



School Improvement Plan

West Iron County Middle School

West Iron County Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

West Iron County Public Schools is one of two school districts servicing the Iron County area. The District is made up of Stambaugh Elementary, West Iron County Middle and High School. The three entities along with the administrative personnel are all located on the same campus area in Iron River. The District services the west end of Iron County which is made up primarily of Iron River, Caspian, and Gaastra communities. The total population of the county is around 11,800, with 97% of the population white. (2010 U. S. Census)

The West Iron County Middle School has an enrollment of approximately 220 students in 6th through 8th grade. Average class size is low to mid 20s. The student population is approximately 95% white. Of the total student population, 69% are socio-economically disadvantage students, and 16% are students with disabilities.

There are seven core academic teachers and 9 teachers shared with the high school providing additional instruction in non-core subject areas. All teachers are highly qualified. There are three certified teachers as aides. There are also two special education teachers and one Title I teacher. One principal services both the high school and middle school.

A major challenge has been the reduction of school buildings and consolidation into one facility with redistribution of available resources, such as technological equipment and textbooks, that need to be updated to meet Common Core standards and methods. Physical space is also a challenge in addressing needs for intervention. Student mobility also presents a challenge for continuity of instruction due in part to the overall decline in population in the county as well as a lack of small industries to provide a variety of jobs.

Because the Iron River area is small and rural, further post-secondary educational opportunities and training is not available, thus many young people leave the community to further their education. In doing so, they do not return to raise their families. The beauty and serenity of this U.P. community and the numerous lakes and forests provide a positive place for retirees (3,700 persons are over 62 years of age, 2010 U. S. Census).

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

West Iron County Middle School will be a safe and secure place in which our students will learn and succeed in the 21st century. The WICMS staff, parents, and the community will work collaboratively to nurture a positive and productive learning climate for all students. Students will be empowered and taught to solve problems and make decisions that benefit themselves and others. Student achievement will be assessed continually to monitor progress. Teachers and students will be held accountable to high standards, not only academically, but in conduct as well. West Iron County Middle School students will be encouraged to be responsible, respectful, self-disciplined members of our learning community and beyond.

Mission Statement

The educational experience at West Iron County Middle School provides for the development of excellence in academic and citizenship skills as well as personal, emotional, physical, and social growth for all students. All staff at the school are included and supported in all aspects of development especially as it relates to safety and health to insure a high standard of quality throughout the school program and building.

Beliefs Statement

1. All students can learn and achieve academically to their highest potential.
2. All students have the right to a meaningful educational experience in a safe and secure learning environment.
3. Each student has dignity and worth.
4. Achievement is a result of high expectations with realistic goals.
5. Our entire community shares the responsibility of educating our students for future success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Areas of improvement in the prior three years:

- *Implementation of universal screening in reading fluency and comprehension. Universal math screening implemented.
- * Training in data analysis and increase usage of multiple measures of student success including MEAP data, AIMSweb, EXPLORE Testing, and pre and posttests for core subjects areas.
- * Technology improvements: the addition of SmartBoards, InFocus projectors, and an ITV setup; updated the present computer labs and teacher stations, increased the speed of broadband Internet; re-cabled the entire district to category 6 cabling and replaced network switches to increase the speed of the network infrastructure, replaced all wireless access-points to provide stronger infrastructure, replaced filtering to provide more secure internet research, purchased Discovery Ed server to allow for improved streaming of educational videos, provided Vantage-Learning MyAccess! Writing program and the Pearson digits online-based math program for students in grades 6th through 8th.
- * Teacher support and PD time for training and implementation of 6 + 1 Writing Traits (6 - 8) to develop curriculum, interpret assessment results, evaluate and implement Best Practices, and transition to the Common Core State Standards.

Areas of Improvement in the next three years:

- *projected technology improvements include 25 additional cameras for security and 35 chrome books for out building.
- * Intensive training in place for 6-8 grade math teachers and ELA teachers (reading, speaking, and listening) in instructional and intervention strategies, alignment to Common Core State Standards, use of summative assessments and MEAP analysis of scores.
- * Writing strategies to improve skills for all students with peer coaching sessions on instruction and usage of the writing process by demonstration teacher.
- * Continual implementation of universal positive behavioral procedures and lesson plans with all students. (6-8)

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

West Iron County Middle School made AYP and met attendance rates for the 2014-15 school years. In 2013, the middle school was in the top 20% of Value-Added 8th Grade Schools as recognized by Bridge Magazine in their annual ranking of State Academic Champions.

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.

Stakeholders are selected based on interests, skill strengths, and experience. Diversity within the group is a focus with staff members from across all content areas and different grade levels. Parents are also welcomed. District provides Professional Development time as needed to the stakeholders to ensure cooperation and time to reflect and research information. Stakeholders provide a list of times that would best accommodate schedule and most importantly not interfere with core instruction.

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

There is representation as the school is able from all core content areas, grade levels, Title I and Special Education programs, and parents. Each member has the ability to contribute according to his or her area of strengths. SMART Goals are developed with appropriate action plans. Time and information to the stakeholders is available at all SIP meetings to ensure an understanding of the process and to encourage participation.

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

The SIP is posted on the district website for all stakeholders to view. In 2015-2016, there were 10 Professional Development days to provide stakeholders an opportunity to share data, reflect on how it's impacting student achievement, and allow the opportunity to review the SIP goals, objectives, strategies, and activities.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Although there was a rise in student population the past school year, no challenges have been identified.

12-13 194
13-14 194
14-15 218
15-16 220

ED

12-13 54%
13-14 66.5%
14-15 69%
15-16 70%

SWD

12-13 18%
13-14 19%
14-15 16%
15-16 15%

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Due to a disproportionately large number of students who are chronically absent, intervention programs cannot be run with fidelity and key concepts discussed through class discussions are missed.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

There is an inconsistency with consequences in response to referrals.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Continue current, ongoing, supportive measures, including intervention, after school homework club, differentiated instruction, and progress monitoring.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The smaller size of the school affords leaders the opportunity to identify staff strengths, resulting in teaching assignments that reflect those strengths and talents. However, the smaller size also limits scheduling options that might help students who benefit from a diverse course offering.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Due to the consistency of teaching assignments during the past few years, a thorough understanding of standards and curriculum has lead to finely-honed lesson plans and assessments.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

A minimal number of days were missed due to professional learning and/or illness. The consistent presence of the principal in the building provides support to students who need consistency in their lives.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Unfortunately, the substitute teachers in our area are not highly qualified. When teachers are absent the continuity of curriculum is broken, resulting in backtracking of lesson plans and a loss of time. Since we do have professional development days built into the school calendar, this helps to alleviate this issue to a certain extent.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The addition of an assistant principal would provide for more consistent discipline, attendance, and student achievement. The presence of instructional specialists in providing consistency and an understanding of individual students is also important and thus is addressed in the SIP.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Some strengths that stand out are alignment of curriculum, instructional leadership, communication, guidance & support for teaching and learning, organizational management, professional learning.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Areas which need strengthening are standard 5-Culture for Learning, standard 7-Professional Learning Culture, and standard 10-Engagement.

12. How might these challenges impact student achievement?

The teachers need time to have collaborate time in order to achieve a higher level of success.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

A common planning time needs to be established for discussion of cross grade-level and cross-curriculum. Professional development geared toward helping students to be engaged in the learning process as well as ideas on positive behavioral rewards and tracking is desired. Observing other school programs and how they are implementing interventions and classroom management techniques is also needed.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Records of IEPs/ 504s and progress monitoring ensure students are receiving a full array of intervention programs.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

AFTER-SCHOOL HOMEWORK CLUB for 6th through 8th grades: With parental permission, a homework club is available immediately after school for a 1 hour time period Monday through Thursday. Instructional specialists are available to assist students with their homework and/or provide additional learning opportunities. Assigned intervention time is given to those students who need more practice in an area
SY 2016-2017

where they show weakness.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Parents are informed of the after-school homework club by a parent letter/permission slip. Parents are made aware of this program during orientation, Title 1 Annual Parent Meeting, on progress report footnotes, during parent-teacher conferences, and individual student communications as necessary.

These students are identified through progress monitoring, IEPs/504s, and formative/summative assessments.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Lesson plans that identify what standards are being met and pre/post tests that are aligned with the standards show the fidelity of the standards.

18. How does your school use health survey/screener results (i.e. MiPHY) to improve student learning? Answer only if you completed a health survey/ screener.

The school uses the MiPHY online survey health risk behavior results to supplement and enhance instruction in the middle school health and physical education courses.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Due to tier II (strategic) and tier III (intensive) response to intervention, there has been an increase in those students reaching tier I for Aimsweb R-CBM (reading fluency) and MAZE (comprehension) testing.

In regards to the results of the M-STEP ELA assessment given in spring of 2015, 84.6% of 6th graders showed adequate progress in the Listening claim, compared to 84.2% statewide; 75.6% of 6th graders showed adequate progress in Reading, compared to 69.7% statewide; 83.9% of 8th graders showed adequate progress in Reading, compared to 77.9% statewide; 87.1% of 8th graders showed adequate progress in Listening, compared to 78.6% statewide.

19b. Reading- Challenges

Excessive absenteeism interrupts the progress of students in the acquisition of skills necessary to perform well on unit assessments. Intervention is scheduled for these students; however, this intervention is often canceled or repeatedly rescheduled due to absences. This is a challenge because of the volume of students requiring intervention and the amount of resources and time available.

19c. Reading- Trends

The program 6 minute solution is used with fidelity in the middle school ELA classrooms, but the program is not being implemented with fidelity in the exploratory classrooms (7 & 8 grade).

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenge has been addressed in the SIP. It should be noted that if all teachers follow the program with fidelity, there would be an even higher increase in reading fluency and comprehension testing for tier I.

20a. Writing- Strengths

Students continue to progress in their writing skills because of the use of consistent terminology across all grade levels and the 6+1 writing traits. Students needing assistance in their writing skills, attend interventions.

In regard to the results of the M-STEP ELA assessment given in the spring of 2015, 69.2% of 6th graders showed adequate progress in Writing, compared to 67.4% statewide; and 72.6% of 8th graders showed adequate progress in Writing, compared to 68.7% statewide.

20b. Writing- Challenges

Excessive absenteeism interrupts the progress of students in the acquisition of skills necessary to perform well on writing tasks. Limited availability for technology (research/typing) doesn't allow much time for those who are chronically absent. Intervention is scheduled for these students; however, this intervention is often canceled or repeated rescheduled due to absences. This is a challenge because of the volume of students requiring intervention and the amount of resources and time available.

20c. Writing- Trends

Because of the consistency in terminology across all grade levels, we are seeing an increase in the understanding of the writing process.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The major challenge with the writing process is those students who are chronically absent. When they are absent, they miss out on valuable information needed to complete the writing process. This includes time for drafting and peer response. An absence policy is needed to rectify this issue.

21a. Math- Strengths

In regards to the results of the M-Step mathematics assessment given in spring of 2015, 56.3% of 6th graders made adequate progress in the math concepts and procedures claim, compared to 56.4% statewide. 78.8% of 6th graders made adequate progress in the math communicating and reasoning claim, compared to 76.5% statewide. 72.6% of 8th graders made adequate progress in the math problem solving/modeling and data analysis claim, compared to 75.2% statewide.

In regards to the AIMSweb mathematics computation progress monitoring assessment, during the 2015-2016 school year, 77.5% of 7th graders were in Tiers I & II during the fall, compared to 80.4% in the spring. On the mathematics concepts and applications AIMSweb assessment, 63.4% of 6th graders were in Tiers I & II in the fall, compared to 68.2% in the spring.

21b. Math- Challenges

Although students in math have ample opportunity to utilize technology in the classroom through the use of scientific calculators and Chromebooks, they currently don't get the opportunity to practice the basic math computation skills in which they are deficient, as identified through the AIMSweb and M-Step assessments. Additionally, excessive absenteeism continues to be a source of concern as students who don't attend school regularly aren't able to retain and apply concepts that are discussed during class. Finally, students currently have very little time to practice performance tasks during class, a major component of the M-Step assessment, due to the diversity of curriculum components in middle school math. Time is needed for students to write more in math.

21c. Math- Trends

In general, a greater percentage of female students showed adequate progress on the M-Step mathematics assessment given during the spring of 2015, compared to male students. In 6th grade, 40% of female students showed adequate progress, compared to 27.5% of male students, while in 8th grade, 32.3% of female students showed adequate progress, compared to 6.5% of male students.

Additionally, based on the results of the M-Step mathematics assessment given spring of 2015, students who are not economically disadvantaged outperformed students who are by an almost 2-to-1 margin. The margin is even wider when considering students with disabilities.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The attendance policy needs to be revisited, with an emphasis on reducing the number of students who are chronically absent.

Regularly-scheduled Tier II (strategic) and Tier III (intensive) intervention will be provided, with fidelity, to improve basic math computation skills.

With additional staff, the scope of math topics covered at each grade level will be narrowed so the pacing of lessons may be adjusted. This will allow for deeper learning and writing opportunities through the use of performance tasks.

22a. Science- Strengths

The percentage of students advanced and proficient is 10.3%.

22b. Science- Challenges

The present curriculum is being aligned with with Common Core which brings unique challenges in implementation.

22c. Science- Trends

There are no trends at this time due to insufficient data on M-Step.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In order to develop curriculum, sciences staff will attend state provided school improvement conferences that address transition to Next Generation Science Standards. In order to provide opportunity for dialog, representative staff members will attend ISD sponsored science collaboration meetings six times a year.

23a. Social Studies- Strengths

Strengths noted for 8th grade students are advanced or proficient at 41.2% compared to the state at 29.7% and the entire ISD of 36%. Economically disadvantaged students are advanced or proficient at 40% whereas students who are not economically disadvantaged are advanced or proficient with 45.5%. The gap between these two groups is lessening which is a goal set by the SIP team.

23b. Social Studies- Challenges

To continue increasing the level of proficiency for all students.

23c. Social Studies- Trends

Due to limited data, there are no trends at this time.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The SIP goals, strategies, and activities continue to utilize interventions, progress monitoring, and analysis of assessments and pre/post tests to address the challenges of individual learning needs, achievements, and deficiencies.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students responded most favorably to the following statements:

In my school, programs and services are available to help me succeed.

In my school, the principal and teachers have high expectations of me.

My school provides me with challenging curriculum and learning experiences.

All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Students responded most unfavorably to the following statements:

In my school, all students are treated with respect.

In my school, students treat adults with respect.

All of my teachers change their teaching to meet my learning needs.

In my school, students respect the property of others.

In my school, students help each other even if they are not friends.

My school considers students' opinions when planning ways to improve the school.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Promote and model the importance of respect, and identify and correct disrespectful student behavior.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents/guardians responded most favorably to the following statements:

Our school's purpose statement is clearly focused on student success.

My child knows the expectations for learning in all classes.

My child has at least one adult advocate in the school.

My child is given multiple assessments to measure his/her understanding of what was taught.

My child has up-to-date computers and other technology to learn.

My child has access to support services based on his/her identified needs.

Our school provides students with access to a variety of information resources to support their learning.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents/guardians responded most unfavorably to the following statements:

All of my child's teachers meet his/her learning needs by individualizing instruction.

Our school provides excellent support services (e.g. counseling and/or career planning).

My child has administrators and teachers that monitor and inform me of his/her learning progress.

Our school provides opportunities for students to participate in activities that interest them.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

By reintroducing career prep classes and job shadowing, students would be better prepared for career choices for their future.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teacher/staff responded most favorably to the following statements:

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

In our school, related learning support services are provided for all students based on their needs.

In our school, all staff members participate in continuous professional learning based on identified needs of the school.

In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

Our school provides qualified staff members to support student learning.

Our school maintains facilities that support student learning.

Our school maintains facilities that contribute to a safe environment.

Our school's purpose statement is clearly focused on student learning.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teacher/staff responded most unfavorably to the following statements:

Our school's leaders support an innovative and collaborative culture.

Our school's leaders hold themselves accountable for student learning.

Our school's leaders provide opportunities for stakeholders to be involved in the school.

All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.

In our school, staff members provide peer coaching to teachers.

In our school, a professional learning program is designed to build capacity among all professional and support staff members.

Our school provides opportunities for students to participate in activities that interest them.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Re-purposing of professional development days to include staff meeting and collaborative opportunities. The request to have PD time lengthened each session to allow for greater flexibility and interaction time was approved for the coming year.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Stakeholders/community responded most favorably to the following statements:

My community's schools purpose statements focus on student success.

My community's schools provide opportunities for community involvement.

My community's schools prepare students to be successful in the future.

My community's schools teach students how to apply their learning.

My community's schools inform community members about student achievement policies and procedures.

My community's schools have resources that are current and in good condition.

My community's schools are respectful of school and community properties.

My community's schools are safe for students, staff, and visitors.

My community's schools have up-to-date technology for students and teachers to use.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Stakeholders/community responded most unfavorably to the following statements:

My community's school board or governing body operates ethically and without conflicts of interest.

My community's members participate in school-sponsored programs to help students with their career planning.

My community's school use more than one assessment to measure if students are learning.

My community's school has goals and plans to improve student learning.

My community's school provides opportunities for community involvement.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Improve and expand the modes of communication between the school and the community.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Strengths:

The school provides all students with a success-driven education with high expectations in a safe environment.

Challenges:

Increase communication between the school and the community and among colleagues.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

A lack of communication can result in a failure on the part of the student to come to class prepared, follow directions, and complete assignments. This, in turn, can affect assessment scores.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Any negative affect on student achievement due to a lack of communication will be remedied through tier II (strategic) and/or tier III (intensive) intervention as outlined in the goals of the school improvement plan.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	This is not applicable to the Middle School but is addressed in the elementary school.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.westiron.org/middle-high-school/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	School Counselor has an approved EDP on file for all 8th grade students.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	School does review and update EDPs to ensure that each student is receiving the course work required for alignment.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	This information is found on all required school documents.	Non-Discrimination Policy West Iron County

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Name: Christopher Thomson, Superintendent Address: 601 Garfield Ave, Iron River, MI 49935 Telephone: 906.265.9218	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See below attachment.	West Iron County Parent Involvement Plan, 2016

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See Below attachment.	WIC Middle School Parent Compact, 2016

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	The Professional Development is outlined in the Goals and Plans segment of the SIP.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Team members (Title 1 teacher, special education teacher, core teachers, administration, parent representative) worked individually and collectively to review the following types of data: program/process (School System Review), demographic data (especially subgroups), student achievement (reading, writing, math, science, and social studies), and perception data (community, parent, teacher, and student surveys).

Summaries and conclusions were developed for each data review. Student achievement data is collected on an on-going basis from five core content areas (ELA reading and writing, math, social studies, and science). Achievement data is used to formulate and revise school improvement goals and objectives along with strategies and activities to meet these goals. These goals are reviewed annually by core subject teachers to assess progress toward meeting the core goals and to review/revise the activities and strategies as necessary to continue improvement.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Data Analyzed: Enrollment Summary from MiSchool Data Site, Powerschool, average daily attendance report, SWIS (Schoolwide Information System) discipline referral trend report.

Enrollment Results: The 2015-2016 enrollment data is 220 students. There is no significance from the previous year. The 2014-2015 enrollment data is 218 students. The enrollment has increased by 24 students. The 2013-2014 enrollment data was 194 students. In 2013-14, it remained consistent with a change of an additional 4 students. The 2012-2013 enrollment data was 190 students (a decrease of 42 students from the 2009-2010 school year).

Ethnicity: The majority of students are white with all other ethnic groups below 2%, changing only by 1 or 2 students a year. The American Indian population is 3%. This has been a consistent pattern in the district.

Economically Disadvantaged: Of the total population in the middle school for the 2015-2016 school year, 70% of the students are economically disadvantaged. Of the total population in the middle school for the 2014-2015 school year, 68.1% of the students are economically disadvantaged compared to 66% in 2013-14 and 58% in 2012-2013. In two school years, there has been a 10% increase in economically disadvantaged.

Students with Disabilities: Students with disabilities total 15% in 2015-2016 school year. Students with disabilities total 16% in 2014-15 school year as compared to 19% in the 2014-2015 school year and 16% in the 2012-2013 school year.

Daily Attendance: The average attendance percentage was 93.7% in the 2014-2015 school year. The average attendance percentage was 94.1% in the 2013-2014. This is consistent with the 2012-2013 school year. The average attendance in 2011-2012 school year was 95%.

Chronic Absences: During the 2014-2015 school year, 72 students had more than 10 absences. During the 2013-2014, 72 students had more than 10 absences. During the 2012-13 school year, 75 students had more than 10 absences. There was over a 10% increase from the year prior. During the 2011- 2012 school year, 55 students had more than 10 absences. During 2010-2011 school year, 41 students had more than 10 absences.

Mobility Data: Mobility data for the 2014-2015 school year showed that less than 10 students were mobile. Mobility data for the 2013-2014 school year showed that less than 10 students were mobile. In the 2012-2013 school year, less than 10 students were mobile. In 2011-2012, there were less than 10 students mobile. The mobility data is consistent for the past three years.

Top to Bottom Ranking: The top to bottom report was not calculated for the 2014-2015 school year. The school was ranked 54% in the Top to Bottom in the State report for the 2013-2014 school year. This is a decrease of 13% from the previous year. It ranked 67% during the 2012-2013 school year in the Top to Bottom Schools in the State report. The school was ranked 61% during the 2011- 2012 school year in the Top to Bottom Schools in the State report.

Student Referrals: During the 2015-2016 school year, there were 315 student referrals. This is an increase of 65 referrals from the previous year. During the 2014-2015 school year, there were 250 student referrals. This is consistent with the previous year. During the 2013-2014 school year, there were 241 referrals. During the 2012-2013 school year, there were 323 referrals and in 2011-2012, 387 referrals were made. There were 73 less referrals in 2014-2015 than in the 2012-2013 school year and 137 less than in the 2011-2012 school year.

Demographic Data Conclusion:

The 2015-2016 student population has remained the same with the previous year. Although the student population declined in the 2013-2014 school year, there was a 24 student increase during the 2014-2015 school year. Staffing and resource needs remain consistent. Staff retention has remained the same. The large number of absences for a small pool of students remains an issue in this category. A revision of the attendance policy needs to take place. Strategies for addressing these absences and working with students and parents should be developed with input from staff.

School System Review:

2015-2016 School System Review Data Results/Conclusion:

After completion of the SSR for the 2015-2016 school year by all members of the SIP team, a review of the results showed the following: 2 Beginning Implementation, 5 Partial Implementation, 7 Full Implementation, and 10 Sustained Implementation. There has been improvement in each category. Those areas in greatest need of improvement involve shared leadership for learning, learning opportunities, and collective responsibility. Other weak areas include collaborative teams and purposeful planning.

2014-2015 School Systems Review DATA Results/Conclusions:

After completion of the SSR for the 2014-2015 school year by all members of the SIP team, a review of the results showed the following: 3 Beginning Implementation, 7 Partial Implementation, 9 Full Implementation, and 7 Sustained Implementation. As this is the first year for the SSR, the comparative results of previous years is not available. The SSR shows 10 areas not fully implemented. Those areas yet to be implemented involve communication among staff, collaborative teams, and learning opportunities.

2013-2014 PROGRAM/PROCESS RUBRIC DATA Results/Conclusions:

Data Analyzed: 40 school Process Rubrics

Results: After completion of the 40 SPR for the 2013-2014 school year by all members of the SIP team, a review of the results showed the

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following: 7 exemplary, 14 implemented, 14 partially implemented, and 1 getting started. During the 2012-2013 school year, the results were as follows: 12 implemented, 20 partially implemented, and 8 getting started. Progress has been made in each of the categories. There are 15 items either partially implemented or getting started remaining as compared to 28 the year before. The staff noted the need to continue to encourage parental involvement (IV.1.B.2 and IV.1.B.3). There also needs to be an increase in a spirit of collaboration, inquiry, and reflective practice in regard to structures and practice with periodic meetings between administration and staff (II.2.A.4). Increased monitoring of the school improvement plan through out the school year is also suggested (II.2.D.4).

Student Achievement Data:

Data Analyzed: M-STEP, AIMSweb R-CBM Reading Fluency data, and AIMSweb MAZE Reading Comprehension data, AIMSweb M-COMP, and M-CAP

In the 2014-2015 school year, M-STEP replaced the MEAP test with initial results not available until summer/fall 2015. There will be no comparative data available at time so the results will be used to establish the new baseline.

M-STEP ELA

6th grade ALL STUDENTS Advanced or Proficient

2014-2015 WIC 43.6% State 44.7% Econ Dis 37.7% Disabilities 0%

7th grade ALL STUDENTS Advanced or Proficient

2014-2015 WIC 32.4% State 49.1% Econ Dis 29.2% Disabilities 0%

8th grade ALL STUDENTS Advanced or Proficient

2014-2015 WIC 59.7% State 47.6% Econ Dis 50% Disabilities 12.5%

ELA CONCLUSIONS:

In the 2015-16 school year, there is only one year of M-STEP data available. Without comparison data, growth data is not available. In 6th grade, the M-STEP results were slightly below state average. In 7th grade, the M-STEP results were 17% below state average. The 8th grade M-STEP results were approximately 12% above state average.

Using longitudinal data from AIMSweb R-CBM reading fluency and MAZE reading comprehension screening during the fall of 2011-12, 2012-13, 2013-14, 2014-15, 2015-2016 school years, the evidence of achievement of the measurable objective is clearly demonstrated in the following results:

	R-CBM	MAZE
2011-12 6th graders	61% Proficient	54% Proficient
2012-13 7th graders	66% Proficient	62% Proficient
2013-14 8th graders	78% Proficient	76% Proficient

2012-13 6th graders 62% Proficient 60% Proficient

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2013-14 7th graders 68% Proficient 64% Proficient
2014-15 8th graders 70% Proficient 67% Proficient

2013-14 6th graders 59% Proficient 58% Proficient
2014-15 7th graders 71% Proficient 63% Proficient
2015-16 8th graders 73% Proficient Proficient

2014-15 6th graders 65% Proficient 57% Proficient
2015-16 7th graders 68% Proficient 75% Proficient
2016-17 8th graders % Proficient % Proficient

2015-16 6th graders 68% Proficient 63% Proficient
2016-17 7th graders % Proficient % Proficient
2017-18 8th graders % Proficient % Proficient

(Note: blank places indicate data was not released at the time of the completion of this report)

Using longitudinal data from AIMSweb R-CBM reading fluency and MAZE reading comprehension screening results during the fall of 2011-12, 2012-13, 2013-14, 2014-15, 2015-2016 school years, the evidence of achievement of the measurable objective for subgroups as identified through tier 2 and tier 3 is clearly demonstrated in the following results:

	R-CBM Tier 2	R-CBM Tier 3	MAZE Tier 2	MAZE Tier 3
2011-12 6th graders	20%	4%	28%	18%
2012-13 7th graders	31%	3%	29%	9%
2013-14 8th graders	19%	3%	20%	3%
2012-13 6th graders	24%	14%	30%	10%
2013-14 7th graders	20%	12%	18%	18%
2014-15 8th graders	9%	20%	22%	11%
2013-14 6th graders	28%	13%	20%	22%
2014-15 7th graders	22%	7%	25%	12%
2015-16 8th graders	16%	11%	26%	5%
2014-15 6th graders	28%	16%	26%	17%
2015-16 7th graders	37%	5%	15%	9%
2016-17 8th graders				
2015-16 6th graders	21%	11%	19%	17%
2016-17 7th graders				
2017-18 8th graders				

(Note: blank places indicate data was not released at the time of the completion of this report)

AIMSweb FLUENCY AND COMPREHENSION DATA CONCLUSION: Longitudinal data shows student improvement each year. The percentages of students in Tier 2 and Tier 3 are also decreasing each year.

Math

In the 2014-2015 school year, M-STEP replaced the MEAP test with initial results not available until summer/fall 2015. There will be no comparative data available at that time so the results will be used to establish the new baseline.

M-STEP Math

6th grade ALL STUDENTS Advanced or Proficient

2015-2016 WIC 33.8% State 33.3% Econ Dis 29.1% Disabilities 0%

7th grade ALL STUDENTS Advanced or Proficient

2015-2016 WIC 11.8% State 33.3% Econ Dis 8.3% Disabilities 0%

8th grade ALL STUDENTS Advanced or Proficient

2015-2016 WIC 19.4% State 32.2% Econ Dis 15% Disabilities 12.5%

MATH CONCLUSIONS:

In the 2015-16 school year, there is only one year of M-STEP data available. Without comparison data, growth data is not available. In 6th grade, the M-STEP results were slightly above state average. In 7th and 8th grades, the results were below state average.

Using longitudinal data from AIMSweb M-CAP Math Concepts and Applications and AIMSweb M-COMP Math Computation screening during the fall of 2011-12, 2012-13, 2013-14, 2014-15, 2015-16 school years, the evidence of achievement of the measurable objective is clearly demonstrated in the following results:

	M-CAP	M-COMP
2012-13 7th graders	51% Proficient	60% Proficient
2013-14 8th graders	49% Proficient	42% Proficient
2012-13 6th graders	50% Proficient	47% Proficient
2013-14 7th graders	64% Proficient	65% Proficient
2014-15 8th graders	58% Proficient	52% Proficient
2013-14 6th graders	47% Proficient	32% Proficient
2014-15 7th graders	37% Proficient	46% Proficient
2015-16 8th graders	31% Proficient	24% Proficient
2014-15 6th graders	46% Proficient	43% Proficient
2015-16 7th graders	49% Proficient	46% Proficient

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2016-17 8th graders Proficient Proficient

(Note: blank places indicate data was not released at the time of the completion of this report)

2015-16 6th graders 46% Proficient 41% Proficient
2016-17 7th graders Proficient Proficient
2017-18 8th graders Proficient Proficient

(Note: blank places indicate data was not released at the time of the completion of this report)

Using longitudinal data from AIMSweb M-CAP Math Concepts and Applications and AIMSweb M-COMP Math Computation during the fall of 2012-13, 2013-14, 2014-15, 2015-16 school years, the evidence of achievement of the measurable objective for subgroups as identified through tier 2 and tier 3 is clearly demonstrated in the following results:

	M-CAP Tier 2	M-CAP Tier 3	M-COMP Tier 2	M-COMP Tier 3
2012-13 7th graders	45%	5%	20%	20%
2013-14 8th graders	19%	32%	29%	29%
2012-13 6th graders	19%	31%	28%	25%
2013-14 7th graders	27%	9%	15%	20%
2014-15 8th graders	12%	30%	24%	24%
2013-14 6th graders	19%	33%	36%	32%
2014-15 7th graders	43%	19%	25%	30%
2015-16 8th graders	21%	48%	28%	48%
2014-15 6th graders	23%	31%	30%	27%
2015-16 7th graders	36%	15%	29%	25%
2016-17 8th graders				

2015-16 6th graders 17% 36% 30% 29%
2016-17 7th graders
2017-18 8th graders

(Note: blank places indicate data was not released at the time of the completion of this report)

AIMSweb MATH CONCLUSION: There is no clear trend present in the data, but fluctuations in performances are present. Targeted interventions need to be implemented in the 2016-17 school year.

SCIENCE (7th grade)

In the 2014-15 school year, M-STEP replaced the MEAP test with initial results not available until summer/fall 2015. There is no comparative data available at this time so the results will be used to establish the new baseline.

2014-2015 WIC 10.3% State 22.7% Econ Dis 8.3% Disabilities 8%

SCIENCE CONCLUSION: In the 2015-16 school year, there is only one year of M-STEP data available. Without comparison data, growth data is not available. The M-STEP results were 13% lower than the state average. Curriculum alignment by grade and common core standard is being addressed.

SOCIAL STUDIES (8th grade)

In the 2014-2015 school year, M-STEP replaced the MEAP test with initial results not available until summer/fall 2015. There is no comparative data available at this time so the results will be used to establish the new baseline.

2014-15 WIC 41.9% State 29.7% Econ Dis 40% Disabilities 25%

SOCIAL STUDIES CONCLUSION: In the 2015-2016 school year, there is only one year of M-STEP data available. Without comparison data, growth data is not available. The M-STEP results are 12% above the state average.

PERCEPTION DATA:

The middle school utilized the Advanc-Ed survey web administration for all surveys.

2015-16 The number of received responses was significantly lower this year.

2014-15 The number of received responses and feedback from all stakeholders was significantly greater with the online survey format. Trends can now be developed with continual use of this survey type in the years to come.

Parent Perception Results/Conclusions

2015-2016: Parents responded favorably to the following: The school's purpose statement is clearly focused on student success, my child knows the expectations for learning in all classes, my child has at least one adult advocate in the school, my child is given multiple assessments to measure his/her understanding of what was taught, has up-to-date computers and other technology to learn, and has access to support services based on his/her identified needs, and our school provides students with access to a variety of information resources to support their learning. Parents responded unfavorably to the following: all of my child's teachers meet his/her learning needs by individualizing instruction, our school provides excellent support services (e.g. counseling), my child has administrators and teachers that monitor and inform me of his/her learning progress, our school provides opportunities for students to participate in activities that interest them.

2014-2015: Parents responded favorably to the following: Students know class learning expectations, have at least one adult advocate in the school, are given multiple assessments to measure learning, have updated technology available, and have access to support services. Parents responded unfavorably to the following: all teachers are not providing individualized instruction, school lacks in support services like counseling and career planning, and administrators and teachers do not inform parents of their child's learning progress.

2013-2014: Parents believe that the school and staff have high expectations for learning and teachers use a variety of learning activities. Some are concerned about whether there is a safe learning environment and the need to have more individualized instruction. There was also stated a concern about lack of parental participation in school-sponsored activities and events focusing on the learning needs of our students. There is a continual recognition of the need for parental involvement to increase. Avenues to encourage this will be explored.

Staff Perception Results/Conclusions:

2015-16: Staff responded favorably to the following: all teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria, our school provides qualified staff members to provide student learning, and our school's purpose statement is clearly focused on student learning. Staff responded unfavorably to the following: teachers in our school participate in collaborative learning communities that meet both formally and informally across grade levels and content areas, our school's leaders support an innovative and collaborative culture, & in our school staff members provide peer coaching to teachers.

2014-15: Staff responded favorably to the following: Our school provides qualified staff, maintains facilities, participates in continuous professional learning, and uses common grading. The staff responded unfavorably to the following: School leaders do not support a collaborative culture, responsibility for student learning, or provide opportunities for stakeholders to be involved in school. Teachers do not participate in collaborative teams and have not been trained in formal processes that promote discussion about student learning.

2013-2014 Staff indicated the school's purpose statement is based on shared values and beliefs that guide decision-making, and our school's leader hold all staff members accountable for student learning. Staff do not feel, however, that leaders hold all students accountable for learning. Professional development that is designed to build support among all staff is also noted. Suggestions for PD ideas that link to goals have been generated by teachers in the SIP goals. Greater communication and visibility between administration and staff is also expressed as a needed positive step in connecting together.

Student Perception Results/Conclusions

2015-16: Students responded favorably to the following: Programs and services are available to help them succeed, the school provides them with a challenging curriculum and learning experiences, and all of the teachers use tests, projects, presentations, and portfolios to check the understanding of what was taught. Students responded unfavorably to the following: students help each other even if they are not friends, my school considers opinions when planning ways to improve the school, and in my school students treat adults with respect.

2014-2015: Students responded favorably to the following: Students believe that programs are available to help them succeed and that the principal and teachers have high expectations. They also believe the curriculum and learning experiences are challenging and that they are evaluated using a variety of assessments. They did not believe adults and students demonstrated respect. They also believed that students did not show respect for others property.

2013-14: Students responded favorably to the following: The students believe that the school and staff have high expectations for learning and provide multiple measures for learning and assessment. However, many feel they are not getting a high quality education. School cleanliness, lunches, and disrespect among peers were noted in the open responses. There needs to be restrictions on food and drink in spaces in the school. There also needs to be an awareness on the part of all staff to continue to teach and reteach respectful behavioral practices.

General Conclusions after reviewing the four types of data (Demographics/SSR/Achievement/Perception):

2015-2016 Conclusion: Although there have been improvements in achievement, there is a need for additional improvements. Additional intervention strategies will continue to be reviewed for use in each core subject. Gaps remain for students with disabilities and economically disadvantaged students.

2014-2015 Conclusion: Intervention strategies will continue to be reviewed and revised in all core subjects. New researched-based strategies

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will be identified to use with students not meeting common core standards.

2013-2014 Conclusion: Although there have been improvements in all core subjects in some of the categories, there is still much work to be done in student achievement. Gaps remain for students with disabilities and economically disadvantaged students. Intervention strategies will continue to be reviewed and revised as needed.

West Iron County Middle School will continue to pursue the following goals for the 2015-2016 school year:

1. There will be improvement in math skills for all students.
2. All students will improve their reading proficiency.
3. All students will be proficient writers.
4. All students will be proficient in science.
5. All students will be proficient in social studies.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Comprehensive Needs Assessment data and results in all four areas were examined by the SIP team to determine areas of weaknesses in all five content areas through data analysis and discussion. Lessening the gap between the bottom 30% and the top 30% is currently being addressed in the strategies. Determining the need to address certain subgroups based on data analysis, strategies in each of the five content areas have been developed for students with disabilities and economically disadvantaged students.

Content areas addressed are ELA-reading and writing, math, social studies, and science. Data from the following sources were analyzed to develop goals which address student achievement needs: MiSchool Data Site (Enrollment, Mobility, Attendance, and Top to Bottom Ranking), Powerschool, SWIS (Schoolwide Information System) Discipline Referral Trend reports, AdvancEd Survey results (Perception data from community, parents, teachers, and students), School Systems Review, M_STEP, AIMSweb R-CBM Fluency data, AIMSweb MAZE Comprehension data, AIMSweb M-COMP (math Computation) and M-CAP (Math Concepts and Applications), and Pre/Post test results. Professional development with input from teachers is outlined in both the strategies and activities as it relates to research-based evidence, in order to more effectively meet the needs of all students as well as meet the unique academic needs of subgroups. In the past years, student achievement and areas of weakness were identified through item analysis results specific to MEAP assessments. MEAP information from the 2013-2014 school year was still relied on during the 2014-2015 school year as the M-STEP replaced the MEAP during the 2014-15 school year. Comparative data will not be available this year, although this year's data will be added to this report next school year after results are received.

Research information on appropriate and current methods of addressing areas of weaknesses were sought. All of the above were used to formulate goals in five content areas (reading, writing, math, science, and social studies). Continued revision of strategies and activities occurs on a regular basis.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

All WIC Middle School students are represented in each of the five core content goals:

These are as follows:

ELA-READING: All students will improve their reading proficiency.:

ELA-WRITING: All students will be proficient writers.

MATH: There will be improvement of math skills for all students.

SCIENCE: All students at West Iron County Middle School will be proficient in science.

SOCIAL STUDIES: All students at West Iron County Middle School will be proficient in social studies.

Specific strategies were formulated to address gaps in learning for students with disabilities and economically-disadvantaged students while addressing the student population as a whole .

The strategies are as follows:

READING STRATEGY: The English Language Arts teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists, will work as a team to provide individualized and/or small group instruction to students with disabilities, economically disadvantaged students, and students not meeting proficiency based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. Students will receive additional instruction during intervention times. Intervention time is

provided by pulling identified students from non-core classes.

WRITING STRATEGY:

The English Language Arts teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists, will work as a team to provide individualized and/or small group instruction to students with disabilities, economically disadvantaged students, and students not meeting proficiency based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. Students will receive additional instruction during intervention times. Intervention time is provided by pulling identified students from non-core classes.

MATH STRATEGY:

Targeted Intervention - The math teacher, along with the special education teacher and instructional specialists (highly qualified and certified individuals), will work as a team to provide small group instruction, with additional support targeted to students with disabilities, economically disadvantaged students, and the bottom 30% based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. The focus of the intervention will be improvement of basic computational skills and how they apply to the grade-level standards.

SOCIAL STUDIES STRATEGY:

The social studies teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists, will work as a team to provide individualized and/or small group instruction to students with disabilities, economically disadvantaged students, and students not meeting proficiency based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. Students will receive additional instruction during intervention times. Intervention time is provided by pulling identified students from non-core classes. In addition to additional instruction, examples of intervention activities include flashcard review, informational text reading strategies, test corrections, map skills, and vocabulary development.

SCIENCE STRATEGY:

The science teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists, will work as a team to provide individualized and/or small group instruction to students with disabilities, economically-disadvantaged students, and students not meeting proficiency based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. Students will receive additional instruction during intervention times. Intervention time is provided by pulling identified students from non-core classes. In addition to additional instruction, examples of intervention activities include flashcard review, informational text reading strategies, test corrections, and vocabulary development.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

ELA-READING:

Strategies addressing ALL students

**All core content teachers will use two identified evidence-based reading strategies universally across curricular subjects when presenting content text with all students (Focus: Vocabulary Acquisition/Pre-reading Activities).

ELA-WRITING:

Strategies addressing ALL students

**ELA teachers, special education teachers, and Title 1 Part A teachers will use a universal writing language to aide communication among educators and students, complete extensive modeling, and use grade level writing prompts to help students meet the CCSS writing requirements emphasizing narrative, persuasive, and informative writing genres.

MATH:

Strategies addressing ALL students

**Technology Integration - The math teacher, along with the special education teacher and instructional specialists, will integrate multimedia and technology by using tools and research to present and review topics that are addressed in class.

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

SCIENCE:

Strategies addressing ALL students

**Science teachers will use direct instruction strategies to teach content-specific science vocabulary (PD as necessary).

**Science teachers will move towards implementation of an inquiry-based science curriculum. Teachers will teach at least five inquiry-based lessons and/or units using the state-adopted science standards. Science teachers will teach students how to develop hypotheses, develop research questions, conduct research, collect and analyze data, and report findings.

SOCIAL STUDIES:

Strategies addressing ALL students

**Social studies teachers will increase reading comprehension through the use of guided reading practice, graphic organizers, and build content vocabulary through flashcards, memory activities, and word walls.

**Integration of technology in the classroom by broader use of mutlimedia sources such as United Streaming, Smart Board technology, and PowerPoint presentations. Use of technology in the social studies classroom will help increase scores for all students.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

QUALITY OF INSTRUCTION: Focus on improving instruction:

ELA-READING: All core content teachers will use two identified evidence-based reading strategies universally across curricular subjects when presenting content text with all students (Focus: Vocabulary Acquisition/Pre-reading Activities).

ELA-WRITING: English Language Arts teachers, along with special education teachers and Title 1 teachers and/or instructional specialists, will use a universal writing language to aide communication among educators and students, complete extensive modeling, and use grade level writing prompts to help students meet the CCSS writing standards emphasizing narrative, persuasive, and informative genres.

MATH: Instruction will be modeled after the Common Core State Standards and the Standards for Mathematical Practice.

SCIENCE: Teachers will use direct instruction strategies to teach content-specific vocabulary (PD as necessary).

SOCIAL STUDIES: Integration of technology in the classroom by broader use of multimedia sources such as United Streaming, Smart Board technology, and PowerPoint presentations. Use of technology in the social studies classroom will help to increase scores for all students.

QUANTITY OF INSTRUCTION: The quantity of instruction will be increased through the intervention program that provides students with additional learning opportunities as needed.

ELA-READING: The English Language Arts teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists, will work as a team to provide individualized and small group instruction to students not meeting proficiency based on strengths and weaknesses as determined by performance on ongoing formative and summative assessments, MEAP, reading fluency data (R-CBM), and reading comprehension data (MAZE). Additional instruction time will be provided through targeted interventions during non-core class periods. Special education teacher and Title 1, Part A teachers will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening.

ELA-WRITING: The English Language Arts teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists, will work as a team to provide individualized and small group instruction to students not meeting proficiency based on strengths and weaknesses as determined by performance on ongoing formative and summative assessments, MEAP, and MyAccess computerized writing program. Additional instruction time will be provided through targeted interventions during non-core class periods.

MATH: The math teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists, will work as a team to provide individualized and small group instruction to students not meeting proficiency based on strengths and weaknesses as determined by performance on ongoing formative and summative assessments and MEAP. Additional instruction time will be provided through targeted interventions during non-core class periods.

SCIENCE: The science teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists, will work as a team to provide individualized and small group instruction to students not meeting proficiency based on strengths and weaknesses as determined by performance on ongoing formative and summative assessments and MEAP. Additional instruction time will be provided through targeted interventions during non-core class periods.

SOCIAL STUDIES: The social studies teacher, along with the special education teacher and Title 1 teacher and/or instructional specialists will work as a team to provide individualized and small group instruction to students not meeting proficiency based on strengths and

weaknesses as determined by performance on ongoing formative and summative assessments and MEAP. Additional instruction time will be provided through targeted interventions during non-core class periods.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

In general, all strategies in our SIP were identified using the findings of the comprehensive needs assessment and are as follows:

ELA-READING:

**All core content teachers will use two identified evidence-based reading strategies universally across core content subjects when presenting content text with all students (Focus: Vocabulary Acquisition/Pre-reading Activities).

**ELA teachers will provide initial interventions (Tier 1) to students identified as at-risk of not meeting the CCSS in reading as identified through analysis of AIMSweb fluency and comprehension data, MEAP data, M-STEP data (when data becomes available) and unit pre/posttest data. For students needing additional support, Title 1Part A and/or instructional specialists and special education teachers will provide additional (Tier2/3) interventions during noncore class periods.

ELA-WRITING:

ELA teacher, special education teacher, and Title 1 Part A teacher will use a universal writing language to aide communication among educators and students, complete extensive modeling, and use grade level writing prompts to help students meet the CCSS writing requirements emphasizing narrative, argumentative, and informative writing genres.

MATH:

**Targeted Intervention - The math teacher, along with the special education teacher and instructional specialists (highly qualified and certified individuals), will work as a team to provide small group instruction, with additional support targeted to students with disabilities, economically disadvantaged students, and the bottom 30% based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. The focus of the intervention will be improvement of basic computational skills and how they apply to the grade-level standards.

**Technology Integration - The math teacher, along with the special education teacher and instructional specialists, will integrate multimedia and technology by using tools and research to present and review topics that are addressed in class.

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

SCIENCE:

**Science teachers will use direct instruction strategies to teach content-specific science vocabulary (PD as necessary). Science teachers will move toward implementation of an inquiry-based science curriculum. Teachers will teach at least five inquiry-based lessons and/or units using the state-adopted science standards. Teachers will teach students how to develop hypotheses, develop research questions, conduct

research, collect and analyze data, and report findings.

**For students needing additional support, the science teacher, Title 1 Part A and/or instructional specialists and special education teachers, will work as a team to provide individualized and small group instruction based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments and MEAP/M-STEP data when available. Interventions will occur during non-core class periods.

SOCIAL STUDIES:

**Social studies teachers will increase reading comprehension through the use of guided reading practice, graphic organizers, and build content vocabulary through the use of flashcards, memory activities, and word walls.

**For students needing additional support, the social studies teacher, Title 1 Part A and/or instructional specialists and special education teachers, will work as a team to provide individualized and small group instruction based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments and MEAP/M-STEP data when available. Interventions will occur during non-core class periods and will include activities such as flashcard review, map skills, and informational reading strategies.

**Integration of technology in the classroom by broader use of multimedia sources such as United Streaming, Smart Board technology, and PowerPoint presentations will help to increase scores for all students.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The students' individual needs are being addressed through the following differentiated instructional methods:

ELA-READING:

** ELA teachers will use differentiated fluency practice as initial fluency intervention using 6 Minute Solution Reading Fluency Program.

**ELA teachers will use the following comprehension strategies to maximize reading comprehension: pre-reading activities, explicit vocabulary instruction, SQP3R, QAR, and summarization.

**ELA teachers, special education teachers, and Title 1 Part A teachers will analyze the universal screening data to identify evidence-based intervention strategies and differentiation activities for students scoring in Tier 2/3 in a collaborative team. Targeted, differentiated interventions will be provided individually and in small groups addressing identified areas of weakness. Examples of possible research-based strategies include the use of 6 Minute Solution reading fluency program, REWARDS Multisyllabic Decoding, pre-reading activities, summarization techniques, and SQP3R/QAR comprehension strategies.

WRITING:

**ELA teachers, special education teachers, and Title 1 Part A teachers will use writing frames (teacher developed writing guides) and prewriting activities as scaffolding to assist students as needed.

**MyAccess! computerized writing program will be used as a tool to monitor/measure student growth and as means to allow the students to independently practice their writing skills by providing immediate guidance and feedback.

**ELA teachers, special education teachers, and Title 1 teachers will continue to use the 6+1 Writing Program Trait Crate to teach the writing traits as a means of developing a universal writing language.

**Quarterly teacher collaboration will occur among ELA teacher, special education teacher, and Title 1 Part A teachers to identify additional research-based interventions as needed aligned with student writing needs.

MATH:

Targeted Intervention - The math teacher, along with the special education teacher and instructional specialists (highly qualified and certified individuals), will work as a team to provide small group instruction, with additional support targeted to students with disabilities, economically disadvantaged students, and the bottom 30% based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. The focus of the intervention will be improvement of basic computational skills and how they apply to the grade-level standards.

SCIENCE:

**Science teachers will move toward implementation of an inquiry-based science curriculum. Teachers will teach at least five inquiry-based lessons and/or units using the state-adopted science curriculum.

**Science teachers along with special education teachers and Title 1 Part A teachers and/or instructional specialists will work as a team to provide individualized and small group instruction to students based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. Extra support will be given in the areas of vocabulary building, reading comprehension, and study strategies through the use of vocabulary flashcards, word walls, graphic organizers, and United Streaming videos.

SOCIAL STUDIES:

Social Studies teachers will increase reading comprehension through the use of guided reading practice, graphic organizers, and build content vocabulary through the use of flashcards, memory activities, and word walls.

5. Describe how the school determines if these needs of students are being met.

Teachers use data from content-specific posttests, M-STEP (as results are available), AIMSweb Reading Fluency and Comprehension testing to determine if students' needs are being met. If their needs are not being met as identified using data, students are assigned intervention time during a non-core class period to address the specific area of weakness as identified by the core teacher. Research-based interventions are used to address these deficit areas.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All paraprofessionals are highly qualified teachers as defined by the State of Michigan and NCLB requirements.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All teachers meet the NCLB requirements for highly qualified as defined by the State of Michigan.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

In the middle school, there are no retirements this year. Teacher turnover rate has not been a concern at West Iron County Public Schools in the past.

2. What is the experience level of key teaching and learning personnel?

Middle School full-time and part-time teachers:

0-3 years: 1 teacher

4-7 years: 1 teacher

5-8 years: 1 teachers

9-14 years: 2 teachers

>15 years: 12 teachers

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

There is an atmosphere embedded with respect, open communication, and a professional exchange of ideas where all stakeholders are valued. The staff works well together and has a positive interaction that is noted by students. There is also a mentoring program in place for our new staff members with master teachers. In the last few years, updated computer and electronic classroom equipment and services have greatly increased as well as support for the equipment and services.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

At the district level, there are competitive salaries and benefits, outstanding working environment, availability of administrative support for staff, mentoring program for new teachers, and ISD wide and district wide professional development. Postings are in local newspapers and major universities in both Michigan and Wisconsin.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not a high turnover rate, and numbers indicate that a significant percentage of teachers remain in the district for many years of teaching opportunities.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

1. technology integration
2. data analysis
3. assessment and intervention strategies
4. inquiry based science curriculum
5. response to intervention
6. M-STEP Assessment
7. Teacher Evaluation

2. Describe how this professional learning is "sustained and ongoing."

Professional development is linked to the goals of the WIC middle school and funding is allocated through general funds, Title 1 Part A, Title II Part A, Title IV Part B, and Section 31a. Specific activities outlined in the plan are as follows:

Math --

The teaching team will utilize online videos, text book video lessons, and demonstrations on a Smart Board. Instructional materials have been updated to allow for tighter integration of technology, including the continued use of the digits program by Pearson. The curriculum map are fully aligned with the CCSS. Students will work with staff members in an intervention setting for as long as is necessary for skills to be acquired. Math teachers will participate in any PD sessions conducted by the ISD.

Reading--

ELA teaching team has received training in ELA CCSS, core content literacy standards, and M-STEP testing. REWARDS vocabulary training through the ISD for content area teachers/support staff will take place. Professional development on research based pre-reading activities (possibly provided by DIISD). Quarterly teacher collaboration time to identify evidence based intervention best designed to meet the needs of identified students and evaluate intervention effectiveness. ELA teachers will participate in any PD sessions conducted by the ISD.

Writing--

Teacher collaboration time at the semester and 3rd marking period to review students writing portfolios and identify research based interventions best designed to meet the needs of identified students.

Social Studies--

They will participate in all PD sessions offered through the ISD.

Science--

Science teachers will meet each quarter to develop a comprehensive, sequential science curriculum based upon the currently adopted NGSS; share examples of inquiry based lessons; and develop formative assessments. Science staff will participate in all PD sessions offered through the ISD.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		WIC Middle School PD Plan 2016-2017

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are invited to attend all school improvement meetings. Survey information and perception data was sought from parents and included in the analysis and development of the school wide plan. Parents are invited to the annual Title I Parent meeting where the teacher/parent/student compact is reviewed and parental input is welcomed and encouraged.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

WIC Middle School parents are involved in the implementation of the schoolwide plan through their support of the various planned strategies when working to support their child's learning at home and through parent/teacher conferences, orientation, Annual Title 1 Parent Meeting, and Academic Open House. Parents support the implementation of RTI during non-core classes and through their commitment as outlined in the Parent-Teacher Compact. Finally, parents show their support by requesting for additional services for their child as needed.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are invited to participate in School Improvement Team meetings including evaluation throughout the year of the plan. They are encouraged to give input through parent surveys, conferences, academic open house, Annual Title 1 meeting, and/or any other activities directly related to school events as well as contact with administrative and teaching staff. This input is part of the information discussed at the School Improvement Team meetings during which the plan is evaluated.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	The school does have a School level Title 1 Parent Involvement Policy and it is attached here.	WICMiddleSchool Parent Involvement Policy 2015-16

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators; {1118 (e) (1) }

During the annual 6th grade/new student orientation, the school program is highlighted and overall academic expectations are presented to students and parents. In grades 7 and 8, academic expectations are shared with students and parents through teacher letters/syllabi and/or website. West Iron County Middle School strives to provide any written communication in parent-friendly, jargon-free language.

School Improvement Plan

West Iron County Middle School

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; {1118 (e) (2)}

During parent-teacher conferences, teachers offer suggestions to parents on how they can assist their child's learning. For example, parents are provided leveled reading passages and instruction on their use to reinforce fluency skills at home. Other examples include: on-line tutorial videos and text and trade book resources.

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school {1118 (e) (3)}

During the 2016-2017 school year, staff will be given training on parent involvement and its importance to the student's academic achievement.

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children {1118 (e) (4)}

Community agencies which West Iron County Middle School coordinates with include, but are not limited to the following: Dickinson-Iron Intermediate School District, Dickinson-Iron Health Department (annual flu shot clinic, vision and hearing screening, and other individual services), dental sealant program, Northpointe Mental Health, West Iron District Library, and Fuel-Up Fitness program.

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand {1118 (e) (5)}

West Iron County Middle School coordinates with the Dickinson-Iron ISD to provide translation services to students and/or parents as needed. They consistently strives to provide communication in parent-friendly and jargon-free language;

14. Shall provide for reasonable support for parental involvement activities under this as parents may request; {1118 (e) (14)}

Parents are always welcome at West Iron County Middle School. Parents have an opportunity to volunteer for special activities. Any request by a parent to observe in his/her child's classroom is addressed as appropriate.

f. ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. {1118 (f)}

Flexibly Scheduled Meetings which accommodate parent schedules and personal needs.

Handicap accessible entrances and within building including elevator, bathrooms, and doorways.

When necessary, a translator is provided for either language or physical constraints.

Both legal parent/guardians are provided with the full array of information for their student.

If parent/guardian is cognitively impaired, arrangements will be made to communicate in language that is appropriate to the individual and

accommodations such as speaking more slowly and using simpler vocabulary will be utilized.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parents are given a survey on which they respond to the effectiveness of the school-wide program. The results of these surveys are compiled and areas of weakness are identified. This information is used by the school improvement team in revising the school improvement plan. Parents also provide feedback during the annual Title 1 Parent Meeting.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the parent surveys on evaluating the effectiveness of the Title 1 parent involvement component are compiled and areas of weaknesses are identified. This information is used by the school improvement team in revising the school improvement plan addressing the area/areas of weakness.

8. Describe how the school-parent compact is developed.

The school-parent compact was originally developed by Title 1 staff who researched compacts in other school districts and created a compact unique to West iron County Middle School. This compact is reviewed by parents at the Annual Title 1 Parent Meeting and any suggestions for improvement are encouraged. This compact is brought to the school improvement team, which includes parent(s), annually for the team's input and to share parent suggestions received during the annual Title 1 Parent Meeting. Adjustments are made as agreed upon.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

As we are a middle school, this is not applicable.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The school-parent compact is included in the middle school handbook which each student in grades 6-8 receives when picking up his/her fall schedule during orientation or on the first day of school.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Compact is attached.	WIC Middle School Parent Compact 2016

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Report cards are sent home each quarter and progress reports are sent home in the middle of the each quarter. A parent letter containing universal screening results with an explanation is sent home three times a year with report cards. The letter includes all student results beginning with the 6th grade fall universal screening to the current test screening period. During fall conferences, the universal screening results are explained/clarified to parents. These universal screening assessments and result letters are also explained at the Annual Title 1 Meeting. Modifications have been made/will continue to be made to the letters as reoccurring questions arise. M-STEP/Mi-Access results are sent to parents in the parent report provided by the state. A web-based grade book (power school) is used so parents have immediate, up-to-date access to their child's grades and progress. Parents are issued passwords so they can view and monitor their child's grades, attendance, homework completion, school announcements and upcoming events, and contact teachers easily via email links. All staff members have an email account to contact parents and vice versa. A telephone is also provided in each classroom. Flexibly scheduled parent meetings are scheduled to accommodate parents throughout the year as needed and/or requested.

West Iron County Middle School strives to provide any written communications in parent-friendly, jargon-free language.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

This question is not applicable as we are a middle school.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

This question is not applicable as we are a middle school.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers have full input into school-based academic assessments through professional development time in the summer and throughout the school year. Grade-level core content area teachers have developed pretests and post-tests for chapter/unit formative and summative assessments in order to measure student achievement, determine gaps in learning, specify type and frequency of intervention, and evaluate teaching methods and curriculum needs. Grade-level core content teachers research, review, and choose materials best suited to meet the academic needs of students. Professional development is provided to assist teachers with assessment building and use based on the needs of the core content areas they teach. Teacher-built assessments and their use are frequently reviewed, refined, and revised on an ongoing basis.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are actively engaged in data analysis throughout the school year. They are provided the results of M-STEP assessments and given professional development time to analyze data in a timely matter when results are released. Evidence of this can be viewed in the PD plan outlined in the SIP. MISchoolData.org is also utilized. A Title I coordinator provides results from the AIMSweb reading and math universal screening results three times per year which provides an opportunity for continuous identification of learning gaps for student achievement.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

All students are universally screened three times per year (Fall, Winter, Spring). The fall universal screening is scheduled within a two week window in September. The winter universal screening is scheduled within a two week window in January, and the spring universal screening is scheduled within a two week window in May. The following skills are screened during these universal screenings and the assessments are noted following each skill: Reading Comprehension Assessment (AIMSweb MAZE), Reading Fluency Assessment (AIMSweb R-CBM), Math Computation (AIMSweb M-COMP), Math Concepts and Applications (AIMSweb M-CAP), Writing Proficiency (MyAccess! Computerized Writing Program Assessment and Cold Write Samples using universal grade level prompts. The results of the screening are used to identify students who are not meeting the assessment proficiency standards (Minimum 50th percentile on the AIMSweb National Norms Table). Students not meeting proficiency are identified and assigned interventions. In addition, MEAP scores (scores 3 and 4)/M-STEP scores when available, teacher referrals, parent referrals, historical data, term/previous school year grades, and core content area unit post-test assessments (less than 70% proficient) are also used to identify students not proficient. Core teachers administer unit posttests with questions aligned with the CCSS (Math and English Language Arts)/GLCEs (Science and Social Studies) to identify proficiency levels of students. Students not proficient (less than 70% proficient) are assigned interventions. Movement of students is fluid and based on the most recent data available.

New students enrolled at the start of the school year will follow the scheduled universal screening windows (MAZE, R-CBM, M-COMP, MCAP, MyAccess!, and cold write sample). If a new student enters after the universal screening window, he/she is screened at the time of enrollment using the same assessments. In addition, MEAP scores (scores 3 and 4)/M-STEP scores when available, teachers referrals, parent referrals, historical data, term/previous school year grades, and core content area post-test scores are used to identify if the student is experiencing difficulty mastering the CCSS. If the student is from another state, state test scores are reviewed for proficiency. Student is assigned intervention in identified areas.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The students' individual needs are being addressed through the following differentiated instructional methods:

ELA READING

**ELA teachers use differentiated fluency practice as initial (Tier 1) fluency intervention using 6 Minute Solution Reading Fluency Program.

**Evidence-based reading comprehension strategies are taught and modeled (Examples of possible strategies include SQP3R, QAR, prereading activities, and summarization).

**Scaffolding and/or multiple methods/steps of acquiring information is provided.

ELA WRITING:

**Students are universally screened using pre/post test universal cold write grade level prompts.

**Quarterly teacher collaboration will occur among ELA teachers, special education teachers, and Title 1 Part A teachers, and instructional

specialists to identify additional evidence-based interventions as needed that are aligned with student writing needs.

**Manage a writing portfolio system for all students which includes completed writing samples from all previous years.

**MyAccess! computerized writing program is used as a tool to monitor/measure growth and as a means to allow students to independently practice their writing skills by providing immediate guidance and feedback.

**Teachers will continue to use the 6+1 Writing Program Trait Crate to teach writing traits as a means of developing a universal writing language.

Scaffolding (such as writing frames) and pre-writing activities are also used to assist students as needed.

MATH

** Instructional materials have been updated to allow for increase of integration in technology, including the continued use of the Digits program by Pearson and Chromebooks.

**The teaching team will utilize scientific calculators to enhance basic math skills, deepen critical thinking skills, and introduce algebraic and geometric concepts, while continuing to emphasize the algorithms involved in performing calculations.

**A classroom website will continue to be maintained for the purpose of extending learning opportunities outside the classroom, where students have access to additional multimedia tools and resources, along with the ability to contact the teacher for further assistance.

** Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom-performing students as well as the need for strategic or intensive intervention.

SCIENCE

**Staff will move toward implementation of an inquiry-based science curriculum. Teachers will teach at least five inquiry-based lessons and/or units using the state-adopted science standards.

**The science teachers along with the special education teachers and Title 1 Part A teachers and instructional specialists will work as a team to provide small group instruction.

**Students will engage in cooperative learning and peer tutoring in the classroom for the purpose of sharing scientific ideas and skills.

Grouping will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom- performing students. Extra support will be provided in the areas of content-specific vocabulary building, informational test reading strategies and comprehension, and science concepts.

SOCIAL STUDIES

**The social studies teachers along with the special education teachers and Title 1 Part A teachers and instructional specialists will work as a team to provide small group instruction.

**Students will engage in cooperative learning and peer tutoring in the classroom for the purpose of sharing ideas and skills. Grouping will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom performing students. Extra support will be provided in the areas of content-specific vocabulary building, informational test reading strategies and comprehension, and social studies concepts.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

The students' individual needs are being addressed through the following differentiated instructional methods:

ELA READING

**ELA teachers use differentiated fluency practice as initial (Tier 1) fluency intervention using 6 Minute Solution Reading Fluency Program.

**Evidence-based reading comprehension strategies are taught and modeled (Examples of possible strategies include SQP3R, QAR, prereading activities, and summarization).

**Scaffolding and/or multiple methods/steps of acquiring information is provided.

ELA WRITING:

**Students are universally screened using pre/post test universal cold write grade level prompts.

**Quarterly teacher collaboration will occur among ELA teachers, special education teachers, and Title 1 Part A teachers, and instructional specialists to identify additional evidence-based interventions as needed that are aligned with student writing needs.

**Manage a writing portfolio system for all students which includes completed writing samples from all previous years.

**MyAccess! computerized writing program is used as a tool to monitor/measure growth and as a means to allow students to independently practice their writing skills by providing immediate guidance and feedback.

**Teachers will continue to use the 6+1 Writing Program Trait Crate to teach writing traits as a means of developing a universal writing language. Scaffolding (such as writing frames) and pre-writing activities are also used to assist students as needed.

MATH

**The teaching team will utilize on-line videos, textbook video lessons, demonstrations on Smart Board, and Digits Program demonstrations .

**Students will engage in cooperative learning and peer tutoring in the classroom for the purpose of sharing mathematical ideas and problem-solving skills. Grouping will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom- performing students.

**A classroom website will continue to be maintained for the purpose of extending learning opportunities outside the classroom. The website provides students access to additional multimedia tools and the ability to contact the teacher for further assistance.

**Continued integration of technology to support the use of the Digits program and website.

**The teaching team will utilize scientific calculators to enhance basic math skills and introduce algebraic and geometric concepts, while continuing to emphasize the algorithms in performing calculations.

SCIENCE

**Staff will move toward implementation of an inquiry-based science curriculum. Teachers will teach at least five inquiry-based lessons and/or units using the state-adopted science standards.

**The science teachers along with the special education teachers and Title 1 Part A teachers and instructional specialists will work as a team to provide small group instruction.

**Students will engage in cooperative learning and peer tutoring in the classroom for the purpose of sharing scientific ideas and skills. Grouping will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom- performing students. Extra support will be provided in the areas of content-specific vocabulary building, informational test reading strategies and comprehension, and science concepts.

SOCIAL STUDIES

**The social studies teachers along with the special education teachers and Title 1 Part A teachers and instructional specialists will work as a team to provide small group instruction.

**Students will engage in cooperative learning and peer tutoring in the classroom for the purpose of sharing ideas and skills. Grouping will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom performing students. Extra support will be provided in the areas of content-specific vocabulary building, informational test reading strategies and comprehension, and social studies concepts.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title I, Part A, Coordinator. Parent Involvement, supplies and materials

Title II, Part A: Professional Development

Title VI, Part B: Capital Outlay for SmartBoards, computer, and projectors

Section 31a At Risk: Instructional Specialists, summer school, and homework club

Special Education: Teachers, Aide for one student

General Funds: Teachers, support staff, and administrative costs, transport, equipment, materials and supplies, goods and services.

Title I, Part A: Activities, communications, attendance at special meetings that directly relates to parental involvement are supported by this funding. Coordination of all Title I policies and procedures including intervention needs are also supported. Materials and resources needed for meeting activities outlines in the goals and plans are utilized.

Title II, Part A: Funding from this resource will support professional development strategies and activities which includes subs for required SIP meetings and training related to goals and plans.

Title VI, Part B: All strategies and activities related to technology are the focus of this funding. These monies will provide equipment and capital outlay to enhance learning for all students and to provide differentiated instruction.

Section 31a At Risk: Funding will support instructional specialists who work with all students, homework club needs, and required materials for activities related to interventions for students who do not meet proficiency levels. Special Education Funding will support one full time special education teacher and one aide who both provide needed service and academic help to all students with IEPs. Strategies an activities related directly to increasing students' achievement and narrowing the gap between the top and bottom 30% are a part of this support.

General Funds: This funding supports all teachers and support staff who provide needed and required services in the school wide program as well as monies to meet numerous strategies and activities.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title I, Part A, Coordinator. Parent Involvement, supplies and materials

Component 2: School Wide Reform Strategies

Component 6: Parent Involvement

Component 9: Timely Additional Assistance

Title VI, Part B: Capital Outlay for SmartBoards, computer, and projectors

Component 1: Comprehensive Needs Assessment

Component 2: School Wide Reform Strategies

Component 9: Timely Additional Assistance

Section 31a At Risk: Instructional Specialists, summer school, and homework club

Component 2: School Wide Reform Strategies

Component 9: Timely Additional Assistance

Special Education: Teachers, Aide for one student

Component 2: School Wide Reform Strategies

Component 3: Highly Qualified Staff

Component 8: Teacher Participation

Component 9: Timely Additional Assistance

General Funds: Teachers, support staff, and administrative costs, transport, equipment, materials and supplies, goods and services.

Component 1: Comprehensive Needs Assessment

Component 2: School Wide Reform Strategies

Component 3: Highly Qualified Staff

Component 4: Strategies to Attract

Component 6: Parent Involvement

Component 8: Teacher Participation

Component 9: Timely Additional Assistance

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The middle school has completed educational programs in the classroom concerning bullying prevention and cyber bullying. The MiPHY survey results are used to identify issues that also were addresses at various academic levels. The requirements for McKinney-Vento are met.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

School administration monitors implementation of the school wide program through review of lesson plans, informally during walk through and formally through teacher observations. The SIP team monitors implementation of the school wide program in each of the core areas and through revision during PD times. Revision of the effectiveness of school wide strategies are revisited at the end of the school year to determine whether the strategy has been fully and/or accurately implemented by each individual teacher. If the need arises during the school to adjust for needs that arise, adjustments will be made.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Core content teachers and the SIP Team review data from M-STEP when results become available, AIMSWeb which includes R-CBM for fluency and MAZE for comprehension, and pre/posttests by analyzing throughout the year to determine strengths and weaknesses in student achievement in all five core content areas. as outlined by the goals and strategies to the Schoolwide Plan. By determining trends and reviewing individual student performances, the SIP team is able to determine whether or not the goals and strategies in the Schoolwide plan are improving student achievement. Individual classroom teachers also are able to evaluate the results of the Schoolwide Program through classroom assessments of pre/posttests and end of unit tests associated with the strategies of the Schoolwide Program.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

After meeting together in the SIP team, which includes administration, staff, teachers, and parents, student, achievement is reviewed to determine if success exceeds or meets the goals established in the five core content areas outlined in the SIP as it relates to those who are furthest from achieving the standards. Intervention strategies are revisited and evaluated to determine effectiveness for identified students. Further revision of these goals and strategies will take place at the end of the school year. As all students can receive services as needed and identified, implementation and maintenance of support services to improve student achievement have been easier to maintain with fidelity.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Revision is completed by reviewing any newly released data throughout the school year to monitor the effectiveness of the SIP as it relates to student academic achievement to ensure that the goals and objectives are being reached. Interventions are implemented or revised when necessary. Surveys will continue to be gathered from stakeholders to insure that all parties have input into the evaluation process. This Title I Schoolwide Diagnostic West Iron County Middle School includes perception surveys from student, staff, and parents.

2016-2017 West Iron County SIP

Overview

Plan Name

2016-2017 West Iron County SIP

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 Middle School will be proficient in science.	Objectives: 1 Strategies: 6 Activities: 12	Academic	\$4825
2	All students at West Iron County Middle School will be proficient in social studies.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$3500
3	.All students will improve their reading proficiency	Objectives: 1 Strategies: 4 Activities: 18	Academic	\$16384
4	There will be improvement of math skills for all students at West Iron County Middle School.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$15360
5	All students will be proficient writers.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
6	All students will have access to counseling services for academic and non-academic concerns.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$8533
7	All students will be provided with a systematic approach to support student academic career and personal/social needs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$620

Goal 1: All students at West Iron County Middle School will be proficient in science.

Measurable Objective 1:

50% of Fifth, Sixth, Seventh and Eighth 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 life and physical in Science by 06/09/2017 as measured by State standardized Science Assessment and twice-yearly inquiry-based projects.

Strategy 1:

Inquiry-Based Science - Staff will continue to provide inquiry-based science curriculum. Teachers will teach at least four inquiry-based lessons, one/9 weeks, using the state-adopted science standards. Teachers will teach students how to develop hypotheses, develop research questions, conduct research, collect and analyze data, and report findings.

Category: Science

Research Cited: E. Banilower, K. Cohen, J. Pasley, I. Weiss, "Effective Science Instruction, What Does Research Tell Us?" - indicates that inquiry-based science instruction is effective, 2010.

Tier:

Activity - Bi-Monthly Staff Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In at least four meetings (one per marking period), teachers will collaborate to develop a comprehensive science course of study, based on the inquiry model. Sharing research, lesson ideas and instructional strategies, teachers will develop and deliver an inquiry-based lesson and/or unit of study in between each meeting, sharing the results at the next meeting. Teachers will collaborate to develop formative assessments to evaluate student learning and to improve instructional delivery for future lessons. With planned professional development, including quarterly science staff meetings and attendance by science instructors at quarterly ISD science training sessions, teachers will learn how to plan and deliver inquiry-based science instruction, based on the currently-adopted state science academic standards. (NGSS) During science staff meetings, teachers will collaborate to: a) develop a comprehensive, sequential science curriculum, based upon the currently-adopted state science academic standards; b) share examples of inquiry-based lessons; c) develop formative assessments. During ISD training sessions, science teachers will receive instruction and resources on how to implement an inquiry-based science curriculum.	Teacher Collaboration		Monitor	08/30/2013	06/09/2017	\$0	No Funding Required	Science staff; principal

School Improvement Plan

West Iron County Middle School

Activity - Inquiry Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice yearly, students will complete a scientific inquiry of their own, including development of a hypothesis, relevant research, investigation, collection and analysis of data, and a report of findings, including real world applications. Teacher and student-created rubrics will be used to determine proficiency levels.	Direct Instruction		Monitor	01/17/2014	06/09/2017	\$0	No Funding Required	Science staff

Strategy 2:

Science Vocabulary Instruction - Teachers will use direct instruction strategies (as learned in earlier PD) to teach content-specific science vocabulary.

Category: Science

Research Cited: "Archer, Dr. Anita. "Dr. Anita Archer: Dynamic Vocabulary Instruction. ESU10. 12, Nov. 2012.

<http://www.esu10.org/news-publications/latest-news/2013/dr.-anita-archer-dynamic-vocabulary-instruction>

Tier: Tier 1

Activity - Vocabulary Lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies, teachers will teach subject-specific vocabulary before and during informational reading. End of unit assessments are used to determine level of mastery.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	science staff

Activity - Vocabulary Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre and post assessments will determine the effectiveness of the direct instruction methods.	Direct Instruction		Evaluate	09/03/2013	06/09/2017	\$0	No Funding Required	science staff

Strategy 3:

Intervention - The science teacher, along with the special education teacher and instructional specialists, will work as a team to provide small group instruction, with additional support targeted to students with disabilities, economically disadvantaged students, bottom 30%, and females, based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments.

Category: Science

Research Cited: Marzano, Robert J. "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement". 2001.

Tier: Tier 2

School Improvement Plan

West Iron County Middle School

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For students not meeting benchmarks in science, small group or individual intervention will be provided to reteach material not met by students.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Science teachers
Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
intervention will be followed-up with additional assessment to confirm acquisitions of skills. Determination of success will be evaluated through unit posttests and quizzes.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	science teachers
Activity - Class Time Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will practice cooperative learning and peer tutoring in the classroom for the purpose of sharing scientific ideas and skills. Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas and minimize the gap between the top- and bottom- performing students.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	science teachers
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.	Teacher Collaboration	Tier 1		09/02/2014	06/09/2017	\$0	General Fund	Administration and teaching staff

Strategy 4:

Professional Development - ISD professional staff will provide training to teachers appropriate to the technology needs of the school. Parental and community involvement strategies will be explored.

Category: Science

Research Cited: Cooper, Dr. J. David. "Professional Development: An Effective Research-Based Model". Houghton Mifflin Harcourt, 2004.

Archer, Anita; Gleason, Mary; and Vachon, Vicky. "Rewards" Help Book Publishing, 2008.

Tier: Tier 1

Activity - ISD Science Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

West Iron County Middle School

Representative staff members will attend ISD sponsored science collaboration meetings six times a year. Representatives will present information to entire staff upon returning to the district.	Professional Learning, Teacher Collaboration		Implement	09/03/2015	06/09/2017	\$0	No Funding Required	Administration and representative teachers
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Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sciences staff will attend state provided school improvement conferences that address transition to new standards	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$250	Section 31a	Administration and science teachers

Strategy 5:

Technology PD - The school 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: Bell, Randy. "Technology in Secondary High School Science" 2007

Tier: Tier 1

Activity - Technology Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD is in place for further technology training in Google Apps, and other ISD or State related opportunities during school year for additional technology training. Chrome book cart(s) are also desired.	Professional Learning	Tier 1	Monitor	08/24/2016	06/09/2017	\$1325	Title VI Part B	trained staff and administration

Strategy 6:

Instructional Assistants - Instructional assistants, with direction from the classroom teacher, 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.)

School Improvement Plan

West Iron County Middle School

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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

IAs 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. IAs 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: Tier 1

Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two instructional assistants will work in grades 6-8 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. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, 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 special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, 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 and assist as needed in the school day.	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$3250	Section 31a	classroom teachers, special education staff, and administration

Goal 2: All students at West Iron County Middle School will be proficient in social studies.

School Improvement Plan

West Iron County Middle School

Measurable Objective 1:

50% of Fifth, Sixth, Seventh and Eighth 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 and two in Social Studies by 06/09/2017 as measured by standardized tests, pre/post tests, and chapter assessments .

Strategy 1:

Integration of Technology in Classroom - Integration of technology in the classroom by broader use of multimedia sources such as United Streaming and increase training in Smart Board technology, and projector power point presentations.

Category:

Research Cited: Boughan, Kim, and Matthew Kerwin. "Technology in Social Studies." Isetnet RSS. N.p., 2006. Web. 05 May 2013.

Mason, Cheryl, Michael Berson, Richard Diem, David Hicks, John Lee, and Tony Dralle. "Guidelines for Using Technology to Prepare Social Studies Teachers." CITE 1.1 (2000): n. pag. Print.

Strickland, Janet, and Allison Nazzal. "Using WebQuests to Teach Content: Comparing Instructional Strategies." CITE 5.2 (2005): n. pag. Print.

Tier:

Activity - Social Studies Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD is in place for further technology training in Google Apps, and other ISD or State related opportunities during school year for additional technology training. Chrome book cart(s) are also desired.	Professional Learning		Monitor	08/24/2016	06/09/2017	\$0	No Funding Required	Social studies teachers, Title 1 and instructional assistants

Activity - Technology Integration Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lesson Plans will be evaluated quarterly to ensure that teachers are implementing technology in the classroom at least once/week.	Other		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Principal

Activity - Classroom Implementation of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

West Iron County Middle School

Teachers will continue to implement United Streaming videos to support lessons in the classroom. Interactive Smart Board activities will be incorporated to enhance student understanding of the lesson materials. Power Point presentations will provide a detailed and structured outline for concepts taught.	Technology		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Social studies classroom teachers
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Strategy 2:

Reading Strategies for teaching social studies - Teachers will boost sentence fluency which will help aid understanding and concept development in social studies.

Category: Social Studies

Research Cited: Massey, Dixie D., and Tina L. Heafner. "Promoting Reading Comprehension in Social Studies." Journal of Adolescent & Adult Literacy 48.1 (2004): 26-40. Print.

Therrien, William J., Shannon Gormley, and Richard M. Kubina. "Boosting Fluency and Comprehension to Improve Reading Achievement." Council for Exceptional Children 38.3 (2006): 22-26. Print.

Youngblood, Martha. "Teaching Reading Comprehension through Social Studies Reading." Yale-New Haven Teachers Institute. N.p., 1998. Web.

Tier:

Activity - Reading strategies in social studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the classroom, teachers will boost reading strategies through the following: Six-Minute Solution, flashcards, pre-reading activities, prior knowledge inventories, vocabulary building strategies, and guided reading practice sheets for each lesson presented with all students.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Social studies staff

Activity - Reading Comprehension Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation will take place through the use of pre/post tests, chapter/unit assessments, section worksheets and quizzes to evaluate student progress in reading comprehension and vocabulary.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Social studies teachers, Title 1, special education teachers, and instructional assistants staff

Strategy 3:

Targeted social studies intervention - Individualized and/or small group social studies interventions targeting underperforming students (especially students with

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School Improvement Plan

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disabilities, economically disadvantaged students, and the bottom 30% students) will be provided as needed, e.g., flashcard review, map skills, informational reading strategies.

Category: Social Studies

Research Cited: Dragoo, Kyrie. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." National Dissemination Center for Children with Disabilities. N.p., Aug. 2011. Web. 05 May 2013.

Using Assessment to Guide and Adjust Your Planning and Teaching (Website)

http://assist.educ.msu.edu/ASSIST/classroom/assesses_learning/Sec1_plan_teach/index.htm

Effective Teaching Strategies that Accommodate Diverse Learners (Book)

Kame'enui, C., Carnine, D., Dixon, R., Simmons, D., Coyne, M. (2002). Second Edition. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN 0-13-094438-6.

Inside the Black Box: Raising Standards Through Classroom Assessment (Article)

Black and Wiliam. (1998). Phi Delta Kappan. Vol. 80, No. 2.

Tier:

Activity - Intervention Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of classroom pre/post test, reading comprehension worksheets, quizzes, and chapter/unit tests students will be identified for interventions.	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Social studies teachers, Title I and instructional assistant staff
Activity - Intervention Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of pre/post tests and other classroom assessments will show whether interventions are improving student performance in the different areas of each chapter/unit of instruction.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Social studies staff, Title I staff and instructional assistants.
Activity - Implementing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

West Iron County Middle School

Individual and small group instruction will help to assist in the learning process. Extra support given in the areas of vocabulary building, reading comprehension, and study strategies through the use of vocabulary flashcards, mapping activities, word walls, graphic organizers and United Streaming videos.	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Instructional assistants and support staff
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Strategy 4:

PD Curriculum Development - Professional Development 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 Social Studies Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend ISD social studies collaboration meetings	Professional Learning, Teacher Collaboration		Monitor	09/03/2015	06/09/2017	\$0	No Funding Required	ISD staff and administration

Activity - PD Curriculum Development for SS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies staff will attend state provided school improvement conferences that address the transition to new social studies standards and curriculum especially as it relates to social studies.	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$250	Section 31a	Administration

Strategy 5:

Instructional Assistants - Instructional assistants, with direction from the classroom teacher, 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

School Improvement Plan

West Iron County Middle School

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Tier:

Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two instructional specialists will work in grades 6-8 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. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, 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 special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, 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 and assist as needed in the school day.	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$3250	Section 31a	classroom teachers, special education staff, and administration

Goal 3: .All students will improve their reading proficiency

Measurable Objective 1:

78% of Fifth, Sixth, Seventh and Eighth 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 on the state standardized reading assessment in English Language Arts by 06/09/2017 as measured by test results .

Strategy 1:

Evidence Based Reading - All core content teachers will use two identified evidence-based reading strategies universally across curricular subjects when presenting content text with all students (Focus: Vocabulary Acquisition / Pre-reading Activities).

Category: English/Language Arts

Research Cited: "Archer, Dr. Anita. "Dr. Anita Archer: Dynamic Vocabulary Instruction. ESU10. 12, Nov. 2012.

<http://www.esu10.org/news-publications/latest-news/2013/dr.-anita-archer-dynamic-vocabulary-instruction>

Archer's strategies help to close the reading gap. Her methods engage students by providing a student friendly definition all while contextualizing vocabulary while the students read.

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.

Tier: Tier 2

Activity - Prior Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core teachers will implement prior knowledge activities and pre-reading text surveys for all students.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Core teachers
Activity - REWARD Vocab Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use REWARDS vocabulary techniques to teach academic vocabulary.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Core teachers
Activity - Professional Development-REWARDS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in REWARDS vocabulary teaching techniques.	Professional Learning	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Core teachers

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Activity - Professional Development-Pre-reading Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on research-based pre-reading activities.	Professional Learning	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Core teachers
Activity - Reading Fluency and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional instructional time will be provided to all students in the area of reading fluency and comprehension according to their needs based on spring AIMSweb universal screening results from previous years and MEAP results. (Examples of instructional strategies include 6 Minute Solution, REWARDS, multisyllabic decoding, pre-reading activities, and comprehension strategies such as SQP3R/QAR)	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	core teachers
Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation will be based on review of lesson plans aligned with common core state standard (Implementation of Strategies) and comparison of pre/post test unit scores (Effectiveness of Strategy).	Other - Evaluation	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	core teachers

Strategy 2:

Intervention - ELA teachers will provide initial interventions (Tier I) to students identified as at-risk of not meeting the CCSS in reading as identified through analysis of AIMSweb fluency and comprehension data, M-STEP data, and unit pre/posttests. For students needing additional support, Title I Part A, special education teachers, and certified teachers working as aides will provide additional (Tier 2/3) interventions.

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. The information provides the correlation between oral reading fluency & overall reading achievement.

Tier: Tier 1

Activity - Identify Students-Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Substitute teachers will be used for a testing team to complete screenings timely and efficiently.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	core teachers

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Activity - Differentiated Fluency Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will use differentiated fluency practice as initial fluency intervention using 6 Minute Solution. Pre-reading activities and comprehension strategies including SQP3R, QAR, and summarization will also be used).	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	core teachers
Activity - Monthly Strategic Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers, special education teacher, and Title I Part A teacher will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening using R-CBM (fluency test) and MAZE (comprehension test).	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	ELA teachers, special education teacher, and Title I Part A teacher
Activity - Analyze Universal Screening Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers, special education teacher, and Title I Part A teacher will analyze the universal screening data to identify evidence-based intervention strategies and differentiation activities for students scoring in Tier 2/3 in a collaborative team (Examples of possible strategies include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, pre-reading activities, summarization). Substitute teachers will be used for collaboration meetings held after each universal screening.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	ELA teachers, special education teacher, and Title I Part A teacher
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. Representative teacher will report to entire staff upon returning to the district.involvement strategies will be discussed as it relates to school needs. (K-12)	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/24/2016	06/09/2017	\$0	No Funding Required	ISD personnel and administration
Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Evaluation will be based on the AIMSweb Tier Transition Report for reading fluency and comprehension and individual AIMSweb fluency and comprehension data (Implementation of Strategies). Standardized test data and pre/posttests unit scores will also be used to measure improvement (Effectiveness of Strategy).	Other - Evaluation	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	core teachers
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Strategy 3:

Subgroup Intervention - Targeted reading interventions will be provided to students with disabilities, economically disadvantaged students and the bottom 30% during non-core class periods.

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. This information provides the essential components of reading along with the correlation between oral reading fluency & overall reading achievement.

Tier: Tier 3

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identification of need within subgroups: Economically disadvantaged students will be monitored as a subgroup using the following criteria: Standardized test data, fluency (R-CBM) and comprehension (MAZE) data. Special education teacher and Title I, Part A teacher will implement monthly strategic/progress monitoring for Tier 2/3 students with disabilities and economically students as identified in the universal screening.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Special education teacher and Title I, Part A teacher

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted, differentiated interventions will be provided individually and in small groups addressing identified areas of weakness (Examples of instructional strategies include 6 Minute Solution, REWARDS, multisyllabic decoding, pre-reading activities, summarization, and comprehension strategies such as SQP3R/QAR).	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$4750	Section 31a, Title I Part A	ELA teachers, special education teacher, and Title I Part A teacher

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Quarterly teacher collaboration among ELA teacher, special education teacher, Title I, Part A teacher, and support staff to identify research-based interventions aligned with student needs.	Teacher Collaboration		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	ELA teacher, special education teacher, Title I, Part A teacher
Activity - Evaluation of Subgroup	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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).	Other - Evaluation		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	ELA teachers, special education teacher, and Title I Part A teacher

Strategy 4:

Instructional Assistants - Instructional assistants and at risk Intervention teachers, with direction from the classroom teacher, 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.)

(Eight core principals are outlined in details on the 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 pp98-100.

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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

IAs 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. IAs 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 - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two instructional specialists will work in grades 6-8 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. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, 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 special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, 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 and assist as needed in the school day.	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$3250	Section 31a	classroom teachers, special education staff, and administration
Activity - At-Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One high qualified professional educator will work 6th -8th graders for 178 days 3 hours a day for the 2015-16 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		Implement	09/03/2015	06/09/2017	\$8384	Section 31a	Principal

Goal 4: There will be improvement of math skills for all students at West Iron County Middle School.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth 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 on the state standardized math assessment in Mathematics by 06/09/2017 as measured by the state standardized math assessment..

Strategy 1:

Targeted Intervention - The math teacher, along with the special education teacher and instructional assistants (highly qualified and certified individuals), will work as a team to provide small group instruction, with additional support targeted to students with disabilities, economically disadvantaged students, and the bottom 30% based on academic strengths and weaknesses as determined by performance on ongoing formative and summative assessments. The focus of the intervention will be improvement of basic computational skills and how they apply to 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: Tier 1

Activity - Strategic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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For students not meeting benchmarks in math, small group strategic intervention, defined as additional instruction by the teaching team, will be provided to reteach skills or Common Core standards not met as identified through analysis of assessment data. The strategic intervention will utilize alternative methods and materials that parallel the curriculum and will be derived from the recently adopted Teacher Created Materials intervention kits and the Digits middle school math program by Pearson, both of which are aligned to the Common Core State Standards. Staff and student schedules will be coordinated in order to allow time during the day for small group or individual intervention using the available resources. Students will work with staff members in designated areas of the building for as long as is necessary for the skills to be acquired. Professional development for Response to Intervention took place during the summer of 2012 through a 6-week collaborative online course.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	math, special education, and Title I teachers, along with instructional assistants
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Activity - Intensive Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategic intervention will be followed-up with additional assessment to confirm acquisition of skills. Determination of success will be evaluated through unit pretests/posttests, as well as universal screeners such as AIMSweb (Math Computation/Math Concepts & Applications) and easyCBM online-based assessments. Students requiring additional help will receive individual, intensive intervention provided by the teaching team.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	math, special education, and Title I teachers along with instructional assistants

Activity - Cooperative Learning & Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice cooperative learning and peer tutoring in the classroom for the purpose of sharing mathematical ideas and problem-solving skills. Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom-performing students as well as the need for strategic or intensive intervention.	Direct Instruction	Tier 1		09/03/2013	06/09/2017	\$0	No Funding Required	math, special education, and Title I teachers, along with instructional assistants

Activity - At-Risk Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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One highly qualified professional educator 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 2015-2016 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.	Behavioral Support Program			08/24/2016	06/09/2017	\$8385	Section 31a	Administration and At-Risk educator
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Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional assistants will work in grades 6-8 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. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, 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 special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, 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 and assist as needed in the school day.	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$3250	Section 31a	administration and classroom teacher

Strategy 2:

Technology Integration - The math teacher, along with the special education teacher and instructional assistants, will integrate multimedia and technology by using tools and research to present and review topics that are addressed in class.

Category: Technology

Research Cited: Light, D., and Polin, D.K., Center for Children and Technology. (2010). Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (PDF). New York, NY: Education Department, Corporation for Public Broadcasting.

Center for Implementing Technology in Education (www.cited.org)

Technology can provide multiple representations of concepts, engage students in a classroom in working on mathematics together, and provide students with more rapid feedback on the correctness of their work, enabling them to better monitor and focus their own learning.

Tier: Tier 1

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Activity - Incorporation of Multimedia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching team will utilize online videos, textbook video lessons, and demonstrations on a Smart Board. Instructional materials have been updated to allow for increase of integration in technology, including the continued use of the Digits program by Pearson and Chromebooks. Professional development and tech support is provided free of charge through online webinars and training videos.	Direct Instruction, Technology	Tier 1	Monitor	09/03/2013	06/09/2017	\$1325	Title VI Part B	math, special education, and Title I teachers along with instructional assistants
Activity - Use of Scientific Calculators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching team will utilize scientific calculators to enhance basic math skills, deepen critical thinking skills, and introduce algebraic and geometric concepts, while continuing to emphasize the algorithms involved in performing calculations.	Direct Instruction, Technology	Tier 1		09/03/2013	06/09/2017	\$0	No Funding Required	math, special education, and Title I teachers along with instructional assistants
Activity - Inclusion of Online Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A classroom website will continue to be maintained for the purpose of extending learning opportunities outside the classroom, where students have access to additional multimedia tools and resources, along with the ability to contact the teacher for further assistance.	Academic Support Program	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	math, special education, Title I teachers along with instructional assistants
Activity - Assessment Through Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessments requiring the use of scientific calculators, computers, and multimedia tools will be administered to measure the effectiveness of the utilization of technology in the classroom, as well as prepare students for next generation web-based assessments. The results of these assessments will be used to shape further instruction and intervention.	Other - Assessment	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	math, special education, Title I teachers along with instructional assistants

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Strategy 3:

Incorporation of Writing - 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. 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 mathematical process when solving a rich task or problem. Research supports that writing in mathematics promotes the learning of mathematical concepts at a conceptual level as well as builds proficiency with skills and procedures.

Tier: Tier 1

Activity - Performance Tasks	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 that provide students with the opportunity to apply and extend topics discussed previously in class. Writing will be a major component of these tasks, which will be sourced from the Digits math curriculum by Pearson, as well as web-based curricula from various states.	Direct Instruction	Tier 1	Implement	08/24/2016	06/09/2017	\$2400	Title II Part A	math, special education, and Title I teachers, along with instructions assistants

Activity - Exit Tickets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately once a week, students will be given an exit ticket to complete at the end of class. The exit ticket will contain one math problem that requires students to demonstrate complete understanding of a concept or a series of related concepts.	Direct Instruction	Tier 1	Implement	08/24/2016	06/09/2017	\$0	No Funding Required	math, special education, and Title I teachers, along with instructions specialists

Strategy 4:

ISD Math Collaboration Meetings - Professional Development for teacher collaboration in mathematics instruction and strategies

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)

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Tier:

Activity - ISD Math Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representative teachers will attend ISD math collaboration meetings.	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$0	No Funding Required	administration and representative teachers

Goal 5: All students will be proficient writers.**Measurable Objective 1:**

60% of Fifth, Sixth, Seventh and Eighth 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 writing in English Language Arts by 06/09/2017 as measured by Standardized Writing results.

Strategy 1:

Targeted Interventions - Targeted interventions will be provided to students with disabilities, economically disadvantaged and the bottom 30% not proficient during intervention times (students pulled from non-core classes).

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. This information provides the essential components of reading along with the correlation between oral reading fluency & overall reading achievement.

Tier:

Activity - Subgroup Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identification of need within subgroups: Students with disabilities and economically disadvantaged students will be monitored as a subgroup using the pre/posttest universal cold write grade level prompts.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	ELA teacher, special education teacher, Title I Part A teacher,

Activity - Differentiated Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Targeted, differentiated interventions will be provided individually and in small groups addressing identified weaknesses (6+1 Writing Trait – one trait focus per card mark	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	ELA teacher, special education teacher, Title I Part A teacher,
Activity - Teacher Collaboration-Research-Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly teacher collaboration among ELA teacher, special education teacher, Title I Part A teacher, and support staff to identify research-based interventions aligned with student needs.	Professional Learning		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	ELA teacher, special education teacher, Title I Part A teacher
Activity - Writing Portfolio System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of an intervention writing portfolio system for subgroups which includes completed interventions.	Other		Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	core teachers, special education and Title I, Part A teachers

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 services for academic and mental, emotional, social concerns by 06/09/2017 as measured by 80% of the students receiving services for this resource..

Strategy 1:

Counseling Resources - One highly qualified teacher will work with WIC 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: Career and College Ready

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

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Omizo, M.M., Hershberger, J.M., & Omizo, S.A. (1988). Teaching Children to Cope with Anger. *Elementary School Guidance & Counseling*, 22, 241-245.

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 WIC Middle School students for 105 days of 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.	Behavioral Support Program		Monitor	09/03/2015	06/09/2017	\$8533	Section 31a	Principal of middle school

Goal 7: 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 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 6 middle school teachers in August will highlight the implementation of a mentoring 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, Behavioral Support Program			08/01/2016	06/07/2019	\$620	Section 31a	administration

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
Performance Tasks	Performance tasks will be assigned at least once a month that provide students with the opportunity to apply and extend topics discussed previously in class. Writing will be a major component of these tasks, which will be sourced from the Digits math curriculum by Pearson, as well as web-based curricula from various states.	Direct Instruction	Tier 1	Implement	08/24/2016	06/09/2017	\$2400	math, special education, and Title I teachers, along with instructions assistants

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Targeted, differentiated interventions will be provided individually and in small groups addressing identified areas of weakness (Examples of instructional strategies include 6 Minute Solution, REWARDS, multisyllabic decoding, pre-reading activities, summarization, and comprehension strategies such as SQP3R/QAR).	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$3000	ELA teachers, special education teacher, and Title I Part A teacher

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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At-Risk Intervention	One highly qualified professional educator 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 2015-2016 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.	Behavioral Support Program			08/24/2016	06/09/2017	\$8385	Administrati on and At - Risk educator
At-Risk Intervention	One high qualified professional educator will work 6th -8th graders for 178 days 3 hours a day for the 2015-16 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		Implement	09/03/2015	06/09/2017	\$8384	Principal
Counseling Services	One highly qualified counselor will provide counseling services relating to emotional and mental health issues to all WIC Middle School students for 105 days of 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.	Behavioral Support Program		Monitor	09/03/2015	06/09/2017	\$8533	Principal of middle school

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Instructional Assistants	Instructional assistants will work in grades 6-8 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. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, 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 special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, 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 and assist as needed in the school day.	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$3250	administration and classroom teacher
Curriculum Development	Sciences staff will attend state provided school improvement conferences that address transition to new standards	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$250	Administration and science teachers

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West Iron County Middle School

Instructional Assistants	Two instructional assistants will work in grades 6-8 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. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, 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 special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, 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 and assist as needed in the school day.	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$3250	classroom teachers, special education staff, and administration
Differentiated Instruction	Targeted, differentiated interventions will be provided individually and in small groups addressing identified areas of weakness (Examples of instructional strategies include 6 Minute Solution, REWARDS, multisyllabic decoding, pre-reading activities, summarization, and comprehension strategies such as SQP3R/QAR).	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$1750	ELA teachers, special education teacher, and Title I Part A teacher
PD Curriculum Development for SS	Social studies staff will attend state provided school improvement conferences that address the transition to new social studies standards and curriculum especially as it relates to social studies.	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$250	Administration

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Instructional Assistants	Two instructional specialists will work in grades 6-8 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. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, 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 special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, 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 and assist as needed in the school day.	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$3250	classroom teachers, special education staff, and administration
PD Training Session	A one-day training by a professional presenter for 6 middle school teachers in August will highlight the implementation of a mentoring 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, Behavioral Support Program			08/01/2016	06/07/2019	\$620	administration

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Instructional Assistants	Two instructional specialists will work in grades 6-8 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. Possible support and intervention will be as follows: chunking, read aloud text in small groups/reinforce key academic concepts, incorporate Think-Alouds, 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 special ed, observe student behavior noting deficits and strengths, provide classroom support during hands-on labs, 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 and assist as needed in the school day.	Academic Support Program		Monitor	09/02/2014	06/09/2017	\$3250	classroom teachers, special education staff, and administration
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Identify Students-Universal Screening	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. Substitute teachers will be used for a testing team to complete screenings timely and efficiently.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	core teachers
ISD Math Collaboration	Representative teachers will attend ISD math collaboration meetings.	Professional Learning, Teacher Collaboration			08/24/2016	06/09/2017	\$0	administration and representative teachers
Use of Scientific Calculators	The teaching team will utilize scientific calculators to enhance basic math skills, deepen critical thinking skills, and introduce algebraic and geometric concepts, while continuing to emphasize the algorithms involved in performing calculations.	Direct Instruction, Technology	Tier 1		09/03/2013	06/09/2017	\$0	math, special education, and Title I teachers along with instructional assistants

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Exit Tickets	Approximately once a week, students will be given an exit ticket to complete at the end of class. The exit ticket will contain one math problem that requires students to demonstrate complete understanding of a concept or a series of related concepts.	Direct Instruction	Tier 1	Implement	08/24/2016	06/09/2017	\$0	math, special education, and Title I teachers, along with instructional specialists
Intervention Identification	Through the use of classroom pre/post test, reading comprehension worksheets, quizzes, and chapter/unit tests students will be identified for interventions.	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$0	Social studies teachers, Title I and instructional assistant staff
Assessment Through Technology	Assessments requiring the use of scientific calculators, computers, and multimedia tools will be administered to measure the effectiveness of the utilization of technology in the classroom, as well as prepare students for next generation web-based assessments. The results of these assessments will be used to shape further instruction and intervention.	Other - Assessment	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	math, special education, Title I teachers along with instructional assistants
Evaluation of Subgroup	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).	Other - Evaluation		Monitor	09/03/2013	06/09/2017	\$0	ELA teachers, special education teacher, and Title I Part A teacher
Evaluation	Evaluation will be based on the AIMSweb Tier Transition Report for reading fluency and comprehension and individual AIMSweb fluency and comprehension data (Implementation of Strategies). Standardized test data and pre/posttests unit scores will also be used to measure improvement (Effectiveness of Strategy).	Other - Evaluation	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	core teachers
Differentiated Interventions	Targeted, differentiated interventions will be provided individually and in small groups addressing identified weaknesses (6+1 Writing Trait – one trait focus per card mark)	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	ELA teacher, special education teacher, Title I Part A teacher,
Evaluation	intervention will be followed-up with additional assessment to confirm acquisitions of skills. Determination of success will be evaluated through unit posttests and quizzes.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	science teachers

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Differentiated Fluency Practice	ELA teachers will use differentiated fluency practice as initial fluency intervention using 6 Minute Solution. Pre-reading activities and comprehension strategies including SQP3R, QAR, and summarization will also be used).	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	core teachers
Reading strategies in social studies	In the classroom, teachers will boost reading strategies through the following: Six-Minute Solution, flashcards, pre-reading activities, prior knowledge inventories, vocabulary building strategies, and guided reading practice sheets for each lesson presented with all students.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	Social studies staff
Strategic Intervention	For students not meeting benchmarks in math, small group strategic intervention, defined as additional instruction by the teaching team, will be provided to reteach skills or Common Core standards not met as identified through analysis of assessment data. The strategic intervention will utilize alternative methods and materials that parallel the curriculum and will be derived from the recently adopted Teacher Created Materials intervention kits and the Digits middle school math program by Pearson, both of which are aligned to the Common Core State Standards. Staff and student schedules will be coordinated in order to allow time during the day for small group or individual intervention using the available resources. Students will work with staff members in designated areas of the building for as long as is necessary for the skills to be acquired. Professional development for Response to Intervention took place during the summer of 2012 through a 6-week collaborative online course.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	math, special education, and Title I teachers, along with instructional assistants
Social Studies Technology Training	PD is in place for further technology training in Google Apps, and other ISD or State related opportunities during school year for additional technology training. Chrome book cart(s) are also desired.	Professional Learning		Monitor	08/24/2016	06/09/2017	\$0	Social studies teachers, Title 1 and instructional assistants
Class Time Intervention	students will practice cooperative learning and peer tutoring in the classroom for the purpose of sharing scientific ideas and skills. Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas and minimize the gap between the top- and bottom-performing students.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	science teachers

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Writing Portfolio System	Creation of an intervention writing portfolio system for subgroups which includes completed interventions.	Other		Monitor	09/03/2013	06/09/2017	\$0	core teachers, special education and Title I, Part A teachers
Subgroup Identification	Identification of need within subgroups: Students with disabilities and economically disadvantaged students will be monitored as a subgroup using the pre/posttest universal cold write grade level prompts.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	ELA teacher, special education teacher, Title I Part A teacher,
Vocabulary Lesson	Prior to lesson, teacher chooses vocabulary words to teach. Using any of several direct instruction strategies, teachers will teach subject-specific vocabulary before and during informational reading. End of unit assessments are used to determine level of mastery.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	science staff
Cooperative Learning & Peer Tutoring	Students will practice cooperative learning and peer tutoring in the classroom for the purpose of sharing mathematical ideas and problem-solving skills. Groupings will be as heterogeneous as possible based on skill level to maximize the sharing of ideas, while minimizing the gap between the top- and bottom-performing students as well as the need for strategic or intensive intervention.	Direct Instruction	Tier 1		09/03/2013	06/09/2017	\$0	math, special education, and Title I teachers, along with instructional assistants
Classroom Implementation of Technology	Teachers will continue to implement United Streaming videos to support lessons in the classroom. Interactive Smart Board activities will be incorporated to enhance student understanding of the lesson materials. Power Point presentations will provide a detailed and structured outline for concepts taught.	Technology		Monitor	09/03/2013	06/09/2017	\$0	Social studies classroom teachers
Professional Development-REWARDS	Professional development in REWARDS vocabulary teaching techniques.	Professional Learning	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	Core teachers
Small Group	For students not meeting benchmarks in science, small group or individual intervention will be provided to reteach material not met by students.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/09/2017	\$0	Science teachers
Inquiry Evaluation	Twice yearly, students will complete a scientific inquiry of their own, including development of a hypothesis, relevant research, investigation, collection and analysis of data, and a report of findings, including real world applications. Teacher and student-created rubrics will be used to determine proficiency levels.	Direct Instruction		Monitor	01/17/2014	06/09/2017	\$0	Science staff

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Professional Development-Pre-reading Activities	Professional development on research-based pre-reading activities.	Professional Learning	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	Core teachers
Reading Fluency and Comprehension	Additional instructional time will be provided to all students in the area of reading fluency and comprehension according to their needs based on spring AIMSweb universal screening results from previous years and MEAP results. (Examples of instructional strategies include 6 Minute Solution, REWARDS, multisyllabic decoding, pre-reading activities, and comprehension strategies such as SQP3R/QAR)	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	core teachers
Teacher Collaboration	Quarterly teacher collaboration among ELA teacher, special education teacher, Title I, Part A teacher, and support staff to identify research-based interventions aligned with student needs.	Teacher Collaboration		Monitor	09/03/2013	06/09/2017	\$0	ELA teacher, special education teacher, Title I, Part A teacher
ISD ELA Collaboration	Representative teachers will attend ELA collaborative meetings six times a year. Representative teacher will report to entire staff upon returning to the district. involvement strategies will be discussed as it relates to school needs. (K-12)	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/24/2016	06/09/2017	\$0	ISD personnel and administration
Vocabulary Evaluation	Pre and post assessments will determine the effectiveness of the direct instruction methods.	Direct Instruction		Evaluate	09/03/2013	06/09/2017	\$0	science staff
Implementing Interventions	Individual and small group instruction will help to assist in the learning process. Extra support given in the areas of vocabulary building, reading comprehension, and study strategies through the use of vocabulary flashcards, mapping activities, word walls, graphic organizers and United Streaming videos.	Academic Support Program		Monitor	09/03/2013	06/09/2017	\$0	Instructional assistants and support staff
ISD Science Collaboration Meetings	Representative staff members will attend ISD sponsored science collaboration meetings six times a year. Representatives will present information to entire staff upon returning to the district.	Professional Learning, Teacher Collaboration		Implement	09/03/2015	06/09/2017	\$0	Administration and representative teachers
Technology Integration Evaluation	Lesson Plans will be evaluated quarterly to ensure that teachers are implementing technology in the classroom at least once/week.	Other		Monitor	09/03/2013	06/09/2017	\$0	Principal

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Inclusion of Online Resources	A classroom website will continue to be maintained for the purpose of extending learning opportunities outside the classroom, where students have access to additional multimedia tools and resources, along with the ability to contact the teacher for further assistance.	Academic Support Program	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	math, special education, Title I teachers along with instructional assistants
REWARD Vocab Techniques	Teachers will use REWARDS vocabulary techniques to teach academic vocabulary.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	Core teachers
Prior Knowledge	Core teachers will implement prior knowledge activities and pre-reading text surveys for all students.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	Core teachers
Evaluation	Evaluation will be based on review of lesson plans aligned with common core state standard (Implementation of Strategies) and comparison of pre/post test unit scores (Effectiveness of Strategy).	Other - Evaluation	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	core teachers
ISD Social Studies Collaboration	Representative teachers will attend ISD social studies collaboration meetings	Professional Learning, Teacher Collaboration		Monitor	09/03/2015	06/09/2017	\$0	ISD staff and administration
Monitoring	Identification of need within subgroups: Economically disadvantaged students will be monitored as a subgroup using the following criteria: Standardized test data, fluency (R-CBM) and comprehension (MAZE) data. Special education teacher and Title I, Part A teacher will implement monthly strategic/progress monitoring for Tier 2/3 students with disabilities and economically students as identified in the universal screening.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	Special education teacher and Title I, Part A teacher

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<p>Bi-Monthly Staff Meetings</p>	<p>In at least four meetings (one per marking period), teachers will collaborate to develop a comprehensive science course of study, based on the inquiry model. Sharing research, lesson ideas and instructional strategies, teachers will develop and deliver an inquiry-based lesson and/or unit of study in between each meeting, sharing the results at the next meeting. Teachers will collaborate to develop formative assessments to evaluate student learning and to improve instructional delivery for future lessons. With planned professional development, including quarterly science staff meetings and attendance by science instructors at quarterly ISD science training sessions, teachers will learn how to plan and deliver inquiry-based science instruction, based on the currently-adopted state science academic standards. (NGSS) During science staff meetings, teachers will collaborate to: a) develop a comprehensive, sequential science curriculum, based upon the currently-adopted state science academic standards; b) share examples of inquiry-based lessons; c) develop formative assessments. During ISD training sessions, science teachers will receive instruction and resources on how to implement an inquiry-based science curriculum.</p>	<p>Teacher Collaboration</p>		<p>Monitor</p>	<p>08/30/2013</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Science staff; principal</p>
<p>Analyze Universal Screening Data</p>	<p>ELA teachers, special education teacher, and Title I Part A teacher will analyze the universal screening data to identify evidence-based intervention strategies and differentiation activities for students scoring in Tier 2/3 in a collaborative team (Examples of possible strategies include 6 Minute Solution, REWARDS Multisyllabic Decoding, SQP3R, QAR, pre-reading activities, summarization). Substitute teachers will be used for collaboration meetings held after each universal screening.</p>	<p>Direct Instruction</p>		<p>Monitor</p>	<p>09/03/2013</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>ELA teachers, special education teacher, and Title I Part A teacher</p>
<p>Teacher Collaboration-Research-Based Interventions</p>	<p>Quarterly teacher collaboration among ELA teacher, special education teacher, Title I Part A teacher, and support staff to identify research-based interventions aligned with student needs.</p>	<p>Professional Learning</p>		<p>Monitor</p>	<p>09/03/2013</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>ELA teacher, special education teacher, Title I Part A teacher</p>

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Reading Comprehension Assessment	Evaluation will take place through the use of pre/post tests, chapter/unit assessments, section worksheets and quizzes to evaluate student progress in reading comprehension and vocabulary.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	Social studies teachers, Title 1, special education teachers, and instructional assistants staff
Intervention Assessment	Use of pre/post tests and other classroom assessments will show whether interventions are improving student performance in the different areas of each chapter/unit of instruction.	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	Social studies staff, Title I staff and instructional assistants.
Monthly Strategic Monitoring	ELA teachers, special education teacher, and Title I Part A teacher will implement monthly strategic/progress monitoring for Tier 2/3 students as identified in the universal screening using R-CBM (fluency test) and MAZE (comprehension test).	Direct Instruction		Monitor	09/03/2013	06/09/2017	\$0	ELA teachers, special education teacher, and Title I Part A teacher
Intensive Intervention	Strategic intervention will be followed-up with additional assessment to confirm acquisition of skills. Determination of success will be evaluated through unit pretests/posttests, as well as universal screeners such as AIMSweb (Math Computation/Math Concepts & Applications) and easyCBM online-based assessments. Students requiring additional help will receive individual, intensive intervention provided by the teaching team.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/03/2013	06/09/2017	\$0	math, special education, and Title I teachers along with instructional assistants

General Fund

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.	Teacher Collaboration	Tier 1		09/02/2014	06/09/2017	\$0	Administration and teaching staff

Title VI Part B

School Improvement Plan

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Updates	PD is in place for further technology training in Google Apps, and other ISD or State related opportunities during school year for additional technology training. Chrome book cart(s) are also desired.	Professional Learning	Tier 1	Monitor	08/24/2016	06/09/2017	\$1325	trained staff and administration
Incorporation of Multimedia	The teaching team will utilize online videos, textbook video lessons, and demonstrations on a Smart Board. Instructional materials have been updated to allow for increase of integration in technology, including the continued use of the Digits program by Pearson and Chromebooks. Professional development and tech support is provided free of charge through online webinars and training videos.	Direct Instruction, Technology	Tier 1	Monitor	09/03/2013	06/09/2017	\$1325	math, special education, and Title I teachers along with instructional assistants