Improvement Teams meet on a regular basis to plan, review, and evaluate all goals, strategies, and activities. Principals monitor all meetings as well as formulations of goals and objectives as related to core subject areas. A-Team meetings occur once a month for reporting to the superintendent. Curriculum, instruction, and assessments are reviewed by principals with input from teaching staff. This District Improvement Plan and each School Improvement Plan are on posted on the web and available upon request at each building.

Statement of Non Discrimination

This District complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this district that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service, or activity for which the district/school is responsible, or which it receives financial assistance from the U. S. Department of Education.

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