



School Improvement Plan

Coldwater High School

Coldwater Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

School Improvement Plan CHS 2018-2019

Overview

Plan Name

School Improvement Plan CHS 2018-2019

Plan Description

School Improvement Plan CHS 2018-2019

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	CHS students will meet or exceed school expectations in English Language Arts	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$3510
2	CHS students will meet or exceed school expectations in mathematics.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$4500
3	CHS students will meet or exceed school expectations in science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$4100
4	CHS students will improve their knowledge and application of social studies concepts, principles and ideas.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1000
5	Develop and enhance quality elective education/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
6	All students will meet or exceed district social, emotional, and behavioral expectations.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$1400
7	We will implement a systemic approach to teaching and learning for ALL.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$11810

Goal 1: CHS students will meet or exceed school expectations in English Language Arts

Measurable Objective 1:

A 5% increase 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 on the MME State Assessment in English Language Arts by 06/01/2019 as measured by the annual performance on the MME during April of the junior year and annually on grade level common ELA assessments..

Strategy 1:

Writing Across the Curriculum - In the process of teaching reading and writing skills, in all courses, the primary instructional emphasis will be on engaging students in a series of cognitive processes, such as reflection, analysis, and synthesis, so that they are required to transform information from reading material in order to complete an effective writing assignment.

Category: English/Language Arts

Research Cited: Best Practice research reports positive results in reading skills when there is an emphasis in reading instruction on comprehension. In writing, there is a positive link between writing skills and students writing original pieces of work, while being involved in establishing the purposes for writing, and there is specific instruction in all stages of writing. "Best Practice," Zemelman, Daniels and Hyde; "Response to Intervention Strategies," Lujan; "What Works and Doesn't with At Risk Students," Glaes

Tier: Tier 1

Activity - ELA and Whole-Staff Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English language arts teachers will participate in professional development and receive supplemental instructional materials focused on increasing student achievement in reading and writing and decreasing the gap between all students and those students with disabilities and English Language Learners. All secondary teachers will be provided support and training through the MiExcel support and the CISD.	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$1000	General Fund	Bill Milnes - Principal PLC Leaders in the department

Strategy 2:

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SSR - All 9th and 10th grade ELA teachers will continue SSR to improve and increase stamina and fluency in reading, as well as foster life long readers.

Category: English/Language Arts

Research Cited: Lyons, C.(2003). Teaching Struggling Readers; Using Brain-based research to maximize learning. Portsmouth, NH:

Tier: Tier 1

Activity - SSR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL 9-10 grade students will engage in an SSR program during their ELA instruction three times a week. 9th grade will start with 10 minute sessions and build to 15. The 10th grade will read for 10 minutes in class. The 9th and 10th grade students will track their reading in their reading log and goals sheet on a weekly basis	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$0	General Fund	Bill Milnes, Principal All 9-10 ELA Teachers

Strategy 3:

Professional Development - Professional development will be provided to administrators, teachers, and other staff members to support teaching and learning. Job-embedded professional development will be included on an ongoing basis through weekly early release time for collaboration, instructional rounds, technology based training, classroom observations/walk throughs, book studies, and other collaborative opportunities during the school day and beyond. Additionally, schools have selected conferences and/or PD sessions that specifically align to their needs and their improvement plans.

Category: English/Language Arts

Research Cited: We believe that the requirement to provide ongoing, high quality, job-embedded professional development to staff in a school is clearly tied to improving instruction in multiple ways. First, the requirement that professional development be “job-embedded” connotes a direct connection between a teacher's work in the classroom and the professional development the teacher receives. (National Archives and Records Administration, 2009, p. 58479)

Tier: Tier 1

Activity - ELA PD: Teacher as Writer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PD for secondary ELA teachers provided by Calhoun ISD. Sessions throughout the 2018-2019 school year. Funds required for registration fees, sub costs, and mileage.	Academic Support Program, Direct Instruction, Professional Learning, Curriculum Development	Tier 1	Implement	08/21/2018	05/31/2019	\$910	Title II Part A	Secondary Principals, Secondary ELA teachers
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Strategy 4:

Analysis of Rhetoric and Argument - All English teachers will implement the SOAPS (Speaker, Occasion, Audience, Purpose, Subject) strategy in their classroom in conjunction with mostly nonfiction reading. As a step towards more effective writing, the SOAPS analysis will help students better understand the depth of a text so that they will be better equipped in using it in their writing.

Category: English/Language Arts

Research Cited: Springboard (AP)

Tier: Tier 1

Activity - Vertical Alignment and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English language arts teachers will implement a vertically aligned curriculum to introduce the SOAPS process and its purpose in relation to reading and writing, practice it with nonfiction texts that relate to the curriculum already in place, and then present opportunities for students to utilize it when choosing texts that will best assist them in their own writing. The introduction and use of in-text citations and references using MLA format will accompany this process.	Curriculum Development	Tier 1	Getting Ready	08/21/2018	05/31/2019	\$0	No Funding Required	Bill Milnes, Principal All ELA Staff Members

Strategy 5:

Incorporate AP Strategies Vertically - Teachers will be trained in the AP Literature and AP Language curriculum and then share strategies to be incorporated into the 9th and 10th grade instructional strategies

Category: English/Language Arts

Research Cited: Classroom Instruction that Works: By Robert J. Marzano, Debra Pickering, Jane E. Pollock

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Tier: Tier 1

Activity - AP Summer Training for AP Literature and AP Language Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The AP Language and AP Literature teachers will attend an AP institute and then share out their instructional strategies with the entire ELA Department	Teacher Collaboration, Direct Instruction, Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2018	05/31/2019	\$1600	Title II Part A	Administration, AP Teachers, ELA Department

Goal 2: CHS students will meet or exceed school expectations in mathematics.

Measurable Objective 1:

A 5% increase 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 as demonstrated on the Junior level MME and course specific common assessments. in Mathematics by 06/01/2019 as measured by the annual performance on the MME during April of the junior year and annually on grade level common course assessments..

Strategy 1:

Mathematics Applications and Remediation - Mathematics Applications and Remediation - Mathematics teachers at all levels will incorporate application problems in each unit of instruction that are at the agreed upon expected level of thinking and rigor similar to the scenarios that will be found on the MME. These types of problems will also be placed on the common assessments and the performance of students will be analyzed to determine the effectiveness of instruction and level of learning. Students who are not proficient at the level of rigor for any content standard will be given supplemental content with the help of their teacher.

Category: Mathematics

Research Cited: Best practice research reports that students have a better understanding of mathematics concepts when they are required to justify their answers and solution processes. "Best Practice," Zemelman, Daniels, Hyde; "Guiding School Improvement with Action Research," Sagor; "Leading Learning Communities - Standards for What Principals Should Know and Be Able To Do," NAESP, "Results Now," Schmoker.

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Tier: Tier 1

Activity - Problems and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will incorporate common problems in each unit based on math scenarios similar to what students will experience on the MME assessments. These common assessments are analyzed to determine deficiencies in learning. Students will then be assigned remediation to support the direct instruction occurring in the classroom.	Academic Support Program	Tier 2	Implement	08/21/2018	05/31/2019	\$200	General Fund	Bill Milnes - Principal Mathematics Teachers

Strategy 2:

Professional Development - Professional development will be provided to administrators, teachers, and other staff members to support teaching and learning. Job-embedded professional development will be included on an ongoing basis through weekly early release time for collaboration, instructional rounds, technology based training, classroom observations/walk throughs, book studies, and other collaborative opportunities during the school day and beyond. Additionally, schools have selected conferences and/or PD sessions that specifically align to their needs and their improvement plans.

Category: Mathematics

Research Cited: We believe that the requirement to provide ongoing, high quality, job-embedded professional development to staff in a school is clearly tied to improving instruction in multiple ways. First, the requirement that professional development be “job-embedded”

connotes a direct connection between a teacher’s work in the classroom and the professional development the teacher receives. (National Archives and Records Administration, 2009, p. 58479)

Tier: Tier 1

Activity - AP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Advanced placement math teacher will participate in the AP training to gain knowledge and skill in teaching advanced concepts within the AP curriculum. Funding is needed for registrations, lodging, mileage, and meals.	Academic Support Program, Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2018	05/31/2019	\$3000	Title II Part A	CHS Administrators, AP Teachers
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Activity - High Quality Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two algebra teachers and the two Geometry teachers will attend the mathematics instruction workshops throughout the school year.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/21/2018	05/31/2019	\$1300	Title II Part A	Bill Milnes, Principal Algebra 1 and Geometry Teachers

Goal 3: CHS students will meet or exceed school expectations in science.

Measurable Objective 1:

A 5% increase 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 on the MME State Assessment in Science by 06/01/2019 as measured by the annual performance on the MME during April of the junior year and annually on grade level common course assessments..

Strategy 1:

Reading and Writing in Science - Each core science course will integrate reading, writing, and math into instructional units. Additionally, they will utilize an instructional technique that requires students to incorporate formal scientific writing in the form of lab reports in each course. Students will engage in this activity once monthly. Mastery will include scientific explanations that include analysis of hypotheses and justification of experimental results using specific conclusion writing with claim evidence and reasoning. These writings will also require students to analyze data and interpret their findings which will reinforce the learning required to perform these

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tasks on the state assessments.

Category: Science

Research Cited: Best Practice research reports increased science skills in students when reading, writing and mathematics are incorporated into science instruction. "Best Practice," Zemelman, Daniels and Hyde; "Response to Intervention Strategies," Lujan; "What Works and doesn't with At Risk Students," Glaes.

Tier: Tier 1

Activity - Literacy Applications in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science staff will incorporate the literacy activities in each unit of instruction throughout the school year. They have received training in authentic literacy activities. Students who are found to not be proficient in the skills and standards will be assigned online curricular support to enhance the classroom direct instruction.	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$500	General Fund	Bill Milnes - Principal Science Department Teachers

Strategy 2:

Teacher Professional Development - Science teachers will attend multiple conferences on implementation of the NGSX style of teaching to prepare our science teachers for the state adoption of national science standards.

Category: Science

Research Cited: Sarah Michaels (Clark University), Jean Moon (Tidemark Institute), and Brian J. Reiser (Northwestern University), with talented help from our NGSX team, are responding. In 2013 with funding from the National Science Foundation we created the initial pilot pathway in the Next Generation Science Exemplar (NGSX) system for professional learning.

Tier: Tier 1

Activity - Attend NGSX Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple science teachers will attend conferences on implementation of the NGSX style of teaching to prepare our science teachers for the state adoption of national science standards.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/21/2018	05/31/2019	\$3600	Title II Part A	Bill Milnes, Principal Science Teachers

Goal 4: CHS students will improve their knowledge and application of social studies concepts, principles and ideas.

Measurable Objective 1:

A 3% increase 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 on the MME State Assessment in Social Studies by 06/01/2019 as measured by the annual performance on the MME during April of the junior year and annually on grade level common course assessments..

Strategy 1:

Document Analysis - Students will be required to analyze Primary Source Documents in each social studies course using their prior knowledge, primary documents, along with their current learning while utilizing the S.O.A.P.S. critical reading strategy. In this manner, students will be required to apply the essential standards rather than recite a listing of the objectives. If specific content support is needed, students may be assigned supplemental online instruction for that particular unit.

Category: Social Studies

Research Cited: "Best Practice," Zemelman, Daniels and Hyde; "Response to Intervention Strategies," Lujan; "What Works and doesn't with At Risk Students," Glaes."Results Now," Schmoker; "Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do," National Association of Elementary School Principals, "The Art and Science of Teaching," Marzano.

Tier: Tier 1

Activity - Cornell Note Learning Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be asked to engage in the Cornell Notes learning strategy in all classes to help support their reading comprehension, their ability to organize important information, and summarize their conclusions.	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$500	General Fund	Bill Milnes-Principal Social Studies Teachers

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Activity - Synthesize social studies content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will engage in activities (at least once per unit) which require them to synthesize social studies content in order to reach conclusions.</p> <p>Students may be provided with the social studies content directly (primary sources, data sections, etc.) or may acquire this content through research; Key “hurdle verbs” for assignment questions: demonstrate, analyze, compare, criticize, assess, evaluate, justify.</p> <p>Students’ final products may be in the form of writing (essays or alternative forms of writing) or other demonstrations of knowledge;</p> <p>Students’ final products may be produced either as individuals or teams (with individual accountability for work and learning);</p> <p>Department members will post designed assignments to the Social Studies Department’s shared Google Drive folder, and will be prepared to discuss the results of assignments in our PLC meetings.</p>	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$500	General Fund	Bill Milnes, Principal All Social Studies Teachers

Activity - Analyzing Documents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will be asked to analyze documents in answering both multiple choice and constructed response questions on assessments in preparation for question types to be found on the SAT.</p>	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$0	No Funding Required	Bill Milnes, Principal Social Studies Teachers

Goal 5: Develop and enhance quality elective education/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

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Measurable Objective 1:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the areas of Art, Music, Technology, Physical Education, Health, and Spanish. in Art & Humanities by 06/01/2019 as measured by PLC analysis of classroom performance data.

Strategy 1:

PLC Collaboration - Teachers will continue PLC collaboration on curriculum alignment and assessments. Teachers will review data from the language skills assessments and revise curriculum to ensure that essential skills are being taught to a mastery level.

Category: School Culture

Research Cited: Focus: elevating the essentials to radically improve student learning (Schmoker, Michael 2011)

Tier: Tier 1

Activity - PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will meet weekly to measure progress and create interventions as needed.	Professional Learning	Tier 2	Implement	08/21/2018	05/31/2019	\$500	General Fund	Bill Milnes, Principal Elective and performing arts teachers

Goal 6: All students will meet or exceed district social, emotional, and behavioral expectations.

Measurable Objective 1:

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75% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of being at low risk in Practical Living by 06/01/2019 as measured by the district's social/emotional/behavior screener..

Strategy 1:

Implementation of a Multi-Tiered System of Supports - We will implement an integrated, multi-tiered system of curriculum, instruction, assessment, and intervention/enrichment designed to meet the achievement and behavioral health needs of ALL learners. Our MTSS framework is designed to ensure that each and every student that walks into a school/classroom will have his or her individual needs met through high-quality curriculum, instruction, and assessment using a structure of core instruction, interventions, and enrichments.

Category: School Culture

Research Cited: MI Dept. of Education. (n.d.). Multi-Tiered System of Supports. Retrieved June 1, 2015, from http://www.michigan.gov/mde/0,4615,7-140-28753_65803-322534--,00.html

Tier: Tier 2

Activity - Early Warning Intervention System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All of our buildings are using the Early Warning Signs to identify students who are at risk for dropping out of school. Each school has designed a set of interventions to meet the needs of the identified students, which includes matching the students with an adult mentor to build positive relationships. Academic support is also provided within each school's MTSS.	Academic Support Program, Career Preparation /Orientation , Parent Involvement, Behavioral Support Program	Tier 3	Implement	08/21/2018	05/31/2019	\$0	General Fund	Building administrators, Intervention Teams, Director of Teaching & Learning, Adult Mentors

Activity - School-wide PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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CHS will implement a School-wide Positive Behavior Supports. Additionally, each CHS is working to develop, implement, and refine their pyramid of interventions for behavior.	Technology , Behavioral Support Program	Tier 1	Implement	08/21/2018	05/31/2019	\$0	General Fund	Building administrators, school leadership teams, teachers
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Activity - Attendance Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional interventions will be explored and implemented to reduce the number of students who are chronically absent. Interventions will include establishing caring relationships with students and partnerships with families.	Technology , Parent Involvement, Behavioral Support Program, Policy and Process	Tier 2	Getting Ready	08/21/2018	05/31/2019	\$0	General Fund	Building administrators, school leadership teams, intervention teams, teachers, secretaries, technology staff

Activity - School-Wide Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CHS staff will conduct a book study on "Mindset: The New Psychology of Success by Carol Dweck" and then implement strategies as appropriate based on PLC decision making protocols.	Behavioral Support Program	Tier 1	Implement	08/21/2018	05/31/2019	\$1400	Title II Part A	Administration and PLC leaders

Goal 7: We will implement a systemic approach to teaching and learning for ALL.

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Measurable Objective 1:

collaborate to develop and implement a comprehensive Multi-Tiered System of Supports (MTSS) so that ALL students will learn and grow. We will use the Professional Learning Community (PLC) at Work model as our framework. by 06/01/2019 as measured by the increase of students at benchmark and the decrease of students needing strategic and intensive support in all core content areas..

Strategy 1:

Strategic School/District Design - The school improvement teams, working in partnership with the other schools and the district, will redesign the master schedule to maximize instructional time on core academic subjects while varying time based on subject and student priorities.

"High performing schools find ways to increase instructional time in core academic subjects, especially for struggling students, by rearranging existing time throughout the day and adding overall instructional time."

Category: School Culture

Research Cited: Shields, R. & Miles, K. (2008); Case Studies of Leading Edge Small Urban High Schools - University Park. Boston, MA; Education Resource Strategies.

Tier: Tier 1

Activity - Redesign the Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and school improvement teams, working collaboratively with other schools and the district, will redesign the master schedule. In doing so, we will ensure that there are intentional blocks of instructional time for all core subject areas. Additionally, the master schedule will include additional opportunities to provide tier II and III supports for struggling students.	Academic Support Program, Direct Instruction, Behavioral Support Program	Tier 1	Implement	08/21/2018	05/31/2019	\$0	No Funding Required	Principals, School Improvement Teams, District Improvement Team

Activity - Trauma Informed Schools and Classrooms - Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional development in school improvement will be provided by the Michigan Department of Education. Our focus during the conference will be on assessment practices, MTSS & teaching strategies. Attendees will bring information back and share it across the district.	Academic Support Program, Technology, Behavioral Support Program, Policy and Process, Professional Learning	Tier 1	Implement	08/21/2018	05/31/2019	\$910	Title II Part A	CHS Building Administrator and Teacher Leaders
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Strategy 2:

Teacher Collaboration - We will engage in multiple opportunities for collaboration to support teaching and learning for ALL.

Category: School Culture

Research Cited: "[Many] schools offer no infrastructure to support collaboration or continuous improvement, and, in fact, the very structure of their schools serves as a powerful force for preserving the status quo. This situation will not change by merely encouraging teachers to collaborate, but will instead require embedding professional collaboration in the routine practice of the school." DuFour, Rick. "Work Together, But Only If You Want To." Phi Delta Kappan 92, no. 5 (February 2011); 57-61

Tier: Tier 1

Activity - Early Release - Teacher Collaboration & Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will allocate extended time for collaboration through the implementation of weekly early release days. This will create a minimum of 75 minutes per week for teacher collaboration around the four big questions of a PLC: 1) What do we want all students to know and be able to do? 2) How will we know if they know it and can do it? 3) What will we do if they have not learned it yet? 4) What will we do if they have already learned it?	Academic Support Program, Teacher Collaboration, Behavioral Support Program, Curriculum Development	Tier 1	Implement	08/21/2018	05/31/2019	\$8700	General Fund	Administrators, teacher leaders, and teachers

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Activity - After School - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended opportunities for job-embedded PD through PLC collaborative teams. Focus topics will include: guaranteed and viable curriculum, quality assessments, differentiated instruction, and MTSS. Stipends for teachers to participate with collaborative teams after school (outside of their contractual time).	Academic Support Program, Technology, Teacher Collaboration, Behavioral Support Program	Tier 2	Monitor	08/21/2018	05/31/2019	\$2200	Title II Part A	High School Principal, Assistant Principal, and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Redesign the Master Schedule	Administrators and school improvement teams, working collaboratively with other schools and the district, will redesign the master schedule. In doing so, we will ensure that there are intentional blocks of instructional time for all core subject areas. Additionally, the master schedule will include additional opportunities to provide tier II and III supports for struggling students.	Academic Support Program, Direct Instruction, Behavioral Support Program	Tier 1	Implement	08/21/2018	05/31/2019	\$0	Principals, School Improvement Teams, District Improvement Team
Analyzing Documents	Students will be asked to analyze documents in answering both multiple choice and constructed response questions on assessments in preparation for question types to be found on the SAT.	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$0	Bill Milnes, Principal Social Studies Teachers
Vertical Alignment and Implementation	English language arts teachers will implement a vertically aligned curriculum to introduce the SOAPS process and its purpose in relation to reading and writing, practice it with nonfiction texts that relate to the curriculum already in place, and then present opportunities for students to utilize it when choosing texts that will best assist them in their own writing. The introduction and use of in-text citations and references using MLA format will accompany this process.	Curriculum Development	Tier 1	Getting Ready	08/21/2018	05/31/2019	\$0	Bill Milnes, Principal All ELA Staff Members

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Early Release - Teacher Collaboration & Professional Learning</p>	<p>We will allocate extended time for collaboration through the implementation of weekly early release days. This will create a minimum of 75 minutes per week for teacher collaboration around the four big questions of a PLC: 1) What do we want all students to know and be able to do? 2) How will we know if they know it and can do it? 3) What will we do if they have not learned it yet? 4) What will we do if they have already learned it?</p>	<p>Academic Support Program, Teacher Collaboration, Behavioral Support Program, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2018</p>	<p>05/31/2019</p>	<p>\$8700</p>	<p>Administrators, teacher leaders, and teachers</p>
<p>Synthesize social studies content</p>	<p>Students will engage in activities (at least once per unit) which require them to synthesize social studies content in order to reach conclusions.</p> <p>Students may be provided with the social studies content directly (primary sources, data sections, etc.) or may acquire this content through research; Key "hurdle verbs" for assignment questions: demonstrate, analyze, compare, criticize, assess, evaluate, justify.</p> <p>Students' final products may be in the form of writing (essays or alternative forms of writing) or other demonstrations of knowledge;</p> <p>Students' final products may be produced either as individuals or teams (with individual accountability for work and learning);</p> <p>Department members will post designed assignments to the Social Studies Department's shared Google Drive folder, and will be prepared to discuss the results of assignments in our PLC meetings.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2018</p>	<p>05/31/2019</p>	<p>\$500</p>	<p>Bill Milnes, Principal All Social Studies Teachers</p>
<p>Attendance Interventions</p>	<p>Additional interventions will be explored and implemented to reduce the number of students who are chronically absent. Interventions will include establishing caring relationships with students and partnerships with families.</p>	<p>Technology, Parent Involvement, Behavioral Support Program, Policy and Process</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>08/21/2018</p>	<p>05/31/2019</p>	<p>\$0</p>	<p>Building administrators, school leadership teams, intervention teams, teachers, secretaries, technology staff</p>

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SSR	ALL 9-10 grade students will engage in an SSR program during their ELA instruction three times a week. 9th grade will start with 10 minute sessions and build to 15. The 10th grade will read for 10 minutes in class. The 9th and 10th grade students will track their reading in their reading log and goals sheet on a weekly basis	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$0	Bill Milnes, Principal All 9-10 ELA Teachers
Problems and Practice	Math teachers will incorporate common problems in each unit based on math scenarios similar to what students will experience on the MME assessments. These common assessments are analyzed to determine deficiencies in learning. Students will then be assigned remediation to support the direct instruction occurring in the classroom.	Academic Support Program	Tier 2	Implement	08/21/2018	05/31/2019	\$200	Bill Milnes - Principal Mathematics Teachers
ELA and Whole-Staff Professional Development	English language arts teachers will participate in professional development and receive supplemental instructional materials focused on increasing student achievement in reading and writing and decreasing the gap between all students and those students with disabilities and English Language Learners. All secondary teachers will be provided support and training through the MiExcel support and the CISD.	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$1000	Bill Milnes - Principal PLC Leaders in the department
Literacy Applications in Science	Science staff will incorporate the literacy activities in each unit of instruction throughout the school year. They have received training in authentic literacy activities. Students who are found to not be proficient in the skills and standards will be assigned online curricular support to enhance the classroom direct instruction.	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$500	Bill Milnes - Principal Science Department Teachers
Early Warning Intervention System	All of our buildings are using the Early Warning Signs to identify students who are at risk for dropping out of school. Each school has designed a set of interventions to meet the needs of the identified students, which includes matching the students with an adult mentor to build positive relationships. Academic support is also provided within each school's MTSS.	Academic Support Program, Career Preparation /Orientation, Parent Involvement, Behavioral Support Program	Tier 3	Implement	08/21/2018	05/31/2019	\$0	Building administrators, Intervention Teams, Director of Teaching & Learning, Adult Mentors
Cornell Note Learning Practice	Students will be asked to engage in the Cornell Notes learning strategy in all classes to help support their reading comprehension, their ability to organize important information, and summarize their conclusions.	Direct Instruction	Tier 1	Implement	08/21/2018	05/31/2019	\$500	Bill Milnes-Principal Social Studies Teachers

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School-wide PBIS	CHS will implement a School-wide Positive Behavior Supports. Additionally, each CHS is working to develop, implement, and refine their pyramid of interventions for behavior.	Technology , Behavioral Support Program	Tier 1	Implement	08/21/2018	05/31/2019	\$0	Building administrators, school leadership teams, teachers
PLC Collaboration	PLC's will meet weekly to measure progress and create interventions as needed.	Professional Learning	Tier 2	Implement	08/21/2018	05/31/2019	\$500	Bill Milnes, Principal Elective and performing arts teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Trauma Informed Schools and Classrooms - Training	Professional development in school improvement will be provided by the Michigan Department of Education. Our focus during the conference will be on assessment practices, MTSS & teaching strategies. Attendees will bring information back and share it across the district.	Academic Support Program, Technology , Behavioral Support Program, Policy and Process, Professional Learning	Tier 1	Implement	08/21/2018	05/31/2019	\$910	CHS Building Administrator and Teacher Leaders
High Quality Math Instruction	Two algebra teachers and the two Geometry teachers will attend the mathematics instruction workshops throughout the school year.	Direct Instruction, Curriculum Development	Tier 1	Implement	08/21/2018	05/31/2019	\$1300	Bill Milnes, Principal Algebra 1 and Geometry Teachers
Attend NGSX Trainings	Multiple science teachers will attend conferences on implementation of the NGSX style of teaching to prepare our science teachers for the state adoption of national science standards.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/21/2018	05/31/2019	\$3600	Bill Milnes, Principal Science Teachers
School-Wide Book Study	All CHS staff will conduct a book study on "Mindset: The New Psychology of Success by Carol Dweck" and then implement strategies as appropriate based on PLC decision making protocols.	Behavioral Support Program	Tier 1	Implement	08/21/2018	05/31/2019	\$1400	Administration and PLC leaders

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AP Summer Training for AP Literature and AP Language Teachers	The AP Language and AP Literature teachers will attend an AP institute and then share out their instructional strategies with the entire ELA Department	Teacher Collaboration, Direct Instruction, Professional Learning, Curriculum Development	Tier 1	Getting Ready	07/01/2018	05/31/2019	\$1600	Administration, AP Teachers, ELA Department
AP Training	Advanced placement math teacher will participate in the AP training to gain knowledge and skill in teaching advanced concepts within the AP curriculum. Funding is needed for registrations, lodging, mileage, and meals.	Academic Support Program, Technology, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2018	05/31/2019	\$3000	CHS Administrators, AP Teachers
ELA PD: Teacher as Writer	PD for secondary ELA teachers provided by Calhoun ISD. Sessions throughout the 2018-2019 school year. Funds required for registration fees, sub costs, and mileage.	Academic Support Program, Direct Instruction, Professional Learning, Curriculum Development	Tier 1	Implement	08/21/2018	05/31/2019	\$910	Secondary Principals, Secondary ELA teachers
After School - Teacher Collaboration	Extended opportunities for job-embedded PD through PLC collaborative teams. Focus topics will include: guaranteed and viable curriculum, quality assessments, differentiated instruction, and MTSS. Stipends for teachers to participate with collaborative teams after school (outside of their contractual time).	Academic Support Program, Technology, Teacher Collaboration, Behavioral Support Program	Tier 2	Monitor	08/21/2018	05/31/2019	\$2200	High School Principal, Assistant Principal, and teachers