



# **School Improvement Plan**

West Iron County High 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.

# Improvement Plan Assurance

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	The Goals and Plans will be submitted with this Assurance. Other diagnostics completed are attached.	Improvement Plan Stakeholder School Data Analysis Executive Summary School Additional Requirements

# **School Improvement Plan, West Iron County High School**

## Overview

### Plan Name

School Improvement Plan, West Iron County High School

### Plan Description

2017-2018

## 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 High School will improve in math.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$3150
2	All students at West Iron County High School increase their proficiency in science.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$6690
3	All students at West Iron County High School increase their proficiency in social studies.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$765
4	All students at West Iron County High School will improve in reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	All students will be provided with a systematic approach to support student academic career and personal/social needs.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$837

## Goal 1: All students at West Iron County High School will improve in math.

### Measurable Objective 1:

40% of Ninth, Tenth and Eleventh grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness in Mathematics in Mathematics by 06/07/2018 as measured by State Assessments.

### Strategy 1:

Real Life Application - Teachers will increase the opportunity for group projects, cooperative learning, peer tutoring, and strategic intervention to promote real world application and problem solving skills.

Category: Mathematics

Research Cited: "The 5 E Learning Cycle" Teaching High School Math Through Inquiry.

Tier: Tier 1

Activity - Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given problem solving activities with real world application to increase abstract and quantitative reasoning. Tools will be used strategically to promote proficiency by modeling math concepts with focus given to accuracy and precision. Students will work collaboratively while problem solving, analyzing situations, and evaluating peer reasoning.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/07/2018	\$0	No Funding Required	math teachers and special education staff

### Strategy 2:

Technology - All teachers will integrate technology through utilization of teacher-led resources to further promote math concepts for all students.

Category: Mathematics

Research Cited: "Teaching For Success: Classrooms That Work", National Council for the Teaching of Mathematics Materials.

Tier: Tier 1

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize various technology tools, strategies, and resources to improve student understanding and increase multisensory presentation of concepts in the classroom. Technology tools include: Google apps., online classroom extensions, online supplemental textbook, intervention concept videos through tutorial lessons, Discovery Ed videos, IPAD accessory apps, and scientific and graphing calculators. PD will be available for additional technology training for responsible staff as needed. Smart Board replacement with Clevertouch Boards will begin.	Direct Instruction, Technology	Tier 1	Monitor	09/03/2013	06/07/2018	\$2650	Title VI Part B	Math and special education staff
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Activity - PD Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training for various technology opportunities conducted by the State and ISD. Clevertouch Boards will be replacing Smartboards	Professional Learning	Tier 1	Implement	08/24/2016	06/07/2018	\$500	Title VI Part B	administration and trained teachers

### Strategy 3:

Intervention - A math teacher and a special education teacher will work as a team to provide small group instruction, with additional support targeted to students with disabilities, economically disadvantaged students, and bottom 30% based on academic strengths and weaknesses as determined by performance on on-going formative and summative assessments.

Category: Mathematics

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

Tier: Tier 2

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For students not meeting benchmarks in math, small group or individual intervention will be provided to reteach materials not met by students.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/02/2014	06/07/2018	\$0	No Funding Required	math and special education 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 posttest and quizzes.	Direct Instruction	Tier 2	Evaluate	09/02/2014	06/07/2018	\$0	No Funding Required	math and special education teachers and instructional assistant

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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 mathematical concepts and procedures. Groups 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	09/02/2014	06/07/2018	\$0	No Funding Required	math and special education teachers and instructional assistant.
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 results and intervention strategies along with review of the SIP.	Teacher Collaboration	Tier 1	Monitor	09/03/2015	06/07/2018	\$0	No Funding Required	Principal
Activity - Math Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Tier 2 Support System will be in place that allows struggling learners extra opportunity, instruction, and practice to understand concepts led by school math teachers.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/24/2016	06/07/2018	\$0	General Fund	Highly Qualified Math Educator

### 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)

Tier:

Activity - ISD Collaborative Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math teachers will meet with other Math staff from the ISD to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning		Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	Administrative staff and representative teachers
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## Goal 2: All students at West Iron County High School increase their proficiency in science.

### Measurable Objective 1:

37% of Eleventh grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level one and two in Science by 06/07/2018 as measured by State Assessments.

### Strategy 1:

Inquiry-Based - Teachers will increase utilization of inquiry-based learning and small collaborative learning groups with all students to develop, reinforce, and review skills in scientific observation and interpretation of data.

Category: Science

Research Cited: "A Human Approach: Teaching High School Science Through Inquiry", The 5 E learning Cycle--BSCS Biology.

Tier:

Activity - Inquiry-Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will provide increased opportunities for all students in the classroom to do hand-on lab work, observation, recording, and interpreting of data in chart and table, formats, and measurements of variables as well as increase student interaction with information and provide small group learning situations. Evaluations will include formal lab reports, formative and summative tests, and rubrics.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/07/2018	\$0	No Funding Required	Science teachers

### Strategy 2:

Technology - All teachers will integrate technology through utilization of teacher-led resources to further promote science concepts for all students.

Category: Science

Research Cited: "Technology-Enhanced Formative Assessment: A research-Based Pedagogy for Teaching Science with Classroom Response Technology." By Ian D. Beatty and William J. Gerace, The Author 2008.

Tier: Tier 1

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Opportunities will be in place during the school year to attend PD sessions for additional technology training. Clevetouch Boards will replace Smartboards.	Direct Instruction, Technology	Tier 1	Monitor	08/24/2016	06/07/2018	\$500	Title VI Part B	Science teachers
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### Strategy 3:

Educational Specialists - An educational specialist, with direction from the classroom teacher, will work with students in areas of academic weaknesses in science 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.)

(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.

Giangreco, Michael; Edelamann, 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 high 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 2

Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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One educational specialist will 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 science. Activity components are--Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/07/2018	\$5750	Section 31a	Science and special education staff
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Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data results and intervention strategies along with review of the SIP. Science curriculum is transitioning to New Generation Science Standards (NGSS)	Teacher Collaboration	Tier 1	Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	Principal and Science teachers

### Strategy 4:

PD Science Curriculum - Science staff will attend school improvement conferences designed to update professional learning based upon new standards and curriculum.

Category: Science

Research Cited: "What Makes Professional Development Effective? Strategies that Foster Curriculum Implementation" William R. Penuel

Tier:

Activity - NGCC PD Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science staff will attend state provided school improvement conferences that address the transition to new science standards and curriculum especially as it relates to the Next Generation Science Standards.	Professional Learning	Tier 1	Monitor	08/24/2016	06/07/2018	\$440	Section 31a	Science Staff

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Activity - ISD Science Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will meet with other science staff from the ISD to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning		Monitor	08/24/2016	06/07/2018	\$0	No Funding Required	Administration and Representative Teachers

### Goal 3: All students at West Iron County High School increase their proficiency in social studies.

#### Measurable Objective 1:

40% of Eleventh grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level of one and two in Social Studies by 06/09/2017 as measured by State Assessments.

#### Strategy 1:

Informational Reading - Teachers will increase utilization of primary and secondary texts through collaborative learning and small group discussions.

Category: Social Studies

Research Cited: Youngblood, Martha. "Teaching Reading Comprehension Through Social Studies." Yale-New Haven Teachers Institute. N. P. 1998 web

Tier: Tier 1

Activity - Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will improve reading strategies in social studies through pre reading activities, prior knowledge inventories, vocabulary building activities and skills, flash cards, and guided reading activity and notes. Evaluation is through use of formative and summative assessments, project based activities with rubric, documented teacher observation of student participation, and comprehension content summary.	Direct Instruction		Monitor	09/02/2014	06/07/2018	\$0	No Funding Required	Social studies and special education staff

#### Strategy 2:

Technology - Teachers will integrate technology through utilization of various multimedia sources.

Category: Technology

Research Cited: "Using Technology for Powerful Social Studies Learning", by Stephen A. Rose and Phyllis Maxey Fernlund, National Council for the Social Studies.

1984

Tier: Tier 1

## School Improvement Plan

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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD will be in place for opportunities during the school year to attend PD sessions for additional technology training. Clevertouch Boards will be replacing Smartboards.	Direct Instruction		Monitor	09/03/2015	06/07/2018	\$325	Title VI Part B	Social studies teacher and special education staff

### Strategy 3:

Educational Specialists - An educational specialist, with direction from the classroom teacher, will work with students in areas of academic weaknesses in social studies as identified by data analysis.

Category: Social Studies

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

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

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

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

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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.

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 2

SY 2017-2018

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Activity - Educational Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One educational specialist will 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 social studies. Activities are as follows: provide classroom support during hands on lab activities, observe students learning behaviors noting deficits and strengths, provide feedback to classroom teacher and special education case manager, reinforcement/reteaching of key concepts, provide IEP test accommodations, and read aloud text in small groups/reinforce key academic vocabulary.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/07/2018	\$0	No Funding Required	social studies teachers and special education staff
Activity - Content Area Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data result and intervention strategies along with review of SIP progress.	Teacher Collaboration	Tier 1	Monitor	09/03/2015	06/07/2018	\$0	No Funding Required	Principal and Social Studies staff

### Strategy 4:

PD-Curriculum Development - Social Studies staff will attend school improvement conferences designed to update professional learning based upon new standards and curriculum.

Category: Social Studies

Research Cited: "What Makes Professional Development Effective? Strategies that Foster Curriculum Implementation" William R. Penuel

Tier: Tier 1

Activity - PD-Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies staff will attend state and ISD provided school improvement conferences that address the transition to new social studies standards and curriculum.	Professional Learning	Tier 1	Monitor	08/24/2016	06/07/2018	\$440	Section 31a	Social Studies Staff
Activity - ISD Social Studies Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Representative teachers will meet with other Social Studies staff from the ISD to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Curriculum Development, Professional Learning			08/24/2016	06/07/2018	\$0	No Funding Required	Administration and Representative Staff
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## Goal 4: All students at West Iron County High School will improve in reading.

### Measurable Objective 1:

50% of Ninth, Tenth and Eleventh grade Black or African-American, Asian, Bottom 30%, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness in ERW in English Language Arts by 06/07/2018 as measured by State Assessments.

### Strategy 1:

PD-Collaboration and Curriculum Development - English staff will meet with other ELA staff in the ISD to collaborate and implement curriculum based on current and innovative ideas.

Category: English/Language Arts

Research Cited: "Teacher-researcher Collaboratives: Cooperative Professional Development" Karen Kuelthau Allan & Margery Staman Miller

Tier: Tier 1

Activity - PD-Collaboration and Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English staff will meet with other ELA staff from the ISD to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/03/2015	06/07/2018	\$0	No Funding Required	ELA staff

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

## Goal 5: All students will be provided with a systematic approach to support student academic career and personal/social needs.

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Career and College Ready

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

Tier: Tier 1

Activity - Leadership Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Leadership Committee has been established and will meet to formulate this strategy.	Teacher Collaboration, Career Preparation /Orientation, Parent Involvement, Community Engagement	Tier 1	Implement	07/01/2016	06/07/2018	\$0	No Funding Required	Teachers and Principal
Activity - Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning during the 2017-18 school year, students will be assigned a mentor-teacher for their high school career.	Career Preparation /Orientation, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/28/2017	06/28/2019	\$0	General Fund	Principal, Pupil Accountant Coordinator, Teachers

**School Improvement Plan**

West Iron County High School

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 high school teaching staff in August will present 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.	Behavioral Support Program, Professional Learning			08/28/2017	06/07/2018	\$500	Section 31a	Administration and Teaching staff
Activity - Homeless Student Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide counseling services and support during the school day to assist students who are homeless.	Behavioral Support Program, Academic Support Program		Implement	08/28/2017	06/07/2018	\$337	Section 31a	Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Technology Training	Teachers will attend training for various technology opportunities conducted by the State and ISD. Clevertouch Boards will be replacing Smartboards	Professional Learning	Tier 1	Implement	08/24/2016	06/07/2018	\$500	administration and trained teachers
Technology	PD will be in place for opportunities during the school year to attend PD sessions for additional technology training. Clevertouch Boards will be replacing Smartboards.	Direct Instruction		Monitor	09/03/2015	06/07/2018	\$325	Social studies teacher and special education staff
Technology	Opportunities will be in place during the school year to attend PD sessions for additional technology training. Clevertouch Boards will replace Smartboards.	Direct Instruction, Technology	Tier 1	Monitor	08/24/2016	06/07/2018	\$500	Science teachers
Technology	Teachers will utilize various technology tools, strategies, and resources to improve student understanding and increase multisensory presentation of concepts in the classroom. Technology tools include: Google apps., online classroom extensions, online supplemental textbook, intervention concept videos through tutorial lessons, Discovery Ed videos, IPAD accessory apps, and scientific and graphing calculators. PD will be available for additional technology training for responsible staff as needed. Smart Board replacement with Clevertouch Boards will begin.	Direct Instruction, Technology	Tier 1	Monitor	09/03/2013	06/07/2018	\$2650	Math and special education staff

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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PD Training Session	A one-day training by a professional presenter for high school teaching staff in August will present 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.	Behavioral Support Program, Professional Learning			08/28/2017	06/07/2018	\$500	Administration and Teaching staff
Homeless Student Support	Teachers will provide counseling services and support during the school day to assist students who are homeless.	Behavioral Support Program, Academic Support Program		Implement	08/28/2017	06/07/2018	\$337	Administration
Educational Specialists	One educational specialist will 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 science. Activity components are--Possible support and intervention will be as follows: chunking--read problems, break down multistep tasks into small, simpler steps, read aloud text in small groups/reinforce key academic vocabulary, incorporate Think-Alouds through prompts to promote inquiry, critical thinking, problem solving activities, help outline/notes for clozed note taking, provide IEP test accommodations through read tests and break apart/down story problems for Title I and special education staff, observe students learning behaviors noting deficits and strengths, provide classroom support during hands on lab activities, provide math and reading interventions, utilize progress monitoring for reading, homework monitoring each day, provide small group intervention through modeling, reviewing, repeating information for extra practice and reflection, assist in lunch room and homework club.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/07/2018	\$5750	Science and special education staff
PD-Curriculum Development	Social studies staff will attend state and ISD provided school improvement conferences that address the transition to new social studies standards and curriculum.	Professional Learning	Tier 1	Monitor	08/24/2016	06/07/2018	\$440	Social Studies Staff
NGCC PD Development	Science staff will attend state provided school improvement conferences that address the transition to new science standards and curriculum especially as it relates to the Next Generation Science Standards.	Professional Learning	Tier 1	Monitor	08/24/2016	06/07/2018	\$440	Science Staff

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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Committee	A Leadership Committee has been established and will meet to formulate this strategy.	Teacher Collaboration, Career Preparation /Orientation, Parent Involvement, Community Engagement	Tier 1	Implement	07/01/2016	06/07/2018	\$0	Teachers and Principal
ISD Social Studies Collaboration Meetings	Representative teachers will meet with other Social Studies staff from the ISD to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Curriculum Development, Professional Learning			08/24/2016	06/07/2018	\$0	Administration and Representative Staff
Evaluation	Intervention will be followed-up with additional assessment to confirm acquisitions of skills. Determination of success will be evaluated through unit posttest and quizzes.	Direct Instruction	Tier 2	Evaluate	09/02/2014	06/07/2018	\$0	math and special education teachers and instructional assistant
ISD Collaborative Meetings	Math teachers will meet with other Math staff from the ISD to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning		Monitor	08/24/2016	06/07/2018	\$0	Administrative staff and representative teachers
Content Area Connection	Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data results and intervention strategies along with review of the SIP. Science curriculum is transitioning to New Generation Science Standards (NGSS)	Teacher Collaboration	Tier 1	Monitor	08/24/2016	06/07/2018	\$0	Principal and Science teachers

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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 results and intervention strategies along with review of the SIP.	Teacher Collaboration		Monitor	09/03/2015	06/07/2018	\$0	Principal and teachers
Small Group	For students not meeting benchmarks in math, small group or individual intervention will be provided to reteach materials not met by students.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/02/2014	06/07/2018	\$0	math and special education teachers
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data result and intervention strategies along with review of SIP progress.	Teacher Collaboration	Tier 1	Monitor	09/03/2015	06/07/2018	\$0	Principal and Social Studies staff
Reading	Students will improve reading strategies in social studies through pre reading activities, prior knowledge inventories, vocabulary building activities and skills, flash cards, and guided reading activity and notes. Evaluation is through use of formative and summative assessments, project based activities with rubric, documented teacher observation of student participation, and comprehension content summary.	Direct Instruction		Monitor	09/02/2014	06/07/2018	\$0	Social studies and special education staff
Educational Specialists	One educational specialist will 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 social studies. Activities are as follows: provide classroom support during hands on lab activities, observe students learning behaviors noting deficits and strengths, provide feedback to classroom teacher and special education case manager, reinforcement/reteaching of key concepts, provide IEP test accommodations, and read aloud text in small groups/reinforce key academic vocabulary.	Direct Instruction	Tier 2	Monitor	09/02/2014	06/07/2018	\$0	social studies teachers and special education staff
Class Time Intervention	Students will practice cooperative learning and peer tutoring in the classroom for the purpose of mathematical concepts and procedures. Groups 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	09/02/2014	06/07/2018	\$0	math and special education teachers and instructional assistant.

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PD-Collaboration and Curriculum Development	English staff will meet with other ELA staff from the ISD to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/03/2015	06/07/2018	\$0	ELA staff
Real World Application	Students will be given problem solving activities with real world application to increase abstract and quantitative reasoning. Tools will be used strategically to promote proficiency by modeling math concepts with focus given to accuracy and precision. Students will work collaboratively while problem solving, analyzing situations, and evaluating peer reasoning.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/07/2018	\$0	math teachers and special education staff
ISD Science Collaboration Meetings	Science teachers will meet with other science staff from the ISD to communicate and collaborate about new and innovative strategies to implement through current Best Practices, as well as State and Federal requirements as it relates to curriculum.	Teacher Collaboration, Professional Learning		Monitor	08/24/2016	06/07/2018	\$0	Administration and Representative Teachers
Content Area Connection	Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data results and intervention strategies along with review of the SIP.	Teacher Collaboration	Tier 1	Monitor	09/03/2015	06/07/2018	\$0	Principal
Inquiry-Based	All science teachers will provide increased opportunities for all students in the classroom to do hand-on lab work, observation, recording, and interpreting of data in chart and table, formats, and measurements of variables as well as increase student interaction with information and provide small group learning situations. Evaluations will include formal lab reports, formative and summative tests, and rubrics.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/07/2018	\$0	Science teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Seminar	A Tier 2 Support System will be in place that allows struggling learners extra opportunity, instruction, and practice to understand concepts led by school math teachers.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/24/2016	06/07/2018	\$0	Highly Qualified Math Educator

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Scheduling	Beginning during the 2017-18 school year, students will be assigned a mentor-teacher for their high school career.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/28/2017	06/28/2019	\$0	Principal, Pupil Accountant Coordinator , Teachers
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