



School Improvement Plan

West Iron County High School

West Iron County Public Schools

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IRON RIVER, MI 49935-2146

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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 High School has an enrollment of 240 as of February, 2016 which correlates with 236 students in 2015 in 9th through 12th grade. The student population is 95.83% White, .83% Hispanic, and 2.08% American Indian. The percentage of students who meet criteria as economically disadvantaged is 58.75%. The percentage of students who qualify for services under IDEA is 20.42%.

In the high school, there are a total of nineteen highly qualified teachers. Of this population, 70% teach academic subjects and 20% teach CTE/vocational subjects. Fifteen percent of the teaching staff is special education teachers. There is 1.43 instructional specialists and one at-risk staff member that provide additional support. One principal services both the high school and middle school.

A major challenge at the high school level is the reduction of staff due to declining enrollment and budgetary constraints which has resulted in a limited amount of elective class offerings. Limited technology resources, the need to share available resources, and challenges present in the rigorous curriculum are continual concerns. Student mobility also presents a challenge for continuity of instruction. 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 High School will be a safe and secure place in which our students will learn and succeed in the 21st century. The WICHHS 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 High 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 High School provides for the development of excellence in academic and citizenship skills, as well as physical, emotional, and social growth for all students and staff.

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.

West Iron County High has achieved AYP for the past five consecutive school years. The school is hoping to increase family engagement in the life of the students.

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 High has achieved AYP for the past five consecutive school years. There was notable achievement awards for Top 10% and Top 20% rankings and Performance Monetary Award from the State. In 2012, World News and Report awarded the school the Bronze Medal Award for achievement. In 2013, and 2014, the school was given the Academic State Champs from Mackinac Bridge Publications.

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.

The school strives to include diverse stakeholders in the development of SIP. Staff members are selected to represent core content areas and special education. Parents and community members are invited to participate in the SIP process. The school highly values the input of all stakeholders. SIP meetings are scheduled to facilitate active participation of all members throughout the school year. The school has a Facebook group for school improvement. It welcomes parent, student, and community participation. Three year statistics show a gradual increase and interest in the schools. These are as follows: 2013-14 school year-95 members, 2014-15 school year-100 members, 2015-2016-135 members.

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

Staff members from each of the core content areas, special education personnel and administration are involved through out the school year in formulating, reviewing, revising, analyzing, and evaluating the school SIP. Throughout the SIP process, these representatives disseminate information as needed. Parents and community members are afforded an opportunity to provide input. All stakeholders actively participate in the SIP process.

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 final School Improvement Plan is distributed to all stakeholders and shared on the school website at www.westiron.org/highschool/. The plan is available at the high school central office and shared with school board members. The school district has recently employed a new parent communication process which will be utilized to electronically disperse this plan.

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?

Student population has remained consistent the last two years after a decline. In 2012, our student population was 284 students, in 2013, student population was 272, and in 2014, the student population was 236. In 2015-16, 240 total students were enrolled.

Students qualifying as economically disadvantaged and students with disabilities make up our two subgroups of the total population. Over the three year period, students qualifying with special education services averages at 23.27% of the total population. Over the four year period, there has been an increase in students qualifying as economically disadvantaged (2012/13: 44.72%; 2013/14: 48.90%; 2014/15: 54.24% and 2015-16: 58.75%.)

Student Demographic Data

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

Last year, the number of chronic absent students increased from 88 to 106 (44.2%) after decreasing the year before. Furthermore, there were 24 disciplinary referrals for class tardies.

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?

In 2015-2016, there were 130 referrals. This is an increase from previous year. Issues remain in regard to student noncompliance, abusive and inappropriate language, as well as defiance/disrespect.

Student Demographic Data

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

Explore different multi-tiered levels of support systems in the high school building.

Continue county-wide truancy meetings with relevant stake-holders to develop and improve truancy plan

Create an attendance subcommittee (students, staff, parents, etc) to evaluate current attendance policies in student handbook and make changes to address the growing problem.

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?

School staff has extensive experience in a leadership roles and has established effective relationships with stakeholders. Staff also has knowledge of community resources and dynamics of a rural setting and utilizes this effectively to identify and meet school needs.

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?

There is a wide range of years in teaching experience exists. Collegial conversations between master senior teachers provide guidance and mentoring to new staff. Additionally, the new staff brings knowledge of innovative classroom Best Practices.

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?

School leader has minimal absences when students are present. Teacher absenteeism correlate with lower student achievement.

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?

Student achievement is impacted by teacher absences. Those who are frequently absent during the school year can negatively impact student progress and course work completion.

Teacher/School Leader(s) Demographic Data

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

There is a need to increase the pool of subs in order to effectively deal with teacher absences.

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?

In reviewing the results, the strands/standards/indicators that stand out as strengths include the following: Standard 2 and 3, instruction and assessments respectively, and Standard 9 communication.

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?

In reviewing the result of the Schools System Review the strands/standards/indicators that stand out as challenges include: Standard 4 instructional leadership and Standard 10 engagement.

12. How might these challenges impact student achievement?

The importance of establishing relevant relationships with stakeholders, especially students' parents is understood; however, few building-wide initiatives have been established. Communication is often limited to teacher-parent. Without stronger relationships being established, some students and their families feel disengaged.

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.

Establish a committee of school personnel, students, and parents to develop/brainstorm ideas to improve stakeholder engagement.

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?

On-going collaboration with parents, students, teachers, and administration ensure that students with disabilities have full access to an array of intervention programs such as IEPs, electronic communication, and progress reports. Intervention programs include RTI, specialized education plans, mainstream interventions, as well as co-taught practices, peer tutoring and credit recovery programs.

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

Extended Learning Opportunities for 9th-12th grade students include the following: community-based learning opportunities, CTE courses, work studies, on-line learning, On-The-Job Training, Life Skills Program, summer credit recovery, and dual enrollment. In addition to these opportunities, the school has built relationships with agencies to promote and provide competitive work experiences for 10th-12 grade students.

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

On-line communication, parent letters home, meetings, student presentations, school board meetings, teacher contact, and special education meetings and collaborations.

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?

Evidence exists through teacher lesson plans, pre and post tests, teacher evaluation and walk-throughs, curriculum maps, and CTE TRAC boxes.

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 MiPHY survey was completed during the 2015/16 school year. Results from the survey have been disseminated to relevant stakeholders. The building administration have reassessed and refined the roles of the school's at-risk staff.

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

Students are afforded a variety of opportunities to read both narrative and informational text with multi-tiered supports to meet all learners needs. Transition to PSAT/SAT testing was state-mandated. 2015/16 PSAT 8/9, PSAT 10, and SAT data is as follows:

PSAT 8/9: 67% of the students tested met career and college readiness in evidence-based reading and writing. (State 61%, National 62%)

PSAT 10: 59% of the students tested met career and college readiness in evidence-based reading and writing. (State 61%, National 64%)

SAT: 56% of the students tested met career and college readiness in evidence-based reading and writing. (State 60%, National 56%)

19b. Reading- Challenges

All students are expected to participate in a rigorous curriculum which requires significant amounts of grade level or higher than grade informational and narrative readings. 2015/16 PSAT 8/9, PSAT 10, and SAT data is as follows:

PSAT 8/9: 25% of the students tested need to strengthen skills to meet the rigors of the reading requirements in the high school curriculum

PSAT 10: 34% of the students tested need to strengthen skills to meet the rigors of the reading requirements in the high school curriculum

SAT: 33% of the students tested need to strengthen skills to meet the rigors of the reading requirements in the high school curriculum

19c. Reading- Trends

First year of testing with the College Board assessment. Trend not applicable this year.

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.

A team of cross-curricular core teachers will meet to analyze reading results to note common strengths and weaknesses. Using the pattern of strengths and weaknesses the teachers will establish a multi-tiered support system to address student needs.

20a. Writing- Strengths

Transition to PSAT/SAT testing was state-mandated. 2015/16 PSAT 8/9, PSAT 10, and SAT data is as follows:

PSAT 8/9: 67% of the students tested met career and college readiness in evidence-based reading and writing. (State 61%, National 62%)

PSAT 10: 59% of the students tested met career and college readiness in evidence-based reading and writing. (State 61%, National 64%)

SAT: 56% of the students tested met career and college readiness in evidence-based reading and writing. (State 60%, National 56%)

20b. Writing- Challenges

All students are expected to participate in a rigorous curriculum which requires significant amounts of grade level or higher than grade informational and narrative readings. 2015/16 PSAT 8/9, PSAT 10, and SAT data is as follows:

PSAT 8/9: 25% of the students tested need to strengthen skills to meet the rigors of the reading requirements in the high school curriculum

PSAT 10: 34% of the students tested need to strengthen skills to meet the rigors of the reading requirements in the high school curriculum.

SAT: 33% of the students tested need to strengthen skills to meet the rigors of the reading requirements in the high school curriculum.

20c. Writing- Trends

First year of testing with the College Board assessment. Trend not applicable this year.

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.

Cross-curricular writing activities are instituted to provide students with the opportunity to write grade-level researched-based papers that adhere to MLA or APA writing requirements. Additionally, the social studies department has created analysis of argument of primary sources writing opportunities for all students in conjunction with the English-Language Arts department.

21a. Math- Strengths

Students demonstrate the ability to effectively use technological supports to enhance learning and access the curriculum. They demonstrate developing strength applying concrete, algorithmic processes to solve problems.

Transition to PSAT/SAT testing was state-mandated. 2015/16 PSAT 8/9, PSAT 10, and SAT data is as follows:

PSAT 8/9: 35% of the students tested met career and college readiness in evidence-based math. (State 41%, National 43%)

PSAT 10: 24% of the students tested met career and college readiness in evidence-based math. (State 36%, National 41%)

SAT: 30% of the students tested met career and college readiness in evidence-based math. (State 37% National 34%)

21b. Math- Challenges

Students demonstrate difficulty applying high-level complex reasoning and problem-solving skills to overcome challenges solving problems in the real-world context. Students struggle to generalize and apply skills across concepts.

Students demonstrate the ability to effectively use technological supports to enhance learning and access the curriculum. They demonstrate developing strength applying concrete, algorithmic processes to solve problems.

Transition to PSAT/SAT testing was state-mandated. 2015/16 PSAT 8/9, PSAT 10, and SAT data is as follows:

PSAT 8/9: 57% of the students tested met career and college readiness in evidence-based math. (State 53%, National 51%)

PSAT 10: 53% of the students tested met career and college readiness in evidence-based math. (State 51%, National 47%)

SAT: 54% of the students tested met career and college readiness in evidence-based math. (State 54%, National 57%)

21c. Math- Trends

First year of testing with the College Board assessment. Trend not applicable this year.

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 math curriculum at the high school level aligns with the state framework and benchmark testing is conducted on consistent basis to determine student understanding. However, analysis of data identifies concerns with students' ability to master concepts and generalize skills across context. In the classroom setting, various modes of instruction and technology within a coherent, rigorous program will be utilized to help students access the curriculum. Use of manipulatives, development of prior knowledge, and connections to the real world will be used for concept development. Instruction and guided practice will be balanced with problem solving, applying mathematics, and making real world

connections. Data from formative assessments will be used to identify struggling students and provide extra intervention/support. After staff analysis of student performance and data, students determined to need Tier II supports will be provided with a math seminar class daily for a minimum of one semester.

22a. Science- Strengths

2013/14 Science Test Results: MME 37% Proficiency (ED 30.0% Proficiency); M-STEP 32.7% Proficiency (ED 12.9% Proficiency)

2015/2016 Science Test Results: Have not been release at this time.

22b. Science- Challenges

The biggest challenge in science lies in our students ability to think critically and reason independently. The scores in the area of inquiry and reflection are still very low and need improvement.

22c. Science- Trends

Data from last two years is needed to demonstrate a trend

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.

The science department is in the process of transitioning to the Next Generation Science Standards. The incorporation of this curriculum is based upon research on science education, as well as feedback from higher education, industry and research professionals. The curriculum will focus on fixing issues with limited incorporation of practices from the field, minimal integration across settings, and a lack of understanding of learning needs. The science department will continue to enhance their curriculum using technology to build on student's understanding of these standards. The science department will continue to develop hands-on, inquiry based lessons to engage students and improve their critical thinking skills.

23a. Social Studies- Strengths

2013/14 Social Studies Test Results: MME 33% Proficiency (ED 22.0% Proficiency); M-STEP 25.5% Proficiency (ED 12.9% Proficiency)

2014/2015 M-STEP Test Results: Have not been released at this time.

23b. Social Studies- Challenges

With the release of the new social studies standards in July 2016, the social studies department will need to review and change curriculum accordingly as well as access professional learning development opportunities.

23c. Social Studies- Trends

Data from last two years is needed in order to demonstrate a trend

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.

Teachers will analyze pre-and post- test data to identify student needs in specific benchmarks. In the classroom setting, emphasis will be focused on a global and comparative approach to studying the world and its past through various instructional strategies in a multi-tiered approach to best address student needs.

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 report a strong satisfaction with their teachers' fairness with grading and evaluating work; the available programs and resources at the school to ensure success; and the overall curriculum and learning experience.

24b. Student Perception Data

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

Overall, students report concerns that there is not an adult that seems to show interest in their education and future and also seem most displeased with the consistency of the application of rules.

24c. Student Perception Data

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

The school will utilize the current event seminar period to build a mentor-student relationship to help guide students' course loads that will help student success throughout all four years of high school. The relationship will foster student growth and trust among staff and students.

25a. Parent/Guardian Perception Data

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

Parents feel that the school provides a safe learning environment where teachers provide assignments that challenge their children.

25b. Parent/Guardian Perception Data

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

The weakest area is the support services provided as far as counseling and career planning.

25c. Parent/Guardian Perception Data

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

The mentor-student relationship during the current event seminar period will be designed to help foster the career and guidance avenues for each student. The school will communicate the plans with parents/guardians.

26a. Teacher/Staff Perception Data

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

Using Results for Continuous Improvement is the overall highest level of satisfaction among teachers/staff.

26b. Teacher/Staff Perception Data

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

Teaching and Assessing for learning is the overall lowest level of satisfaction among teachers/staff.

26c. Teacher/Staff Perception Data

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

Increase opportunities for staff interaction across grade levels and looking into ways to increase parent engagement.

27a. Stakeholder/Community Perception Data

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

Surveys indicate that the school informs community members about student achievement policies and procedures. Learning opportunities that support a wide range of student abilities is also measured highly.

27b. Stakeholder/Community Perception Data

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

The lowest area thought by the community was the data used to improve teaching and learning. Additionally, the use of reviewing and revising purpose statements with 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)?

An engagement committee will be established with all relevant stakeholders to develop a strategic plan that will facilitate a working partnership between the school and community.

Summary

28a. Summary

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

As a rural and small sized school building, the availability and sharing of resources is evident. Teacher commitment to student success is present with all staff members. Significant challenges were noticed in stakeholder engagement. The school will be transitioning to a student focused guidance program utilizing all staff.

28b. Summary

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

Research shows student achievement declines/diminishes when effective relationships are not established.

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?

Establish an engagement committee to develop a plan for implementation of a curriculum that supports communication and student success.

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 does not apply to the high school but does occur at 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	www.westiron.org/highschool/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Not applicable to high school but compliance is completed at the middle school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	These are reviewed in individual EDPs each fall by grade level.	

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 documentation.	WIC Non-Discrimination Policy

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	

School Improvement Plan

West Iron County High School

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 attachment.	WIC 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	A handbook is given to each student and is signed by parent/guardian/student agreeing to rules, regulations, and expectations of the School/District. The handbook is available at www.westiron.org .	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	The School can provide agendas of SIP and PD meetings.	

2016-2017 West Iron County High School SIP

Overview

Plan Name

2016-2017 West Iron County High School 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 High School will improve in math.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$1325
2	All students at West Iron County High School will improve in reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All students at West Iron County High School increase their proficiency in science.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$4825
4	All students at West Iron County High School increase their proficiency in social studies.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$4825
5	All students will be provided with a systematic approach to support student academic career and personal/social needs.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$310

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

Measurable Objective 1:

50% of Ninth, Tenth, Eleventh and Twelfth 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 of level one and two in Mathematics by 06/09/2017 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	06/09/2017	\$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
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.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	No Funding Required	Math and special education staff

School Improvement Plan

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Activity - PD Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities from the ISD and State to attend PD sessions during the school year for additional technology training.	Professional Learning	Tier 1	Implement	08/24/2016	06/09/2017	\$1325	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	Tier 2	Implement	09/02/2014	06/09/2017	\$0	No Funding Required	math and special education teachers and instructional assistants

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	06/09/2017	\$0	No Funding Required	math and special education teachers and instructional assistant

Activity - Class Time Intervention	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 High School

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	06/09/2017	\$0	No Funding Required	math and special education teachers and instructional assistant.
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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.	Teacher Collaboration	Tier 1	Monitor	09/03/2015	06/09/2017	\$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	06/09/2017	\$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
Representative teachers will attend ISD math collaboration meetings.	Professional Learning		Implement	08/24/2016	06/01/2017	\$0	No Funding Required	Administrative staff and representative teachers

Goal 2: All students at West Iron County High School will improve in reading.

Measurable Objective 1:

66% of Ninth, Tenth, Eleventh and Twelfth 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 of level one and two in English Language Arts by 06/09/2017 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.	Professional Learning	Tier 1	Implement	09/03/2015	06/09/2017	\$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	Tier 1	Monitor	09/03/2015	06/09/2017	\$0	No Funding Required	Principal and teachers

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

Measurable Objective 1:

37% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level one and two in Science by 06/09/2017 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.

School Improvement Plan

West Iron County High School

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	06/09/2017	\$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
Opportunities will be in place during the school year to attend PD sessions for additional technology training for example Google Apps training.	Direct Instruction	Tier 1	Monitor	08/24/2016	06/09/2017	\$1325	Title VI Part B	Science teachers

Strategy 3:

Instructional Assistant - An instructional assistant, 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.)

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West Iron County High School

(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; 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

Activity - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One instructional 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	06/09/2017	\$3250	Section 31a	Science and special education staff

School Improvement Plan

West Iron County High School

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	06/09/2017	\$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 social studies standards and curriculum especially as it relates to the Next Generation Science Standards.	Professional Learning	Tier 1		08/24/2016	06/09/2017	\$250	Section 31a	Science Staff

Activity - ISD Science Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Teacher Collaboration, Professional Learning			08/24/2016	06/09/2017	\$0	No Funding Required	Administration and Representative Teachers

Goal 4: All students at West Iron County High School increase their proficiency in social studies.

Measurable Objective 1:

55% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level of one and two in Social Studies by 06/09/2017 as measured by State Assessments.

School Improvement Plan

West Iron County High School

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	06/09/2017	\$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

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 for example Google Apps training.	Direct Instruction		Monitor	09/03/2015	06/09/2017	\$1325	Title VI Part B	Social studies teacher and special education staff

Strategy 3:

Instructional Assistants - An instructional assistant, 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.

School Improvement Plan

West Iron County High School

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

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(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 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 - Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One instructional 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	06/09/2017	\$3250	Section 31a	social studies teachers 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 result and intervention strategies along with review of SIP progress.	Teacher Collaboration	Tier 1	Monitor	09/03/2015	06/09/2017	\$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 provided school improvement conferences that address the transition to new social studies standards and curriculum.	Professional Learning	Tier 1	Monitor	08/24/2016	06/09/2017	\$250	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
Representative teachers will attend ISD social studies collaboration meetings	Teacher Collaboration, Professional Learning, Curriculum Development			08/24/2016	06/09/2017	\$0	No Funding Required	Administration and Representative Staff

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.

School Improvement Plan

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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 - Engagement Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the start of the 2016-17 school year, an engagement committee will be established and will meet to formulate this strategy.	Teacher Collaboration, Career Preparation /Orientation, Parent Involvement, Community Engagement	Tier 1	Implement	07/01/2016	06/07/2019	\$0	No Funding Required	Teachers, Principal, Parents, and Students
Activity - Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning during the 2016-17 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	08/29/2016	06/28/2019	\$0	General Fund	Principal, Pupil Accountant Coordinator, Teachers
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:	Professional Learning, Behavioral Support Program			08/01/2016	06/09/2017	\$310	Section 31a	Administration and Teaching staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Assistants	One instructional 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	06/09/2017	\$3250	social studies teachers and special education staff
NGCC PD Development	Science staff will attend state provided school improvement conferences that address the transition to new social studies standards and curriculum especially as it relates to the Next Generation Science Standards.	Professional Learning	Tier 1		08/24/2016	06/09/2017	\$250	Science Staff
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:	Professional Learning, Behavioral Support Program			08/01/2016	06/09/2017	\$310	Administration and Teaching staff

School Improvement Plan

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Instructional Assistants	One instructional 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	06/09/2017	\$3250	Science and special education staff
PD-Curriculum Development	Social studies staff will attend state provided school improvement conferences that address the transition to new social studies standards and curriculum.	Professional Learning	Tier 1	Monitor	08/24/2016	06/09/2017	\$250	Social Studies Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Teacher Collaboration, Professional Learning			08/24/2016	06/09/2017	\$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	06/09/2017	\$0	Principal and teachers

School Improvement Plan

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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.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/09/2017	\$0	Math and special education staff
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	06/09/2017	\$0	Science teachers
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	06/09/2017	\$0	math teachers and special education 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	06/09/2017	\$0	Social studies and special education staff
ISD Social Studies Collaboration Meetings	Representative teachers will attend ISD social studies collaboration meetings	Teacher Collaboration, Professional Learning, Curriculum Development			08/24/2016	06/09/2017	\$0	Administration and Representative Staff
Content Area Connection	Content Area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data result and intervention strategies along with review of SIP progress.	Teacher Collaboration	Tier 1	Monitor	09/03/2015	06/09/2017	\$0	Principal and Social Studies staff

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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	Tier 2	Implement	09/02/2014	06/09/2017	\$0	math and special education teachers and instructional assistants
ISD Collaborative Meetings	Representative teachers will attend ISD math collaboration meetings.	Professional Learning		Implement	08/24/2016	06/01/2017	\$0	Administrative staff and representative teachers
Engagement Committee	Prior to the start of the 2016-17 school year, an engagement committee will be established and will meet to formulate this strategy.	Teacher Collaboration, Career Preparation/Orientation, Parent Involvement, Community Engagement	Tier 1	Implement	07/01/2016	06/07/2019	\$0	Teachers, Principal, Parents, and Students
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	06/09/2017	\$0	math and special education teachers and instructional assistant.
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.	Professional Learning	Tier 1	Implement	09/03/2015	06/09/2017	\$0	ELA staff
Content Area Connection	Content area staff will meet to collaborate twice a year to review curriculum scope and sequence, current research and best practices, evaluate progress, and discuss data 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	06/09/2017	\$0	Principal and Science 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	06/09/2017	\$0	Principal

School Improvement Plan

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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	06/09/2017	\$0	math and special education teachers and instructional assistant
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scheduling	Beginning during the 2016-17 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	08/29/2016	06/28/2019	\$0	Principal, Pupil Accountant Coordinator , Teachers
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	06/09/2017	\$0	Highly Qualified Math Educator

Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	PD will be in place for opportunities during the school year to attend PD sessions for additional technology training for example Google Apps training.	Direct Instruction		Monitor	09/03/2015	06/09/2017	\$1325	Social studies teacher and special education staff
PD Technology Training	Opportunities from the ISD and State to attend PD sessions during the school year for additional technology training.	Professional Learning	Tier 1	Implement	08/24/2016	06/09/2017	\$1325	administration and trained teachers
Technology	Opportunities will be in place during the school year to attend PD sessions for additional technology training for example Google Apps training.	Direct Instruction	Tier 1	Monitor	08/24/2016	06/09/2017	\$1325	Science teachers