

**Annual School Improvement Action Plan
West Iron County Middle/High School
Three Year Plan**

3-Year Goal Statement for Content area-English: (cognitive/affective) –

Provide evidence that students will demonstrate the knowledge that they have learned by synthesizing information and explaining or applying their understanding of concepts and ideas appropriate to bench marks in State curriculum.

Evidence of Need:

MME

2007-08 – 30% met or exceeded Standards/Writing*

2008-09 – 44% met or exceeded Standards/Writing*

* (met level 1 and 2 of proficiency)

PLAN

2007-08 – 51% had scaled scores 1 – 15 lower

2008-09 – 51% had scaled scores 1 – 15 lower**

** (improvement in that range—fewer in the lowest range)

MEAP (9th grade)

2007-08 – 62.8% met level 1 and 2 of proficiency

2008-09 – 67% met level 1 and 2 of proficiency

EXPLORE

2007 – 52% in bottom percentiles (1-14 range)

2008 – 33% in bottom percentiles (1-14 range)

Statement of Gap:

Test scores indicate that our students need to improve their writing skills across curriculum. By doing this, students will be able to demonstrate the knowledge they've learned by synthesizing information and expressing their understanding of ideas and concepts in a written format.

Contributing Cause for Gap:

- Gender – 51 % of males and 67% of females met levels 1 and 2 of proficiency
- Socio economic – 42% of economically disadvantaged and 69% not e.d. met levels 1 and 2 of proficiency
- Attendance- 33% of the student was not in attendance for 11 or more days.

Measurable Objective to Support Goal:

Increase to at least 60% the number of students reaching level 1 and 2 of the writing proficiency.

Research Reviewed to Support Strategy and Activities:

- 6 + 1 Traits of Writing* – Northwest Regional Educational Laboratory
- 4-Square* – Judith and Jay Gould – Teaching and Learning Company
- Use of focus and essential questions from – Malcolm ISD
- Writing Across the Curriculum* – MDE – Toulman’s Basic Model of Argumentation

3-Year Goal Statement for Content Area-Science: (cognitive/affective)

Provide evidence that students will demonstrate the ability to analyze and interpret scientific data, and evaluate scientific experiments to improve scores in constructing and reflecting on scientific knowledge through the use of inquiry-based learning.

Evidence of Need:

MME Results - Science	
	% Students Proficient in Level 1 & 2

	All students	Students / Disabilities	All except Students / disabilities
Spring			
2007	41%	6%	53%
2008	63%	0%	74%

MME Results – Science Results of Students/Disabilities					
Spring	Number of Students Assessed	Performance Levels			
		4 – Not Proficient	3 – Partially Proficient	2 - Proficient	1 - Advanced
	16	81%	13%	6%	0%
	12	83%	17%	0%	0%

MME Results – Science Gender Analysis		
Spring	% Students Proficient in Level 1 & 2	
	Male Students	Female Students
2007	57%	59%
2008	67%	55%

MME Results – Science Economically Disadvantage Group		
Spring	% Students Proficient in Level 1 & 2	
	Economically Disadvantaged	Not Econ. Dis.
2007	42%	72%
2008	55%	65%

EXPLORE – Science Scores		
Spring	Percent of Students	
	1 – 16 Score Range	17-25 Score Range
2007	49%	51%
2008	37%	63%

PLAN – Science Scores		
Spring	Percent of Students	
	1 – 16 Score Range	17-25 Score Range
2007	73%	27%
2008	35%	65%

Statement of Gap:

Analysis of test scores indicates deficiency in student test scores with regard to reflecting and constructing scientific knowledge. Analysis also shows that higher scores in the constructing sub-area correlate with higher scores in using science content knowledge. Based on MME scores, students with disabilities and those from economically disadvantage households perform significantly lower than other student population.

Contributing Cause for Gap:

As evident by the results on MME assessments, there is a gap between the achievement of the general population of students and the following groups of student populations:

1. students with disabilities
2. economically disadvantage students
3. gender

Measurable Objective to Support Goal:

1. An increase in the percentage of our student population scoring in the proficient range for science on the MME who will meet or exceed the state average scores.
2. Raise at least 30% of our population of students with disabilities to the level 1 or 2 in science on MME.

Research Reviewed to Support Strategy and Activities:

--*The 5 E Learning Cycle* – BSCS Biology: A Human Approach. Teaching High School Science through Inquiry.

--*Developing the Essential Features of Inquiry* – Science Scope, September, 2008. Harris & Burke

--*Recommendations from High Schools That Work*, ACT's "On Course for Success", and "Understanding University Success". MDE Science Documents.

District Pupil Graduation/Retention Report
4-Year Graduation Cohort Report with Two Year Comparison

	2007	2008
Graduation Rate	90.63%	82.5%
Retention Rate	1.04%	8.26%
Drop Rate	5.21%	8.26%
No. of Students	96	109

Staff Development Plan West Iron County High School

Expected Learning Outcomes for Staff:

Teachers will become familiar and proficient in implementing proven writing strategies across the curriculum.

Related School Improvement Goals:

English/Writing

ACTIVITY	PERSON(S) RESPONSIBLE	TARGET DATES	RESOURCES/COST	EVIDENCE OF COMPLETION
-professional development days covering the following: * 4-Square * 6+1 * rubrics * write across the curriculum * develop focus/essential questions * evaluate student writing	Language Arts Department	In-Service/ Professional Development before school starts in Sept. Recheck during the year	Grades 7 -12 <ul style="list-style-type: none"> • Cost of English teachers to meet two days during the summer (stipend) • Printed materials • Resource books – 1 per department 	Teacher evaluations after professional dev. sessions

ANNUAL SCHOOL IMPROVEMENT ACTION PLAN
CONTENT AREA: ELA/WRITING

Strategies	Person Responsible	Target Dates	Resources/Cost	Evidence of Completion	Evidence of Activity Success
*use of writing prompts with answer plans and rubrics	Classroom teachers	Quarterly	Folders	Writing pieces kept in folder portfolios	Individual improvement of writing scores evidence in portfolio reviews
*daily language activities	English department	Bi-weekly	No cost	grades	Improved writing scores Ability to edit