

School Improvement Plan

School Year: 2011 - 2012

School District: West Iron County Public Schools

ISD/RESA: Dickinson-Iron ISD

School Name: West Iron County High School

Grades Served: 9,10,11,12

Principal: Mr. Michael Berutti

Building Code: 01852

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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. 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.

School Information

School:	West Iron County High School
District:	West Iron County Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	01852
City:	IRON RIVER
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

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 WICHS 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 education 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

Belief statement is as follows:

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 results of high expectations with realistic goals.
5. Our entire community shares the responsibility of educating our students for future success.

Goals

Name	Development Status	Progress Status
Focus on Science	Complete	Open
Improve Mathematical Computation and Comprehension	Complete	Open
Increase Writing Proficiency	Complete	Open

Goal 1: Focus on Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students at West Iron County High School will be proficient in science.

Gap Statement: Results for students taking MME science are as follows: 2007-58% met levels 1 and 2, 2008-61%, 2009-45%, and 2010-76% EXPLORE science scores for college ready students was 51% in 2007, 63% in 2008, and 51% in 2010. PLAN science scores for college ready students was 27% in 2007, 65% in 2008, and 47% in 2010.

Cause for Gap: Item analysis of data indicates that students' ability to Reflect and Construct Scientific Knowledge through Inquiry Based Learning is deficient. Students also need to improve ability to analyze and interpret scientific data and evaluate results of scientific experiments.

Multiple measures/sources of data you used to identify this gap in student achievement: The data was reviewed from multiple years of MME, EXPLORE and PLAN Science score results.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building team will assess success by providing evidence of movement toward our measurable objective as stated. MME's as well as EXPLORE and PLAN will monitor progress.

Contact Name: Mike Berutti

List of Objectives:

Name	Objective
Increasing Science Scores	On the spring 2013 MME science assessment, 75% of the students will score in the proficiency levels one and two.

1.1. Objective: Increasing Science Scores

Measurable Objective Statement to Support Goal: On the spring 2013 MME science assessment, 75% of

the students will score in the proficiency levels one and two.

List of Strategies:

Name	Strategy
Improving Scientific Reasoning	Strategy will implement the following: 1. Inquiry-based learning and small collaborative learning groups. 2. Technology will be made available to support teaching of the science curriculum. 3. Differential learning will be emphasized.

1.1.1. Strategy: Improving Scientific Reasoning

Strategy Statement: Strategy will implement the following:

1. Inquiry-based learning and small collaborative learning groups.
2. Technology will be made available to support teaching of the science curriculum.
3. Differential learning will be emphasized.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

1. "A Human Approach. Teaching High School Science through Inquiry", The 5 E Learning Cycle - BSCS Biology:
2. "Developing the Essential Features of Inquiry." - Science Scope, September, 2008. Harris & Burke.
3. Recommendations from High Schools That Work, ACDT's " On Course for Success," and "Understanding University Success". - Michigan Department of Education Science Documents.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Intervention	2010-09-05	2013-05-30	Science Department and special education staff

1.1.1.1. Activity: Science Intervention

Activity Description: Activities to meet strategy are as follows:

1. Hands-on lab, observing, recording, and interpreting data in chart and table forms, and measurement of variables to increase student interaction with information
2. Increase use of Smartboard
3. Presentation on differential learning through PD will be completed in 2012.

Planned staff responsible for implementing activity: Science Department and special education staff

Actual staff responsible for implementing activity: Science department and special education staff

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom teachers	General Funds	1,535.00	1,526.30

Goal 2: Improve Mathematical Computation and Comprehension

Content Area: Math

Development Status: Complete

Student Goal Statement: All students at West Iron County High School will improve scores on the MME math assessment.

Gap Statement: There is a gap between the achievement of all students and those who are economically disadvantaged. In 2010, 31% of the students who are economically disadvantaged scored in level 1 and 2 on the math MME's as compared to 66% of all other students. In 2009, 50% of the students who are economically disadvantaged scored in level 1 and 2 on the math MME's as compared to 63% of all other students. Though the gap has lessened from previous years, it is still significant. In 2007, the EXPLORE math results for college ready scores of 16 - 25 was 41% and in 2008, 54%. In 2010, the EXPLORE math results for college ready scores of 16 - 25 was 53%. In PLAN, the 17 to 32 range had 49% in 2007 and 51% in 2008, 39% in 2010.

Cause for Gap: After reviewing item analysis, test scores indicate that students show deficiencies in applying quantitative literacy to real world situations. Based on MME scores, economically disadvantaged students perform significantly lower in math content areas.

Multiple measures/sources of data you used to identify this gap in student achievement: Data was reviewed from the past 3 year window of MME, EXPLORE and PLAN Math score results.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building team will assess success by providing evidence of movement toward our measurable objective as stated. MMEs, EXPLORE and PLAN will be used to monitor progress.

Contact Name: Mike Berutti

List of Objectives:

Name	Objective
Increase math skills	At the end of the 2012-2013 school year, students who are in the economically disadvantaged sub group will increase by at least 5% the number who achieve proficiency levels 1 and 2.

2.1. Objective: Increase math skills

Measurable Objective Statement to Support Goal: At the end of the 2012-2013 school year, students who are in the economically disadvantaged sub group will increase by at least 5% the number who achieve proficiency levels 1 and 2.

List of Strategies:

Name	Strategy
Increase Collaborative Learning	Teachers will address math learning in the following strategy: 1. Increase group projects, cooperative learning, and peer tutoring. 2. Provide more visual displays through graphs, pie charts, scatter plots to relate quantitative data to real world applications.

2.1.1. Strategy: Increase Collaborative Learning

Strategy Statement: Teachers will address math learning in the following strategy:

1. Increase group projects, cooperative learning, and peer tutoring.
2. Provide more visual displays through graphs, pie charts, scatter plots to relate quantitative data to real world applications.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

1. "The 5 E Learning Cycle"--Teaching High School Math through Inquiry.
2. PHScool.com website related from the current text in use which is "Prentice-Hall Mathematics".
3. "Teaching for Success: Classrooms That Work". National Council for the Teaching of Mathematics materials.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Focus on Real World Problems	2010-09-05	2013-05-30	Math department and special education department

2.1.1.1. Activity: Focus on Real World Problems

Activity Description: Teachers will promote the following activities:

1. Professional development to analyze desegregated data to determine strengths and weaknesses in EDD students and determine best practice methods to address areas of weakness.
2. Professional development time to identify and select resources incorporate visual data and displays of real world application.

Planned staff responsible for implementing activity: Math department and special education department

Actual staff responsible for implementing activity: math department and special education department

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Teachers	No Funds Required	0.00	0.00

Goal 3: Increase Writing Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at West Iron County High School will become proficient writers.

Gap Statement: Percentage of students meeting proficiency levels one and two on MME writing assessment for 11th graders using a three year comparison are as follows:

- 2007: 44%
- 2008: 47%
- 2009: 40%
- 2010: 41%

In 2008, Plan results in the 17 to 32 range were 68%, in 2009 62% and in 2010 42%.

Cause for Gap: After item analysis, the SIP team noted a weakness for students in writing is developing ideas through use of detail. Scores above show that students are not meeting state target AYP objectives.

Multiple measures/sources of data you used to identify this gap in student achievement: Data from multiple years of the MME and PLAN writing test scores were reviewed and analyzed.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building team will assess success by providing evidence of movement toward our measurable objective as stated.

Besides the present measures in place, the ACT Persuasive Essay Writing Rubric will be used for appropriate content areas.

Authentic writing assessment models will be implemented across the curriculum.

Contact Name: Mike Berutti

List of Objectives:

Name	Objective
Increase Writing Scores	There will be a 5% increase of students meeting level one and two of the proficiency scores on the spring 2013 MME in writing.

3.1. Objective: Increase Writing Scores

Measurable Objective Statement to Support Goal: There will be a 5% increase of students meeting level one and two of the proficiency scores on the spring 2013 MME in writing.

List of Strategies:

Name	Strategy
Into the Writing Process	Teachers will promote the following strategy with all students: 1. Writing rubric development and implementation 2. Evaluation and revision as needed of the writing process and rubric usage. 3. Focus on using cross curriculum writing prompts (essays and focus questions) with answer plans and rubrics. 4. Increase peer editing and collaborative groups in the classroom. 5. Implementation and refinement of the following: **6 Square Writing Strategy **6 + 1 Traits of Writing **Rubrics and Answer Plans **Writing across curriculum **Peer Editing and Collaborative Group Work through evaluating student writing.

3.1.1. Strategy: Into the Writing Process

Strategy Statement: Teachers will promote the following strategy with all students:

1. Writing rubric development and implementation
2. Evaluation and revision as needed of the writing process and rubric usage.
3. Focus on using cross curriculum writing prompts (essays and focus questions) with answer plans and rubrics.

4. Increase peer editing and collaborative groups in the classroom.

5. Implementation and refinement of the following:
 - **6 Square Writing Strategy
 - **6 + 1 Traits of Writing
 - **Rubrics and Answer Plans
 - **Writing across curriculum
 - **Peer Editing and Collaborative Group Work through evaluating student writing.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

"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" - Macolm ISD

"Writing Across the Curriculums" - Michigan Department of Education -Toulman's Model of Argumentation

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Focus on the Writing Process	2010-09-05	2013-05-30	English Language Arts and special education teachers

3.1.1.1. Activity: Focus on the Writing Process

Activity Description: 1. Professional resource educator to train all teachers in writing process and rubric development before school begins. Follow-up assistance with each teacher to debrief, to review quality of rubric, and to provide further assistance in usage of rubric along with formulation of writing prompts.

2. PD time devoted to disperse information on writing strategies and methods to cross curricular teachers.

3. Implementation and refinement of the following:

- **6 Square Writing Strategy
- **6 + 1 Traits of Writing
- **Rubrics and Answer Plans
- **Writing across curriculum

**Peer Editing and Collaborative Group Work through evaluating student writing.

Planned staff responsible for implementing activity: English Language Arts and special education teachers

Actual staff responsible for implementing activity: English language arts and special education teachers.

Planned Timeline: Begin Date - 2010-09-05, End Date - 2013-05-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,535.00	\$1,526.30
No Funds Required	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Required information was gathered and then reviewed by the SIP team. Questions related to data were discussed by the team. Review of data is on-going.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

The District's curriculum is aligned with State standards. Monthly content meetings are held to review and revise best practice instruction and activities. Outcomes based testing to assess students' proficiency in the curriculum. School Improvement Team meets to review standardized testing to identify areas of concern.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Teachers attend bi-monthly professional development meetings during the school year to keep current on state curriculum expectations and best practices. Regular meetings of teachers in each curricular area, including all core subjects as well as CTE and special education staff, to align curriculum and ensure progression in all learning objectives are in place.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

School Improvement Team, content area department meetings, professional development meetings, co-teaching collaboration. Measurement of assessment includes MEAP, MME, EXPLORE, PLAN, pre and post tests, unit and chapter tests, outcome based tests, and observational data

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Training in Data4SS, Data Director, and My Big Campus is on-going to enable educators to review and evaluate data through technology and improve student/parent/teacher communication. Professional development times throughout the school year enable the staff to further utilize and implement for integration purposes. A technology coordinator maintains services and generates appropriate new items as needed for the professional staff. Principal uses twitter to communicate with all stakeholders. Smartboards, on-line tools and learning opportunities are used to enhance instruction and student learning.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

SIP team reviews data, gathers input from stakeholders, revises goals and objectives, and then reviews research-based instructional activities to facilitate learning.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

The school uses data gathered from standardized tests given in 9th, 10th and 11th grades (EXPLORE, PLAN, MME, MEAP) and authentic curriculum assessments. These results are shared with all stakeholders through various written and verbal means including, but not limited to, multiple media venues, reports, meetings, and written communication.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and

evaluation of the district's school improvement plans.

Stakeholders are valued and offered a variety of opportunities to provide leadership and contributions to the decision-making process. Staff strengths are utilized and each member is encouraged to share their knowledge and expertise. Feedback on decisions is welcome from all stakeholders.

Assurances

EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

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 on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.westiron.org*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments: *Staff and administration review EDP's when scheduling students and during transitional IEP's.*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments: *High School Content Expectations for PHY ED.*

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments: *This applies to only the high school.*

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
	Terri	Chartier	Special Ed teacher	tchartier@westiron.org
	Jodi	Fales	Special Ed teacher	jburkland@westiron.org
	Mike	Dallavalle	science teacher	mdallavalle@westiron.org
	Fred	Jacobs	math teacher	fjacobs@westiron.org
	Jane	Frasier	Assessment Coordinator	jane@westiron.org
	Mike	Berutti	Principal	mberutti@westiron.org
	Chris	Langenberg	teacher	clangenberg@westiron.org

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Christopher Thomson
Address:	601 Garfield Ave. Iron River, MI 49935
Telephone Number:	906 265-9218

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.