



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 2019-2020

Overview

Plan Name

School Improvement Plan CHS 2019-2020

Plan Description

School Improvement Plan CHS 2019-2020

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: 3 Activities: 3	Academic	\$1000
2	CHS students will meet or exceed school expectations in mathematics.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$1500
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	CHS students will meet or exceed district college and career readiness expectations	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	Using the Blueprint for Acceleration model, CHS will implement a systemic approach to teaching and learning for all.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$12710
8	All English Learners will or exceed district expectations in language and content development.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1600

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

Measurable Objective 1:

63% 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 06/30/2020 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 (Michigan ELA Network Institute) 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	08/20/2019	06/30/2020	\$1000	General Fund	Bill Milnes - Principal ELA Teachers

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Strategy 2:

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	08/20/2019	06/30/2020	\$0	General Fund	Bill Milnes, Principal All 9-10 ELA Teachers

Strategy 3:

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	08/20/2019	06/30/2020	\$0	No Funding Required	Bill Milnes, Principal All ELA Staff Members

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

Measurable Objective 1:

52% 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 06/30/2020 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 Remediation - Mathematics Remediation - Students will be guided to correct all errors occurring on tests. They will give an explanation of the correction. This strategy will help improve Test scores and retention.

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.

Tier: Tier 1

Activity - Remediation Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use a common correction form and guiding processes to develop habits in the students over time.	Academic Support Program	Tier 1	Implement	08/20/2019	06/30/2020	\$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

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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 - 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.	Curriculum Development, Direct Instruction	Tier 1	Implement	08/20/2019	06/30/2020	\$1300	Title II Part A	Bill Milnes, Principal Algebra 1 and Geometry Teachers

Strategy 3:

Mathematics SAT Preparation - All students will prepare for the math portion of the SAT through classroom SAT-Like instructional and learning activities.

Category: Mathematics

Tier: Tier 1

Activity - SAT-Like Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In Algebra and Geometry students will be given extra practice worksheets or activities throughout the year with SAT type problems. In Algebra II and Precalculus students will be given at least two practice tests in class along with time to go over their answers and test taking strategies.	Other, Direct Instruction	Tier 1	Implement	08/20/2019	06/30/2020	\$0	No Funding Required	Principal and Math Teachers

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

Measurable Objective 1:

46% 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 06/30/2020 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 - Reading and Writing in Science - Each core science course will continue to adapt the curriculum to NGSX pedagogy. Students will engage inquiry activities once monthly. Mastery will include scientific explanations that include analysis of hypotheses and justification of experimental results using claim, evidence, and reasoning writing techniques. These writings will also require students to analyze data and interpret their findings which will reinforce the learning required to perform these 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 NGSX activities in each unit of instruction throughout the school year. They have received training in NGSX and continue to do so. Students who are found to not be proficient in the skills and standards will be assigned reinforcement with remediation/revision activities to enhance the classroom direct instruction.	Direct Instruction	Tier 1	Implement	08/20/2019	06/30/2020	\$500	General Fund	Bill Milnes - Principal Science Department Teachers

Strategy 2:

Teacher Professional Development - Science teachers will continue to transition to a NGSX style of teaching. In this style science is more discovered than learned. NGSS revolves around making predictions, viewing phenomena, explaining and modeling what you observed, gallery walks and consensus discussions. Individuals

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argue with evidence and try to make conclusions about the observed phenomenon.

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
Science staff will be trained in the NGSX style of teaching. Rewrite the curriculum and lesson plans to match up to the new standards. Begin the implementation of the NGSX system next school year. Transition to NGSX 3-D assessments over the next two years.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/20/2019	06/30/2020	\$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:

59% 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 06/30/2020 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

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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	08/20/2019	06/30/2020	\$500	General Fund	Bill Milnes-Principal Social Studies Teachers

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	08/20/2019	06/30/2020	\$500	General Fund	Bill Milnes, Principal All Social Studies Teachers

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Activity - Analyzing Documents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/20/2019	06/30/2020	\$0	No Funding Required	Bill Milnes, Principal Social Studies Teachers

Goal 5: CHS students will meet or exceed district college and career readiness expectations

Measurable Objective 1:

85% 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 achieve college and career readiness standards in Career & Technical by 06/30/2020 as measured by the SAT exam..

Strategy 1:

Classroom College and Career readiness activities - Teachers will incorporate college and career readiness activities and classroom speakers at the various grade levels and subject areas throughout the school year.

Category: Career and College Ready

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

Tier: Tier 1

Activity - College Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Departments will determine which activities to include and the timing of the activities throughout the school year in coordination with the county career and college readiness counselor.	Teacher Collaborati on, Career Preparation /Orientation , Direct Instruction, Professiona l Learning	Tier 2	Implement	08/20/2019	06/30/2020	\$500	General Fund	Bill Milnes, Principal Classroom teachers
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Goal 6: All students will meet or exceed district social, emotional, and behavioral expectations.

Measurable Objective 1:

80% 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 06/30/2020 as measured by the district's social/emotional/behavior assessments and measures (absences and behavioral referrals)..

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
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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 , Behavioral Support Program, Parent Involvement	Tier 3	Implement	08/20/2019	06/30/2020	\$0	General Fund	Building administrators, Intervention Teams, Director of Teaching & Learning, Adult Mentors
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Activity - School-wide PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

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 , Behavioral Support Program, Policy and Process, Parent Involvement	Tier 2	Getting Ready	08/20/2019	06/30/2020	\$0	General Fund	Building administrators, school leadership teams, intervention teams, teachers, secretaries, technology staff

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Activity - PBIS Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will attend the PBIS Supports Coaching Network meetings coordinated through the CISD	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/20/2019	06/30/2020	\$1400	Title II Part A	Administration and PLC leaders

Goal 7: Using the Blueprint for Acceleration model, CHS will implement a systemic approach to teaching and learning for all.

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 06/30/2020 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 - 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, Professional Learning, Behavioral Support Program, Policy and Process	Tier 1	Implement	08/20/2019	06/30/2020	\$910	Title II Part A	CHS Building Administrator and Teacher Leaders
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Strategy 2:

Teacher Collaboration - We will 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. This goal will be fully implemented by 06/30/2021 as measured by the increase of students at benchmark and the decrease of students needing strategic and intensive support in all core content areas.

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?	Teacher Collaboration, Curriculum Development, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/20/2019	06/30/2020	\$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).	Teacher Collaboration, Academic Support Program, Technology, Behavioral Support Program	Tier 2	Monitor	08/20/2019	06/30/2020	\$2200	Title II Part A	High School Principal, Assistant Principal, and teachers

Strategy 3:

NWEA Instructional Strategies - Staff members will be trained in the use of NWEA reports to help them create learning strategies for their instructional units at the various differentiated levels of learning.

Category: Learning Support Systems

Tier: Tier 2

Activity - Training in NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend the NWEA assessment and data series supported through the CISD	Direct Instruction, Professional Learning	Tier 2	Implement	08/20/2019	06/30/2020	\$900	General Fund	Building principal and department staff representatives

Goal 8: All English Learners will or exceed district expectations in language and content development.

Measurable Objective 1:

60% of English Learners students will increase student growth in language development in English Language Arts by 06/30/2020 as measured by the WIDA assessment.

Strategy 1:

SIOP Training - Staff members will continue to collaborate in a cohort of learners in regards to implementing SIOP strategies into their instructional design.

Category: English/Language Arts

Tier: Tier 1

Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to be trained in the methodology of SIOP strategies throughout the year and engage in peer walkthroughs	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/20/2019	06/30/2020	\$1600	Title II Part A	Building administrator, teacher participants, Amanda Miller

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
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	08/20/2019	06/30/2020	\$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	08/20/2019	06/30/2020	\$0	Bill Milnes, Principal All ELA Staff Members
SAT-Like Strategies	In Algebra and Geometry students will be given extra practice worksheets or activities throughout the year with SAT type problems. In Algebra II and Precalculus students will be given at least two practice tests in class along with time to go over their answers and test taking strategies.	Other, Direct Instruction	Tier 1	Implement	08/20/2019	06/30/2020	\$0	Principal and Math Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attend NGSX Trainings	Science staff will be trained in the NGSX style of teaching. Rewrite the curriculum and lesson plans to match up to the new standards. Begin the implementation of the NGSX system next school year. Transition to NGSX 3-D assessments over the next two years.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/20/2019	06/30/2020	\$3600	Bill Milnes, Principal Science Teachers

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SIOP Training	Staff will continue to be trained in the methodology of SIOP strategies throughout the year and engage in peer walkthroughs	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	08/20/2019	06/30/2020	\$1600	Building administrator, teacher participants, Amanda Miller
High Quality Math Instruction	Two algebra teachers and the two Geometry teachers will attend the mathematics instruction workshops throughout the school year.	Curriculum Development, Direct Instruction	Tier 1	Implement	08/20/2019	06/30/2020	\$1300	Bill Milnes, Principal Algebra 1 and Geometry Teachers
PBIS Staff Training	Staff members will attend the PBIS Supports Coaching Network meetings coordinated through the CISD	Professional Learning, Behavioral Support Program	Tier 1	Implement	08/20/2019	06/30/2020	\$1400	Administration and PLC leaders
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).	Teacher Collaboration, Academic Support Program, Technology, Behavioral Support Program	Tier 2	Monitor	08/20/2019	06/30/2020	\$2200	High School Principal, Assistant Principal, and teachers
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, Professional Learning, Behavioral Support Program, Policy and Process	Tier 1	Implement	08/20/2019	06/30/2020	\$910	CHS Building Administrator and Teacher Leaders

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Literacy Applications in Science	Science staff will incorporate the NGSX activities in each unit of instruction throughout the school year. They have received training in NGSX and continue to do so. Students who are found to not be proficient in the skills and standards will be assigned reinforcement with remediation/revision activities to enhance the classroom direct instruction.	Direct Instruction	Tier 1	Implement	08/20/2019	06/30/2020	\$500	Bill Milnes - Principal Science Department Teachers
Training in NWEA	Staff will attend the NWEA assessment and data series supported through the CISD	Direct Instruction, Professional Learning	Tier 2	Implement	08/20/2019	06/30/2020	\$900	Building principal and department staff representatives
College Readiness	Departments will determine which activities to include and the timing of the activities throughout the school year in coordination with the county career and college readiness counselor.	Teacher Collaboration, Career Preparation /Orientation, Direct Instruction, Professional Learning	Tier 2	Implement	08/20/2019	06/30/2020	\$500	Bill Milnes, Principal Classroom teachers
Remediation Processes	Math teachers will use a common correction form and guiding processes to develop habits in the students over time.	Academic Support Program	Tier 1	Implement	08/20/2019	06/30/2020	\$200	Bill Milnes - Principal Mathematics Teachers
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	08/20/2019	06/30/2020	\$500	Bill Milnes-Principal Social Studies Teachers
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
ELA and Whole-Staff Professional Development	English language arts teachers will participate in professional development (Michigan ELA Network Institute) 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	08/20/2019	06/30/2020	\$1000	Bill Milnes - Principal ELA Teachers

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<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>08/20/2019</p>	<p>06/30/2020</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, Behavioral Support Program, Policy and Process, Parent Involvement</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>08/20/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Building administrators, school leadership teams, intervention teams, teachers, secretaries, technology staff</p>
<p>Early Warning Intervention System</p>	<p>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.</p>	<p>Academic Support Program, Career Preparation /Orientation, Behavioral Support Program, Parent Involvement</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/20/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Building administrators, Intervention Teams, Director of Teaching & Learning, Adult Mentors</p>

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Early Release - Teacher Collaboration & Professional Learning	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?	Teacher Collaboration, Curriculum Development, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/20/2019	06/30/2020	\$8700	Administrators, teacher leaders, and teachers
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	08/20/2019	06/30/2020	\$0	Bill Milnes, Principal All 9-10 ELA Teachers