



School Improvement Plan

Coleman Junior/Senior High School

Coleman Community Schools

Mr. Jack Young
4823 NORTH COLEMAN SCHOOLS DR
COLEMAN, MI 48618-9694

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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	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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 Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment took place in the spring of 2019 (February-May). As we are a small school, the entire staff works to review student achievement data during several staff meetings. A smaller group (3 teachers and the building principal) closely analyzes three years' worth of M-Step, MME, PSAT, SAT, and NWEA data to identify student gaps and trends in achievement. Parents, staff, and students were surveyed using a survey template via ASSIST.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Student Achievement:

Test data - M-step (2018):

Grade 7 ELA: SWD: 0% proficient, general ed students: 43% proficient

Grade 8 ELA: SWD: 11% proficient, general ed students: 50% proficient

Grade 7 math: SWD 0% proficient, general ed students: 23% proficient

Grade 8 Math: SWD: 11% proficient, general ed students: 25% proficient

Grade 8 and HS social studies: SWD 1% and 29% proficient respectively, general ed students: 35% and 63% proficient respectively

We analyzed M-Step scores from the past two years, as well as NWEA averages from the past three years. Looking at reading, writing, math, science, and social studies scores, we found our most significant gap to be in two specific subgroups: students with learning disabilities, and economically disadvantaged students. Our economically disadvantaged and learning disabled student subgroups are not achieving with the same consistency as their peers in all core areas, though the gaps are inconsistent from year to year. Our economically disadvantaged population is currently 57% of our student body. There are significant gaps (greater than 10%) between scores of our students with learning disabilities versus students without learning disabilities in all core areas.

Student Achievement - Test Data (M-Step 2018):

Grade 7 English: ED (Economically disadvantaged): 29% proficient Non- ED (non economically disadvantaged): 64% proficient

Grade 8 English: ED: 30% proficient, Non-ED: 63% proficient

Grade 7 Math: ED: 18% proficient, Non-ED: 29% proficient

Grade 8 Math: ED: 15% proficient, Non-ED: 33% proficient

Grades 8 and 11 social studies: ED: 15% and 54% proficient respectively; non-ED: 54% and 59% proficient, respectively.

Overall, our students do not score well in math.. We are far below the state average in math, according to the past three years of M-Step and MME data. We are struggling to meet the new proficiency targets. While our math scores had been declining, they are beginning to improve again, especially for non-ED students. However, that increases our gap between ED and non-ED student scores.

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NWEA Data:

7th grade reading - spring scores over the past three years (RIT mean scores): 217.9, 218.1, 213.8

8th grade reading - spring scores over the past three years (RIT mean scores): 215.4, 220.2, 219

In contrast, our NWEA scores show students maintaining reading achievement, especially when the same group of students are compared between 7th and 8th grade. Our gap between economically disadvantaged students and non-economically disadvantaged students is increasing in the area of reading. Overall, we are not reaching our needed scores for achieving the new proficiency targets in any core area. The data for our feeder school, Coleman Elementary, also shows an increase in achievement gaps for both our subgroups as well. This is consistent with what we have found for our school. For 2018-19, Coleman Jr/Sr High earned a state rating of 72.33.

Programs/Processes:

As an entire staff, we evaluated our school programs regarding the 40 school process rubrics via electronic survey available in ASSIST. Based on the results of this survey done in March 2019, we concluded that having a shared understanding and a vision for learning are strengths. Our areas of need were collective responsibility and collaborative teams. We did make gains to improve last year's weakness of being results focused. Once the survey was completed, our entire staff discussed these results. Other than our 40-rubric survey, no additional program assessment was completed.

Perceptions:

Using the survey forms via ASSIST, we surveyed staff, parents, and students using both a paper form and the online survey. We reached several conclusions based upon these surveys. Based on the parent survey, parents feel that communication from individual teachers has improved, and teachers need to better meet students' individual needs. Parents also feel that students all have at least one adult advocate within the building, which is also a safe environment, but that teachers are not working as a team to meet the students' learning needs.

Staff results identified strengths in having a success-oriented purpose statement, which is supported by administration. Staff is also confident that school leaders monitor achievement data. An identified area of weakness was consistency in expectations and lack of current curriculum and materials. Students' results show lack of general respect and they are concerned as to how the education will prepare them for life after high school. Students do feel, however, that they have opportunities to participate in ways that interest them and that staff provides frequent assessments to measure progress. The overall perception of our building by our parents, staff, and students was positive.

Demographics:

Our building contains 314 students in grades 7-12. The student body is comprised of the following ethnic groups/races: 93.79% of the students are Caucasian, 3.59% are Hispanic, and 2.61% are other ethnicities: American Indian, African American, and Asian. Of our students, 54% are economically disadvantaged students and 17.7% are students with disabilities. Approximately 89% of our students are categorized as "at-risk." We have no students with limited English proficiency (English language learners), and no migrant students. Our student body contains 50% male students and 50% female students. We currently have 7 homeless students. We examined enrollment data as well as attendance and discipline referrals. Over the past five years, the number of student discipline referrals have been declining, and the students with the most referrals are a small percentage of repeat offenders. There are a small number of attendance concerns as well, which we will have to address. While the district enrollment has been declining over the past several years, we saw an increase in students in both the 2017-18 and 2018-19 school years.

Conclusions:

Our biggest area of concern this year is math due to our inconsistent and low scores on state tests. We are also concerned with the progress of two subgroups: students with learning disabilities and economically disadvantaged students. Based on parent feedback, we will be

continuing our efforts to improve communication, as well as working to better differentiate for students' learning needs. We will also be striving to improve consistency between staff in expectations and updating curriculum and materials. We also need to consider some programming changes to better address our special education needs (subgroup).

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

We analyzed data from the previous 3 years of SAT, M-Step, and NWEA test scores (see question #2). Our focus this year is on improving scores in math, reading, and writing because we are not attaining sufficient improvement to reach changing proficiency standards, and reading/writing are necessary across all content areas. We are emphasizing math due to our very low test scores, which occur across all subgroups.

Specifically, our math goal is to see a 3% increase in standardized test scores for all students, or to reach the target RIT score as projected by NWEA. While 3% is a small increase, it is more than what we are currently achieving each year. To accomplish this, we are emphasizing best practices in all tier 1 instruction with consistent use of formative assessment to guide instruction and an increase in student engagement strategies. The formative assessment should allow teachers to offer more immediate intervention and will guide instruction. We will continue to use online practice, which helps both of our focus subgroups (students with learning disabilities and economically disadvantaged students) because the program adjusts to the students' math level while providing repetition for knowledge retention. We will be expanding our usage of the online program to help math teachers reach our struggling students. Another strategy we are planning is to have our math teachers participate in job-embedded professional development as well as off-campus PD. During some of the PD time, we will complete data analysis to better determine our curricular needs and instructional focus. To help our lowest achieving students, we are implementing a math interventionist to provide timely and additional instruction to fill in the gaps in math content knowledge. Teachers are also going to increase parent involvement by increasing communication between school and home.

Based on writing needs and writing test scores, our writing goal is to see an increase in writing proficiency of 5% or more. This is aimed at all students due to the low achievements seen in writing test scores. To increase the amount of quality student writing, social studies and science teachers in grades 8-12 will use text sets as a basis for argument essays each quarter. This will positively affect all students in both writing and reading. To maintain consistency, which was identified in our staff perception survey, all staff will use the same organizer and similar requirements to assist students in writing. To accomplish our increase in writing scores, we are emphasizing best practices in all tier 1 instruction, with consistent use of student engagement strategies, learning targets, and formative assessment. That, combined with an increased use of data analysis during staff meeting and job-embedded PD time, will provide additional feedback needed to adjust instruction. To address parent perception concerns, we are also going to increase parent involvement by increasing communication between school and home.

Based on our lack of reading improvement, we are implementing a goal to see a 4% increase in close and critical reading or on NWEA where proficiency is determined by projected RIT score. To do this, we are focusing on improving tier 1 instruction for all students, with consistent use of student engagement strategies, learning targets, and formative assessment. The frequent formative assessment and data analysis, which will be done at monthly staff meetings and in job-embedded PD, will provide immediate feedback to allow teachers to better adjust instruction. Another strategy to engage with informational text comes from our social studies and science text set use. Students will be required to read 3-4 pieces of text around one topic, which requires comprehension within and across texts. This practice will have a positive

effect on all students. Our lowest-achieving students will also have access to a reading interventionist during seminar. This will allow them to get intensive reading intervention without losing any time in another content area. Another strategy designed to support our economically disadvantaged students is our seminar focused silent reading. Providing mandatory focused silent reading time increases reading skills over time, as well as reading stamina. Most economically disadvantaged students choose not to read outside of school, or do not have the materials, so providing them time during the day will have a positive effect. To maintain consistency between classes, all teachers will receive job-embedded professional development introducing new strategies. To address parent perception concerns, we are also going to increase parent involvement by increasing communication between school and home. We are also going to increase differentiation to better meet student needs.

Based on our low scores in science we are implementing a goal to see a 3% increase in the understanding of science content and processes or on NWEA where proficiency is determined by projected RIT score. Because of the recent change in standardized testing, we have added the NWEA science test to provide feedback for students in grades 7-8. To address our science goal, we are focusing on quality tier 1 instruction for all students, with a consistent use of learning targets, student engagement strategies, and formative assessment. The frequent formative assessment and data analysis, which will be done at monthly staff meetings and in job-embedded PD, will provide immediate feedback to allow teachers to better adjust instruction. To enhance student understanding of science content, all science classes in grades 8-12 will be using text sets each quarter as a basis for an argument essay. Our lowest-achieving students will also have access to an interventionist during seminar. To address parent perception concerns, we are also going to increase parent involvement by increasing communication between school and home.

Based on our inconsistent social studies scores, we are implementing a goal to see a 3% increase in social studies content knowledge and the ability to analyze a social studies document (primary historical sources, for example). To accomplish this goal, social studies teachers in grades 8-12 will be using text sets each quarter as a basis for an argument essay. This allows students to interact with multiple social studies documents on a meaningful level. We are also focusing on quality tier 1 instruction for all students, including an increase in student engagement strategies, learning targets, and formative assessment. This formative assessment, combined with job-embedded professional development and data analysis, will provide teachers with feedback to guide instruction. Our lowest-achieving students will also have access to an interventionist during seminar. To address parent perception concerns, we are also going to increase parent involvement by increasing communication between school and home.

To further help us reach these goals, all staff will participate in quarterly content meetings, where formative assessment results and student work will be shared and analyzed. This also allows for more collaboration time to enhance consistency.

To help students feel better prepared to enter the workforce, we will be adding career awareness and "soft skills" training for all students during seminar. This is a new program we will be implementing during the 2019-2020 school year.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

All of our goals are written to affect all students by improving tier 1 instruction. Specific strategies, such as online math practice and seminar reading are specifically designed to benefit our two identified student subgroups (students with learning disabilities and economically disadvantaged students), who make up our lowest achieving students. (See question 3 for strategy details.)

Our lowest performing students will also be specifically targeted with intervention during the school day. By offering it during the day, it

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alleviates transportation problems, so many of our economically disadvantaged students can benefit from the support.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

For all of our goals, we are focusing on improving instruction for all students, or tier 1 instruction. We are using two specific strategies for all content area goals, each with multiple activities.

Strategy 1: We are focusing on ensuring all staff utilize best practices that are research-based and student-centered and follow the Common Core Standards in order to raise student achievement. These best practices have seen limited use among our staff in previous years, so increasing their use will help all students increase achievement. Specific activities, which are detailed below, include the use of daily learning targets, an increase in the use of formative assessment to guide instruction, utilizing more student engagement strategies, continued interventions with a certified teacher for our lowest-achieving students, and an increase in parental involvement.

We will be using specific activities for all of our goals, since they are not content-specific. One activity is the daily use of learning targets in the classroom. Research states that students that understand what they should be able to do/learn retain material and are more engaged in the lesson with the end goal in mind. Another activity we are applying to all content areas is to increase our use of formative assessment to 2-4 days per week. Adding in more formative assessment allows the teacher to accurately determine whether students are learning the new material. This will then be used to guide instruction, allowing for more student retention and growth. The third activity we are using throughout the building is an increase in student engagement strategies. This is based on the book *Teach Like a Champion*, on which we've received training during the 2016-17 school year. Specifically, our activity calls for teachers to use student engagement strategies at least three times per week. Those activities could be one on which we were trained, which include No Opt Out, Cold Call, Wait Time, and Stretch It, but are not limited to those engagement strategies alone. Fully engaging every student will increase the learning potential and enable more students to reach the state standards.

We also have several activities that are content specific, but designed to reach all students. Our reading goal, which is "all students will increase their proficiency in close and critical reading," calls for a 4% increase in standardized test scores. To assist in reaching this goal, we are implementing the use of focused silent reading 1-2 times each week during seminar, where students will focus on a different literary aspect each month as they read. Research shows that at-risk and economically-disadvantaged students do not read outside of class, nor do they have access to print materials at home. By using time during seminar, we are increasing the amount of reading students are doing. Students must read in order to show improvement. Additionally, some reading strategies will also be shared as part of our job-embedded PD at staff meetings. In addition to the tier 1 activities listed above, we will be utilizing interventions for our lowest-achieving students, based on test scores and teacher request. Students will meet with a certified teacher at least twice each week in seminar in groups of no more than 7-8. We are also increasing our amount of parent involvement in this area. If parents can help their students at home, we can increase the amount of reading time each student completes. This will positively impact all tier 1 instruction.

Our math goal, "all students will increase their proficiency in math," calls for a 3% increase in standardized test scores. In addition to the tier 1 activities listed above, we will be utilizing interventions for our lowest-achieving students, based on test scores and teacher request. Students will meet with a certified teacher at least twice each week in seminar in groups of no more than 7-8. They will work on gaps in math content in order to improve overall math skills. If students increase their score or demonstrate proficiency in that skill, they may exit intervention. Our third activity is designed to increase positive parent involvement in mathematics. All math teachers will create resources for parents. This resource will detail strategies to assist students with homework, as well as other math resources to support math students at home. In addition, all math teachers will identify resources on their individual school websites, which will also be sent home for parents.

Another math-specific activity is to provide access to online practice to all 7th and 8th graders. This tool can be accessed from home or used in school. It will provide additional practice and reinforcement of math content and may be used for intervention and/or acceleration for individual students. To further engage our parents, we will share tools with parents to create free math accounts online, where students can get additional instruction. Our parents have indicated that they cannot help with math at home, so providing this help is beneficial to students and parents alike..

Our writing goal, "all students will improve their proficiency in writing," calls for a 5% increase on standardized test scores. In addition to the tier 1 activities listed above, all science and social studies teachers in grades 8-12 will be using text sets as a basis for argument essays each quarter. This allows students to see multiple viewpoints of an issue and asks them to take a stance. This provides an increased opportunity to practice writing skills and use text evidence for support. To maintain consistency between classes, a common essay organizer will be used in all classes. Within those essays, students will use either MLA or APA format, to better help college-bound students understand those formats.

Our science and social studies goals each call for an improvement of 3% on standardized tests in the area of science processes and social studies content. Both science and social studies goals rely on the improvements in tier 1 instruction as listed above. In addition, both content areas will be implementing quarterly argument essays. This increases the reading of science and social studies documents, as well as current events, to enhance the students' understanding. To assist our lowest-performing students, we will offer interventions during the school day. Low-performing students, identified by teacher input, will receive intervention at least once each week during seminar. This will be a flexible grouping and change depending on the skills needed.

Strategy 2: Professional Learning

In addition, we are focusing on several activities to enhance our teachers' instruction via professional learning. For every goal, we are meeting quarterly as content-area teams to share assessment results, work on vertical and horizontal curricular alignment, and share best practices. Another professional learning activity we are implementing is data analysis, to be done at least twice each year. Teachers must dig into the data to better understand how students are performing and determine gaps. This will allow teachers to focus their teaching and maximize instructional time. Our final professional learning activity is the use of job-embedded PD. We will use job-embedded PD to share best practices for tier 1 instruction at least four times over the school year. This will ensure that staff has access to current research and can share implementation.

This year, we have also added a career goal to increase all students' career awareness and career skills. This goal and accompanying strategy uses community partnerships to provide experiences for 11th and 12th graders to prepare them for entering the workforce. It also provides for career skills ("soft skills") training for all students in grades 7-12 during seminar.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

We are focusing on two strategies to maximize our efforts to increase achievement for all students. Our first strategy is the use of research-based and student-centered best practices in all classrooms. Only by improving everyday instruction can we improve achievement. We are doing this using several different activities, including the use of learning targets and formative assessment, as well as student engagement strategies in all classrooms. Each activity is detailed below.

The second strategy we're using is the use of professional learning. All staff members will actively engage in professional learning at least

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once per quarter and/or monthly staff meetings to support the goal of learning for all. This professional learning will develop and sustain the school structure and climate as educators work in collaborative teams, interdependently, focus on data, curriculum, and best practices, in order to make decisions regarding appropriate interventions, assessments, programs, and pedagogy. We will continue to collaborate to maximize our student impact. Individual activities of job-embedded PD and content teams are detailed below.

Activities Shared by Every Content Area Goal:

The following activities are present for every goal in our plan.

Activity: Learning Targets: The use of learning targets in all classrooms will increase the quality of instruction. Research states that students need to know the "end goal," or what they're learning to take an interest and improve understanding. Using learning targets on a daily basis will allow students to know what is expected of them in each classroom.

Activity: Formative Assessment: The use of frequent formative assessment will increase the quality of instruction. Formative assessment, used two to four times each week in all classes, will better allow teachers to determine whether students are actually learning and allow them to focus instruction where most needed. Because instruction is more focused, the quality improves. Because teachers can also see which students are struggling, teachers can provide immediate feedback and intervention, which could also increase the quantity of instruction for struggling learners.

Activity: Student Engagement: Teachers will be using specific strategies to engage all students at least three times each week. Strategies will include No Opt Out, Cold Call, Wait Time, and Stretch, among many others. Increasing student engagement improves the quality of instruction. When students are engaged and learning, richer discussions and interactions can occur, so students are getting more from a lesson.

Activity: Content Teams: All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area. This will improve the quality of instruction based on shared learning of staff.

Activity: Job-Embedded PD: All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year. This gives staff opportunities to collaborate to improve the quality of instruction for all tier 1 classes.

Other content area goals have specific strategies to increase the quality and/or quantity of instruction.

Reading Activities:

Intervention: Students most in need based on test scores (NWEA below 30th percentile) and teacher input will meet with a certified teacher at least twice per week during seminar to work on basic reading skills. These skills will include reading fluency, decoding, and comprehension strategies. When students score above the 30th percentile in reading or have improved their classroom performance, they may be exited from intervention. This will improve the quantity of instruction for our lowest-performing students.

Parent Involvement: All teachers will engage stakeholders in the learning process by increasing parent involvement opportunities for parents to support the education of their child. Based on parent perception surveys, we will begin by increasing the amount of communication between teachers and parents. This strategy does not affect the quality or quantity of instruction.

Focused Silent Reading: Focused silent reading does not affect the quality or quantity of reading instruction. Instead, it provides extended opportunities for students to read, which research suggests does not happen for lower-achieving or economically disadvantaged students outside of school. It also provides opportunities for students to focus on specific literary skills, which could affect the quantity of literature instruction.

Math Activities:

Interventions: Students in grades 7-8 that are identified by their math teacher for assistance and/or that score in the 30th percentile or lower on the NWEA math test will be identified to receive intervention. The math interventionist will meet with flexible small groups of students 1-2

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times per week (up to 30 minutes per meeting) and will fill in gaps in math knowledge and/or reinforce current math concepts, or preteach upcoming concepts. Math groups are flexible, and students can be reassigned based on the skill in which they need assistance. Students will be retested at the end of each intervention unit to measure retention of knowledge. They will also be retested on the NWEA math test three times per year. When students show improvement above the 30th percentile on their NWEA math test or pass the test at the conclusion of the intervention unit, they may be exited from intervention. This strategy increases the quantity of instruction for our lowest-achieving students.

Parent Involvement: All teachers will engage stakeholders in the learning process by increasing parent involvement opportunities for parents to support the education of their child. Based on parent perception surveys, we will begin by increasing the amount of communication between teachers and parents. This strategy does not affect the quality or quantity of instruction.

Online Practice: All 7th and 8th grade students will have access to an online math program for reinforcement of skills, remediation, and practice. Students can access the program from home or at school. This strategy increases the quantity of instruction by providing reinforcement via an online program.

Writing Activities:

Parent Involvement: All teachers will engage stakeholders in the learning process by increasing parent involvement opportunities for parents to support the education of their child. Based on parent perception surveys, we will begin by increasing the amount of communication between teachers and parents. This strategy does not affect the quality or quantity of instruction.

Quarterly Argument Essays: Use of text sets (3-4 pieces of text surrounding one topic) in all social studies and science classes will provide a basis for writing prompts and serves to increase instruction of argument writing. This improves the quantity of writing instruction students receive (now receiving instruction in social studies and science classes, rather than just ELA). It also improves the quality of instruction, since students will be using a common writing vocabulary and writing structure across the curriculum, instead of adjusting for every class requirement.

Science and Social Studies Activities:

Though our SIP lists goals for each content area separately, the strategies used in both science and social studies are the same.

Quarterly Argument Essays: Use of text sets (3-4 pieces of text surrounding one topic) in all social studies and science classes will provide a basis for writing prompts and serves to improve instruction of social studies and science content as well as increase instruction of argument writing. Because students are digging "deeper" into science and social studies articles, primary documents, and current events, students are learning additional content under the guide of the teacher, which serves to improve the quality of instruction.

Intervention: Students that are identified via teacher input will receive intervention during the school day in both science and social studies. These groups of fewer than 10 students are flexible and will vary depending on the skills needed. Students requiring intervention will meet at least once per week for 30 minutes with a certified teacher.

Career Activities:

To address the need for career awareness, we have two activities within this goal.

Ready, Set, Get Hired: This activity allows 11th and 12th grade students to work with Community Partners to learn interview skills and training to prepare them for entering the workforce. This activity improves the quantity of instruction, since very little career-related instruction was taking place previously.

Seminar Skills: All students will learn "soft skills" (career skills) during seminar time, with the goal of demonstrating proficiency in that area by graduation. This improves the quantity of instruction, since students have not received any training in these skills previously.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Based on our needs assessment, we are below our goal for meeting the new proficiency targets in all subjects, so we are focusing on quality tier 1 instruction for all students rather than specific strategies for each content area.

Strategy 1: Best Practice

We are focusing on improving best practice in all classroom. All teachers will focus on research-based and student-centered teaching strategies such as utilizing learning targets and formative assessment to guide instruction. We are also increasing our use of student engagement strategies to better reach all students. Included in this strategy is also an increase in parental involvement. Based on our perception survey, parents would like us to increase communication between school and home. This activity will help address that result. Based on our achievement gap for economically disadvantaged students and students with disabilities, we will also continue to improve the use of intervention.

Research Cited: 1. Best Practice, S. Zelman (2005), by Heinemann 2. Teach Like a Champion, D. Lemov (2010) by Jossey-Bass 3. Classroom Instruction That Works, R. Marzano, by ASCD, 4. Readicide, Stenhouse Publishers (2009) by Kelly Gallagher 5. What Successful Schools Do to Involve Families, Glasgow, N. and Whitney, P.J., (2009) Corwin Press 5. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work, R. Marzano, (2009) 6. "Overcoming Textbook Fatigue." R.C. Lent, 2012; ASCD, Alexandria, VA. 7. Reading Apprenticeship; WestEd

Strategy 2: Professional Learning

All staff members will actively engage in professional learning at least once per quarter at quarterly meetings and/or monthly staff meetings to support the goal of learning for all. This professional learning will develop and sustain the school structure and climate as educators work in collaborative teams, interdependently, focus on data, curriculum, assessment, and best practices, in order to make decisions regarding appropriate interventions, assessments, programs, and pedagogy. Based on our perception survey results, this also gives staff more input into making decisions and receiving training in data analysis.

Research Cited: 1. Failure is NOT an Option, Blankstein, (2004) 2. Whatever It Takes, R. DuFour (2002)

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Strategy 1 for all goals is that all staff members will utilize best practices that are research-based, student-centered, and follow Common Core Standards for the purpose of raising student achievement. It is best practice to offer interventions where students are struggling.

Since math is our greatest area of need, we have chosen interventions to focus in that area. Our intervention activity is designed for our subgroups (economically disadvantaged and students with disabilities) in grades 7 and 8, and will feature a certified math teacher who will work on basic math processes and skills. These students are selected by math scores on NWEA and teacher observation in the fall, but no later than October, and will be among our lowest 30% (most of whom fall into one or both of our two major subgroups). Teachers will identify

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students struggling in math classes, and/or students scoring below the 30th percentile score on NWEA. Once identified, these 7th and 8th graders receive math intervention in basic skills, which include but are not limited to computation skills, math facts, math problem solving, and math procedures 1-2 times per week, with each session lasting up to 30 minutes. Students receiving interventions are pulled from their seminar class to supplement the math instruction already received. To progress monitor students, teachers will begin with an informal observation and skill pre-test/post-test. When student scores on the NWEA math test (taken three times per year) surpass the 30th percentile or students score at least 80% on the skill post-test, they may be exited from intervention. Intervention will remain a flexible group and will change based on the skills needed.

In reading, students requiring intervention are identified by NWEA scores and teacher-made assessments. Students scoring below the 30th percentile may be identified for reading intervention. Once identified, these students (most of whom fall into one or both of our two major subgroups) will receive reading intervention in basic reading skills, including but not limited to fluency and comprehension, at least once per week, with each session lasting up to 30 minutes. The reading intervention utilizes a certified teacher. This intervention will work on fluency, comprehension, and vocabulary. To progress monitor, teachers will begin with classroom observations. When students begin to show improvement, they will take a teacher-made assessment to determine progress. In addition, students will continue to take the NWEA test. When student scores on the NWEA reading test (taken three times per year) surpass the 30th percentile, they may be exited from intervention.

In social studies and science, the intervention strategies are the same. Using our at-risk list, as well as scores on teacher-created assessments, teachers will identify students for intervention. Students performing at less than 60% proficiency on teacher-created assessments, and/or scoring less than the 30th percentile on NWEA reading, may be identified for social studies or science intervention. (Many of our students requiring intervention in these content areas do so because of a lack of content reading skills, which is the reason for adding the NWEA reading test.) This intervention will take place during seminar or during science/social studies classes and provide additional instruction in science or social studies content. In addition, teachers will provide differentiated content reading material. After receiving classroom instruction, paraprofessionals may monitor the general classroom to provide the certified teacher time to work with the small group. This small-group intervention may occur 3-5 times per week, as needed or requested by the classroom teacher. When students assessment scores surpass 60% on teacher-created content assessments, they may be exited from intervention.

5. Describe how the school determines if these needs of students are being met.

For our 7th and 8th grade students receiving math interventions, the interventionist provides progress monitoring checks/tests as part of the intervention program. These progress monitoring checks occur once students have completed a unit, which is approximately every 2-3 weeks.

In addition, our 7th and 8th grade students take the NWEA test to measure growth throughout the year. They are tested via computer three times each year in math and reading. We also compare standardized test scores from year to year to determine improvement, as well as looking at growth by individual students.

Our interventionist also tracks students' academic progress in class, as well as the number of missing assignments, and pre-test/posttest results to determine if needs are being met.

Because we are a small staff, we also progress monitor informally, in between the above formal assessments. When a student is found to be lacking, the curricular team can discuss interventions at our curriculum meetings, which occur quarterly and across grade levels, or at staff

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meetings which occur twice a month.

As a district, we are revising all teacher-created assessments, which will more accurately determine students' needs.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the teachers at Coleman Jr/Sr High meet NCLB requirements for highly qualified status. They all possess a Bachelor's Degree, full state certification, and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification or a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to Coleman Jr/Sr High teaching.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Our staff turnover rate for the past five years is normally minimal. This year, we had three teachers leave. One retired, and a new teacher was hired to replace him. Two other teachers left, and their positions were filled by attrition.

2. What is the experience level of key teaching and learning personnel?

0-5 years of experience: 2 teachers

6-10 years of experience: 3 teachers

11-20 years of experience: 4 teachers

Over 20 years of experience: 9 teachers

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Our school participates in new teacher orientation and professional development, such as the program offered through Clare-Gladwin RESD, where new staff attends training with other new staff from the region. This allows newer teachers to form connections in the region, while understanding that they're not "alone" as a new teacher. New staff is also encouraged to seek out professional learning opportunities that interest them, and they are provided time during the work day to attend. Experienced staff mentor new teachers during the first three years of their career. Even teachers not new to the profession are offered a mentor. It makes for an easier transition to our building. Because we are a small staff, teachers are encouraged to become involved in decision making with the understanding that their opinions matter. Being a small staff also allows coaching and schedule B openings to be filled by new staff, giving them opportunities not otherwise present in larger buildings.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Some programs that attract highly qualified teachers are: mentors for new teachers, new teacher orientation, and scheduled professional development such as new teacher development through Clare-Gladwin RESD. Our district often gives "credit" on the salary schedule for years served in other districts. Our small size allows staff to become more like family and make connections in the area, which has a positive impact on staffing. New teachers are encouraged and supported to create new programs to benefit students, or revive programs for which no mentor was available.

When a job opening is posted, job specifications are listed on the posting, along with certification requirements, so that the correct HQ staff are available to apply. This helps to ensure that a highly qualified teacher is a good fit for our Title 1 school.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Not applicable

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Math:

Based on our needs assessment, math is our area of focus this year, with two primary subgroups as a concern - economically disadvantaged students and students with learning disabilities. Our goal is to increase student proficiency scores by 3% for all students. To that end, we have proposed the following math professional learning opportunities:

1. Quarterly math team meetings - math teachers will meet quarterly to examine student work samples and problem solve. Math staff will also work to align curriculum vertically and horizontally as well as examine and revise assessments.
2. In addition to job-embedded professional development, select math teachers will attend PD at Clare-Gladwin RESD to review math standards, identifying priority vs. supporting standards at each grade level. Teachers will share knowledge, resources, struggles, and successes through meetings and other ongoing professional network communication options (email, Google, etc.)

Reading/Writing:

Our needs assessment concluded that both our reading and writing scores are not sufficient to reach new proficiency targets. To reach our goal of increasing 4%, we have proposed the following professional learning opportunities:

1. ELA professional learning - ELA staff will meet as a curricular group to discuss progress on MAISA unit implementation as well as problem-solve any issues that arise, and examine student work samples. This group will meet each marking period to help ensure writing instruction improvements, and compare student writing prompts and samples. ELA staff will also work on aligning and updating curriculum, as well as revising assessments for rigor.
2. Social studies and science professional learning - social studies and science staff will meet as curricular groups to share text sets and student work samples. This will help ensure fidelity of the text set process and use, as well as provide peer support for staff. Staff must use text sets with fidelity to have a positive impact on reading and writing achievement scores. Since the use of text sets effects both our reading and writing goals, we will meet each marking period to discuss the text sets and writing prompts for the marking period. Content-area reading strategies will also be shared during quarterly meetings and staff meetings.

For all staff:

1. Data analysis - All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.
2. Job-embedded PD - All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at 4-6 times during the school year.

2. Describe how this professional learning is "sustained and ongoing."

All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area. Teams will work on curriculum, instruction strategies, and assessment within content areas. Classroom teachers will meet no later than:

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November 4, 2019

January 20, 2020

March 23, 2020

June 1, 2020

Job-embedded PD - All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four to six times during the school year, as well as during quarterly content area meetings, which will be ongoing and sustainable.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Plan 19-20

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Last year, our parent community was invited to complete a survey on our current school setting, our school improvement plan, and our academic standards. The current SIP was presented to parents, and paper copies were distributed during our Parent-Teacher conferences and available on our website. In recent school years, we had three parent volunteers that served on the school improvement team. We were unable to meet with parents during the 2018-19 school year, but plan on setting a calendar in advance so parents can attend monthly SIP meetings. In addition to building-level SIP meetings for the 2018-19 year, we had a district-wide team, which was comprised of both teachers and parents.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will assist in compiling the Needs Assessment by completing a parent survey in the spring. They are encouraged to attend Open House and Parent/Teacher Conferences. Parents also volunteer as chaperones on field trips and band concerts. Parents are encouraged to attend extra curricular events, including sporting events and non-athletic events. Parents also have access to our schoolwide plan on our website, and are welcome to address concerns and offer suggestions to teachers and/or the principal via email, phone calls, or attending a Board Meeting. For the 2019-20 school year, we will have a meeting calendar set in advance so parents can attend to provide SIP feedback. Parents also serve on a district-wide SIP team, which provides feedback and guidance.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

All parents are directly involved at the end of each school year by completing the perception survey created in ASSIST. Parents are invited via email to complete the survey, or they may use a school computer to access it. We also sent home paper copies to reach all families. These perceptions are used for evaluation purposes and are also considered when creating the new schoolwide plan. Parent perception results are also discussed at staff meetings, so the entire staff can adjust the plan as needed.

Due to difficulty in scheduling, we did not meet in person with parents this year. We included our district-level SIP team, on which parents volunteer.

Strategy 1 has a parent involvement activity included. Based on our survey results, we are increasing our communication efforts and will work toward involving more parents overall.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

School staff annually shares the State's content expectations with parents, the state's annual assessment with parents, and how to monitor their child's progress.

- An M-Step/MME/SAT parent meeting will be held in which overall results are presented to those in attendance. There is an opportunity for individuals to have student scores explained/interpreted during this meeting. In addition, informational handouts (FAQ's) will accompany student scores.

- Our counseling office disseminates information to parents and students explaining how to read M-Step/MME/SAT results.

- Parents can schedule an individual meeting with the principal or other appropriate staff to discuss the State's academic standards, State and local assessments, and monitoring progress. In individual class syllabi, parents are also encouraged to email teachers with questions regarding the academic standards. Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

- Academic supports, such as tutoring, an increase in parent-teacher communication, or a meeting with the counselor, are provided when families request such supports.

- During Parent Nights, staff will present strategies to help parents assist their student academically, as well as places to receive extra help and practice. All math teachers will also identify resources for parents on their individual page on the district website, as well as collaboratively write a math column in the district newsletter which is mailed to every home in the community.

On-going professional development for teachers on effective ways to increase parent involvement occurs annually.

- The parent involvement section of the state website will be explored during a staff meeting. Staff will report back regarding something that they found to be interesting or that they will try in their own classroom, if they so choose. Based on parent surveys, we are developing a parent communication schedule to increase communication without overloading parents.

Coordination with other programs for parent involvement includes:

- School Social Work, Curriculum Nights, Open House, Sporting Events, and Booster Club promotions

Information is shared with parents in a language and format they can understand. Examples include:

- Teachers avoid educational jargon and acronyms in parent communication.

- Parents with limited English proficiency are offered the opportunity to have written material translated into their native language. Our district population is primarily English-speaking, but we have one Spanish-speaking family. When requested, we provide translated material. (Note: only one parent is Spanish-speaking, and the other speaks English.)

Parents are provided with other reasonable support such as:

- Resources are aligned with community agencies. Other supports are available as the need is recognized or as parents request such supports

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Staff provide opportunities for full parent participation:

- Our buildings, classrooms and events are all fully accessible.
- Families who struggle to read/write are invited to see the principal for assistance.
- Parents with limited English proficiency are offered the opportunity to have written material translated into their native language. (We have only one Spanish-speaking parent with children in our school.)

We currently have no migratory students. If a migratory family enrolled, parents would have the opportunity to have written material translated into their native language. The success coach at the elementary is also a contact where migratory parents could receive extra assistance with school participation.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parent involvement in our SIP will be evaluated through a formal survey using the ASSIST tool. This survey gauges parent satisfaction and provides an anonymous opportunity for input. Informal discussions and conversations with parents regarding Open House will provide evaluation regarding those aspects. Last year, we started surveying parents via online survey at each event. Next year, we will place the computers with the surveys in a more accessible location as well as emailing the link home so more parents provide feedback.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Our district-level SIP team, which includes parent volunteers and school staff, will review the results of the parent survey, and any parent suggestions/comments made during the year. Suggestions will be carefully reviewed, with feasible changes being made to the plan. At a staff meeting, staff will review the comprehensive results of the parent satisfaction survey, paying close attention to the areas receiving the lowest scores. We will discuss how to make improvements in those areas, adding those ideas to the following year's school improvement plan. The overall results of the survey will be shared (via website, newsletters, and/or email) with stakeholders.

8. Describe how the school-parent compact is developed.

The school improvement team developed our parent compact, which was created to mirror the elementary school's compact for consistency. It was reviewed by all staff during a staff meeting, and is reviewed by parents during Parent/Teacher conferences when they sign it. It will also be reviewed by our parent volunteers as part of our school improvement process during the school year, and will be updated to reflect changing family, educational, and technological demands.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Parents sign it at fall parent-teacher conferences indicating their acknowledgement of the year-long SIP process. Teachers discuss it with parents at this time.

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10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

As a secondary building, we have adopted the same procedure as the elementary school. Our parents sign the compact during fall parent-teacher conferences, where they have the opportunity to discuss it with staff. Administration follows up with those families that were unable to attend parent-teacher conferences.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

During parent-teacher conferences and using educational jargon-free language, teachers verbally explained individual NWEA-MAP results, which were accompanied by a pamphlet explaining the test and results. If parents did not attend conferences, the pamphlet was sent home with the scores and the students' report cards.

An M-Step/MME/SAT parent meeting will be held in which overall results are presented to those in attendance. There is an opportunity for individuals to have student scores explained/interpreted during this meeting. Informational handouts (FAQ's) will accompany student scores. In addition, our counseling office disseminates information to parents and students explaining how to read M-Step/MME/SAT results.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

N/A due to grade levels served

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A due to grade levels served

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

The Coleman Jr/Sr High teachers will have additional opportunities to create and revise school-based academic assessments. During this school year, teachers will continue to create and modify tests developed using the Michigan Common Core Standards.

Using teacher-made assessments, instructors will be assessing during every unit. In addition to quarterly teacher-made assessments, students in grades 7-8 take the NWEA test three times per year to measure growth in math and reading.

Students in grades 7, 8, and 11 take the state tests (M-Step, MME, and SAT). To provide additional data, students in grades 8, 9, and 10 take the PSAT. Our school improvement team collects the test data and shares it at our bimonthly staff meetings. During these meetings, teachers analyze the data and determine how to adjust classroom strategies in the short term, and adjust long-term strategies for school-wide improvement. Using the same data, curriculum teams (in quarterly meetings) identify students achieving at or below the 30th percentile on their standardized test (NWEA, M-Step, SAT, etc.) or those students achieving less than 60% proficiency with class material. These students are identified for interventions.

Individual teachers communicate quarterly assessment scores to parents, and the school counselor disseminates state test results to families.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

For 2019-2020, we will be holding data analysis meetings at least twice each year. This is additional training and analysis beyond discussion that is held during staff meetings. Each teacher uses formative assessment data to make individual classroom decisions and adjust instruction. One of the decisions made using data is to identify students requiring intervention (students falling below the 30th percentile on the NWEA test are identified for math intervention). The state data used includes the MME, M-Step, and SAT data. Local assessment data used is from the quarterly assessments and NWEA. In 2019-2020, all staff will increase their use of formative assessment to identify areas of weakness and student understanding. This will allow teachers to make more immediate instructional decisions.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

ELA:

Reading/Writing:

Using assessment scores, NWEA scores (grades 7-8 only), teacher observation/recommendation, and parental input, students achieving less than 60% proficiency (or those struggling with reading comprehension) are identified. At a minimum, these identified students in grades 7-12 are formally evaluated each unit using teacher-created assessments. In grades 7 and 8, students are also evaluated three times per year using NWEA scores. Identified students receive extra assistance from ELA teachers during seminar class up to three times per week. In addition, the lowest-achieving students receiving reading intervention at least twice a week with a certified teacher. When students' proficiency levels increase above 60%, or they pass the unit assessments with scores above 70%, students may be exited from intervention. Using this same set of information, students consistently scoring less than proficient may be referred for special education services.

Math:

Using quarterly assessment scores, teacher observation/recommendation, NWEA test scores (grades 7-8 only), and parental input, students achieving less than 60% proficiency in class or scoring less than the 30th percentile are referred for intervention. At a minimum, identified students' progress is evaluated every three weeks. Within a week of identification or less, students can receive math intervention services during the school day. Formal math intervention takes with the math interventionist for grades 7-8. These interventions occur 1-2 times per week, and up to 30 minutes per meeting. Students may exit the intervention when their test scores in classes improve (above 70%), their NWEA scores place them at or above the 30th percentile, or at parent request. Because intervention groups are flexible, students may be exited from intervention when they demonstrate skill mastery. Using this same set of information, students consistently scoring less than proficient may be referred for special education services.

Science/Social Studies:

Using assessment scores, teacher observation/recommendation, and parental input, students achieving less than 60% proficiency are identified. At a minimum, these students are formally evaluated quarterly, and receive intervention from a certified teacher during the class period while a paraprofessional supervises students not needing assistance. When identified students are able to successfully meet academic standards at or above 60%, they are exited from intervention. To increase the amount of interventions available to students, students not meeting proficiency standards in class will meet with a certified science and/or social studies teacher at least once per week for 30 minutes for additional instruction outside of class.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Math:

We have interventions designed to meet the needs of our subgroups in the area of math. The intervention is designed for our subgroups in grades 7 and 8, and will feature a math interventionist who will work on basic math processes and skills 1-2 times per week, up to 30 minutes per meeting. These students are selected by math scores (those falling below the 30th percentile on NWEA) and teacher observation, but will be among our lowest 30% (most of whom fall into one or both of our two major subgroups). Informally, students can receive additional assistance from any math teacher during seminar time.

Reading:

In reading, students requiring intervention are identified by NWEA scores and teacher-made assessments. Students scoring below the 30th percentile may be identified for reading intervention. Once identified, these students (most of whom fall into one or both of our two major subgroups) will receive reading intervention in basic reading skills, including but not limited to fluency and comprehension, at least once per week, with each session lasting up to 30 minutes. To progress monitor, teachers will begin with classroom observations. When students begin to show improvement, they will take a teacher-made assessment to determine progress. In addition, students will continue to take the NWEA test. When student scores on the NWEA reading test (taken three times per year) surpass the 30th percentile, they may be exited from intervention.

Science and social studies:

In social studies and science, the intervention strategies are the same. Using our at-risk list, as well as scores on teacher-created assessments, teachers will identify students for intervention. Students performing at less than 60% proficiency on teacher-created assessments, and/or scoring less than the 30th percentile on NWEA reading, may be identified for social studies or science intervention. (Many of our students requiring intervention in these content areas do so because of a lack of content reading skills, which is the reason for adding the NWEA reading test.) Teachers will provide differentiated content reading material. After receiving classroom instruction, paraprofessionals may pull students out as a small group to provide access to content via material read aloud, or they may monitor the general classroom to provide the certified teacher time to work with the small group. This intervention may occur 3-5 times per week, as needed or requested by the classroom teacher. When students assessment scores surpass 60% on teacher-created content assessments, they may be exited from intervention. Additionally, students that are at-risk and struggling will meet with a certified teacher during seminar for at least 30 minutes each week for additional instruction.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Several years ago, all teachers received training on how to best differentiate instruction through the ISD. As a result, teachers are offering students more choices to match their learning styles and levels. For example, students may receive four options for a project, with each option focused on one learning style (a visual project, a writing project, a music project, and drama option). This allows the student to choose which assignment best fits their learning preference.

To differentiate for learning levels, staff uses varied reading levels for assignments in science and social studies. Students with reading accommodation needs receive differentiation within their content area reading. A paraprofessional may assist students with reading or provide an audio of the content reading. Our staff also adjusts assignment length to differentiate for student abilities and student stamina. Staff utilizes a variety of groupings to meet student needs as well, including individual work, group work, and partner activities.

In math, our 7th and 8th grade students use online practice, which provides differentiated practice of math concepts. Intervention groups are flexible and change based on skill mastery. This provides additional differentiation and support for the math classes.

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This year, all staff are increasing their use of formative assessment to better gauge student learning. This will allow teachers to differentiate more rapidly and effectively. Formative assessment results will be shared at quarter content area meetings, as well as staff meetings. In addition, job-embedded PD during staff meetings will reinforce differentiation training.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Federal Resources:

Title 1 Funding is being used for the online math program at the 7th and 8th grade level to enhance mathematics lessons and provide additional differentiated practice. Title II Funding is being used to pay for professional development for math teachers.

State Resources:

We utilize 31A, At-risk funding, for some of our paraprofessional staff, coordinated with general funds. This staff works with at-risk students to provide timely and additional instruction, as well as some interventions.

Local Resources:

We use general funds for printing costs of PD materials.

All other schoolwide goals and strategies require no cost.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

Federal resources: none

State resources: We use the survey available via ASSIST to survey staff, parents, and students.

Local resources: Our general fund pays for the SIP to attend training to better understand data and CNA requirements.

We use the survey results for our perception data for our needs assessment, and we analyze test score data and trends over the past three years for our achievement data.

2. Schoolwide Reform Strategies

Federal Resources: We are using Title 1 funds for supplies for software licenses for student use.

State Resources: none

Local resources: Our ELA teachers have created a booklet of writing handouts, common vocabulary, etc. to give to science and social studies teachers. This is being paid for using general funds..

The remaining schoolwide reform strategies require no funding.

3. Highly Qualified Staff

Federal Resources: none

State Resources: We use some 31A, or at-risk, funds in combination with general funds to pay for some of our paraprofessional time.

Local resources: Teaching staff is compensated using general fund money.

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4. Attract and Retain HQ Staff

Federal Resources: Our district uses some Title II funds for professional development for new staff.

State Resources: We use some 31A, or at-risk, funds to pay for some of our paraprofessional time.

Local resources: The salary schedule uses general fund money.

5. Professional Development

Federal Resources: Title II funding is used to pay for professional development for math teachers.

State Resources: none

Local resources: Our district uses general funds to pay for printing materials for all PD.

Other ongoing professional development, such as curricular meetings, are not using any funding.

6. Parental Involvement

Federal Resources: Our district is using Title 1 monies for materials for parent involvement. This will include handouts and resources to help students with skills at home.

State Resources: none

Local resources: We use general funds to pay for copying parent compacts for parent/teacher conferences, as well as any parent communication/reports done throughout the year, including mailed newsletters.

7. Preschool Transition: does not apply

8. Assessment Decisions

Federal Resources: none

State Resources: none

Local resources: We use general funds to pay for our NWEA package, which teachers use to gather assessment data for 7th and 8th grade.

9. Time & Additional Assistance

Federal Resources: We use Title funds to pay for a certified interventionist.

State Resources: Our school uses some 31A, or at-risk, funds to pay for some paraprofessional time. This paraprofessional assists with differentiating for our lowest-achieving at-risk students. They also provide additional and differentiated instruction and practice to support the classroom needs.

Local resources: Additional instruction, which takes place in seminar, is paid for through general funds.

10. Coordination & Integration of Resources

Federal Resources: none

State Resources: none

Local resources: Our district's administrators oversee the coordination of resources. The curriculum coach helps to review the integration of resources for grades 7-12. All of these salaries are paid via general funds.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school offers a free and reduced lunch program, as well as a universal free breakfast. We have employ a part time behavior interventionist, which is paid via local resources.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

As a staff, we address issues within our school, and using our School Improvement Plan as our guide, we discuss potential strategies and ways to implement those strategies to meet the learning needs of our students. A formal evaluation, done by parents, staff, and students, takes place each spring via the survey tool in ASSIST. Informal evaluation of our programs and strategies takes place continually among teachers, counselors, and administrators as a means of improving our school-wide practices and procedures during our bimonthly staff meetings. We analyze data from our district assessments, consult with one another on common scoring rubrics among disciplines, and discuss instructional practices. Throughout the year, decisions are made based on assessment scores. We monitor our at-risk students every four and a half weeks (through classroom achievement) and offer intervention and assistance to those falling below 60% proficiency. Our district SIP team, of which parents are a part, also give parents a voice in evaluating the schoolwide program. Our SIP team meets monthly to review and monitor the SIP plan. A formal evaluation takes place annually (each June), at the end of the school year, among building leaders and administrators to discuss and make decisions on how to alter and improve our programs to benefit our students/our school.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

At initial professional development days for staff, testing data from NWEA and state standardized tests (MME/SAT, etc.) is used to determine the school's progress toward goals listed. After review of the achievement data, the staff collaborates to make decisions regarding curricular changes and sets new goals. All year, the staff periodically reviews data at staff meetings and adjusts our plan as needed.

To monitor specific subgroups (economically disadvantaged and students with disabilities), we use reports via MiSchoolData and Illuminate, as well as NWEA reports. These reports break down scores by subgroup.

Our school improvement team examines the results and discusses them with all staff at bimonthly staff meetings and quarterly curriculum team meetings.

Our parent volunteers also meet with the district improvement team to assist in data analysis and provide feedback on our schoolwide program evaluation. At the end of the school year, we complete the Program Evaluation Tool for our math online program to determine its effectiveness.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Through our data analysis and reviewing assessments and scores, and from our staff evaluation process, we identify our lowest performing students. In order to see an increase, the data should show an overall improvement in state testing by 3-5% minimally. For our lowest performing students, we expect to see positive growth in their test scores, even if they still score "not proficient." In this case, we understand

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we are making progress and can continue the schoolwide program. Where scores fail to show improvement, we make modifications to the schoolwide program for the following year. We also examine gaps in the subgroups' test scores (economically disadvantaged and students with disabilities) to see if they have changed over last year. If the gap between our subgroup and general population of students stays the same or increases, we will adjust our schoolwide program to improve effectiveness for the next year.

The effectiveness of our online math program will be described in the Program Evaluation Tool in June. At that time, all three rounds of math NWEA test data will be examined.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Our process is based on consistent, continuous communication (using our website, email, newsletters, our digital sign, and/or Board meetings) with all stakeholders in an organized, results-driven conversation to address our areas of concern regarding instruction and student success. Our School Improvement Plan is a constantly evolving document. The staff will use it as our "textbook" next school year, as we have done in the past, to direct our efforts and guide our instructional discussions during the school year.

Our annual process begins in the spring and by having the school improvement team examine standardized test data (NWEA, MME, M-Step, SAT, etc.) when available for areas of improvement or areas of stagnation. For both areas, the entire staff studies the data to determine if our plan was the reason behind any improvement or lack thereof. As a staff, and with input from our parent volunteers, we will revise the plan to include different strategies as determined by our data.

Our SIP team meets monthly to monitor and reflect on gathered data, as well as evaluate progress.

We also meet with the District Improvement Team to revise parts of the plan.

2019-2020 SIP Goals

Overview

Plan Name

2019-2020 SIP Goals

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase their proficiency in close and critical reading.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$860
2	All students will increase their proficiency in math.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$4400
3	All students will improve their proficiency in writing.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$0
4	All students will improve their understanding of science concepts and processes.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$0
5	All students will improve their understanding and analysis of social studies content and documents.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$0
6	All students will increase their career awareness and career skills.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500

Goal 1: All students will increase their proficiency in close and critical reading.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in close and critical reading skills by 06/12/2020 as measured by standardized state tests by at least 4% or on NWEA where proficiency is determined by projected RIT.

Strategy 1:

Best Practices - All staff members will utilize best practices that are research-based, student-centered, and follow Common Core Standards for the purpose of raising student achievement.

Category: English/Language Arts

Research Cited: 1. Best Practice, S. Zelman (2005), by Heinemann 2. Teach Like a

Champion, D. Lemov (2010) by Jossey-Bass 3. Classroom Instruction That Works, R. Marzano,

by ASCD, 4. Guiding Readers and Writers, Fountas and Pinnell, (2001) Heinemann 5. What

Successful Schools Do to Involve Families, Glasgow, N. and Whitney, P.J., (2009) Corwin Press 6. Reading Apprenticeship: Reading for Understanding

<https://readingapprenticeship.org/research-impact/>; WestEd 7. Readicide, Gallagher, Kelly (2009), Stenhouse Publishers

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Other	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all teachers, principal
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use a variety of formative assessments 2-4 times each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff, principal
Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use various strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students most in need, as determined by test scores and teacher input, will meet with a certified teacher at least twice per week for intervention (Tier 2) to enhance basic skills.	Academic Support Program	Tier 2	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, reading teacher, principal
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. The "Fall into Reading" Parent night will take place in conjunction with Open House to share basic reading research and "Fall into Reading" program. .	Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	\$500	Title I Schoolwide	all staff
Activity - Focused Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive uninterrupted time for focused silent reading each week in seminar. Silent reading time should be 25-30 minutes in length, 1-2 times each week. Each month, students will read and focus on a different literary element, and they will complete an appropriate reading log within seminar class.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all seminar teachers in grades 7-12, curriculum coach

Strategy 2:

Professional Learning - All staff members will actively engage in professional learning at least once per quarter at quarterly meetings and/or monthly staff meetings to support the goal of learning for all. This professional learning will develop and sustain the school structure and climate as educators work in collaborative teams, interdependently, focus on data, curriculum, assessments, and instruction, in order to make decisions regarding appropriate interventions, assessments, programs, and pedagogy.

Category: School Culture

Research Cited: 1. Failure is NOT an Option, Blankstein, (2004) 2. Whatever It Takes, R.

DuFour (2002) 3. Formative Assessment and Standards-Based Grading: Classroom Strategies

That Work, R. Marzano, (2009)

Tier: Tier 1

Activity - Content Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area. Updated literacy practices from attendance at GLB Literacy Leaders Meetings will also be shared. Minutes will be kept.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$360	Title II Part A	curriculum coach, principal
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, principal, interventionist
Activity - Job-Embedded PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	principal, curriculum coach

Goal 2: All students will increase their proficiency in math.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in math by 06/12/2020 as measured by standardized state tests by at least 3% or on NWEA where proficiency is determined by projected RIT.

Strategy 1:

Best Practices - Math - All staff members will utilize best practices that are research-based, student-centered, and follow Common Core Standards for the purpose of raising student achievement.

Category: Mathematics

Research Cited: 1. Best Practice, S. Zelman (2005), Heinemann 2. Teach Like a Champion, D. Lemov (2010) by Jossey-Bass 3. Classroom Instruction that Works, R. Marzano, by ASCD

4. Guiding Readers and Writers, Fountas and Pinnell, (2001) Heinemann 5. What Successful Schools Do to Involve Families, Glasgow, N. and Whitney, P.J. (2009) Corwin Press

6. Reading Apprenticeship: Reading for Understanding <https://readingapprenticeship.org/research-impact/> : WestEd

Tier: Tier 1

School Improvement Plan

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Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use a variety of formative assessments 2-4 days each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students most in need, as determined by test scores and teacher input, will meet with a certified teacher at least twice per week for intervention (Tier 2) to enhance basic skills.	Academic Support Program	Tier 2	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, math teacher, principal
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. Information will be emailed home monthly. A parent math night will occur in conjunction with Open House to help parents sign up students for Khan Academy and prepare for the SAT. In addition, parents of 7th and 8th graders will receive a postcard reminding them of their IXL credentials to gain extra math practice.	Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	\$500	Title I Schoolwide	all staff
Activity - Online Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All 7th and 8th grade math students will have access to an online math program to enhance instruction and help provide individualized intervention. This online program can be used at home and at school.	Supplemental Materials, Academic Support Program, Technology	Tier 1	Implement	09/09/2019	06/12/2020	\$800	Title I Schoolwide	math teachers, curriculum coach
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Strategy 2:

Professional Learning - Math - All staff members will actively engage in professional learning at least once per quarter at quarterly meetings and/or monthly staff meetings to support the goal of learning for all. This professional learning will develop and sustain the school structure and climate as educators work in collaborative teams, interdependently, focus on data, curriculum, assessments, and instruction, in order to make decisions regarding appropriate interventions, assessments, programs, and pedagogy.

Category: Mathematics

Research Cited: 1. Failure is NOT an Option, Blankstein, (2004) 2. Whatever It Takes, R. DuFour (2002) 3. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work, R. Marzano, (2009)

Tier: Tier 1

Activity - Content Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	principal, curriculum coach

Activity - Job-Embedded PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year. In addition, select math teachers will attend training at CGRESA to enhance math skills and connect with other area math educators.	Professional Learning	Tier 1	Implement	08/12/2019	06/12/2020	\$3100	Title II Part A	principal, curriculum coach, math teachers

Goal 3: All students will improve their proficiency in writing.

Measurable Objective 1:

increase student growth in writing by 06/12/2020 as measured by standardized state tests by 5%.

Strategy 1:

Best Practices - Writing - All staff members will utilize best practices that are research-based, student-centered, and follow Common Core Standards for the purpose of raising student achievement.

Category: English/Language Arts

Research Cited: 1. Best Practice, S. Zelman (2005), Heinemann 2. Teach Like a Champion, D. Lemov (2010) by Jossey-Bass 3. Classroom Instruction that Works, R. Marzano, by ASCD

4. Guiding Readers and Writers, Fountas and Pinnell, (2001) Heinemann 5. What Successful Schools Do to Involve Families, Glasgow, N. and Whitney, P.J. (2009) Corwin Press

6. Reading Apprenticeship: Reading for Understanding <https://readingapprenticeship.org/research-impact/> : WestEd

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use a variety of formative assessments 2-4 days each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. All staff will email updates to parents monthly, and may include due dates, parent resource material, or ways they can assist their students at home.	Parent Involvement	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Quarterly Argument Essays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science and social studies teachers in grades 8-12 will use text sets that fit within the content of their course as a prompt for an argument essay writing assignment at least once per marking period. Argument essays are defined as an essay taking one side or stance on an issue. Beginning in grade 8, argument essays should be approximately six paragraphs in length, including a counterclaim/rebuttal paragraph and use appropriate MLA or APA citations.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all science and social studies teachers in grades 8-12

Strategy 2:

Professional Learning - Writing - All staff members will actively engage in professional learning at least once per quarter at quarterly meetings and/or monthly staff meetings to support the goal of learning for all. This professional learning will develop and sustain the school structure and climate as educators work in collaborative teams, interdependently, focus on data, curriculum, assessments, and instruction, in order to make decisions regarding appropriate interventions, assessments, programs, and pedagogy.

Category: English/Language Arts

Research Cited: 1. Failure is NOT an Option, Blankstein, (2004) 2. Whatever It Takes, R. DuFour (2002) 3. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work, R. Marzano, (2009)

Tier: Tier 1

Activity - Content Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, principal
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	principal, curriculum coach
Activity - Job-Embedded PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, principal

Goal 4: All students will improve their understanding of science concepts and processes.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in science by 06/12/2020 as measured by standardized state tests by at least 3% or on NWEA where proficiency is determined by projected RIT.

Strategy 1:

Best Practices - Science - All staff members will utilize best practices that are research-based, student-centered, and follow Common Core Standards for the purpose of raising student achievement.

Category: Science

Research Cited: 1. Best Practice, S. Zelman (2005), Heinemann 2. Teach Like a Champion, D. Lemov (2010) by Jossey-Bass 3. Classroom Instruction that Works, R. Marzano, by ASCD

4. Guiding Readers and Writers, Fountas and Pinnell, (2001) Heinemann 5. What Successful Schools Do to Involve Families, Glasgow, N. and Whitney, P.J. (2009) Corwin Press

6. Reading Apprenticeship: Reading for Understanding <https://readingapprenticeship.org/research-impact/> : WestEd

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all science staff

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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use a variety of formative assessments 2-4 days each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. Science teachers will email parents at least monthly, and may include upcoming projects and due dates, as well as resources to support students' learning at home.	Parent Involvement	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Quarterly Argument Essays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science and social studies teachers in grades 8-12 will use text sets that fit within the content of their course as a prompt for an argument essay writing assignment at least once per marking period. Argument essays are defined as an essay taking one side or stance on an issue. Beginning in grade 8, argument essays should be approximately six paragraphs in length, including a counterclaim/rebuttal paragraph, and using appropriate APA citations.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students most in need, as determined by test scores and teacher input, will meet with a certified teacher at least once per week for intervention (Tier 2) to enhance basic skills.	Academic Support Program	Tier 2	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	science teachers

Strategy 2:

Professional Learning - Science - All staff members will actively engage in professional learning at least once per quarter at quarterly meetings and/or monthly staff

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meetings to support the goal of learning for all. This professional learning will develop and sustain the school structure and climate as educators work in collaborative teams, interdependently, focus on data, curriculum, assessments, and instruction, in order to make decisions regarding appropriate interventions, assessments, programs, and pedagogy.

Category: Science

Research Cited: 1. Failure is NOT an Option, Blankstein, (2004) 2. Whatever It Takes, R. DuFour (2002) 3. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work, R. Marzano, (2009)

Tier: Tier 1

Activity - Content Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, principal
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	principal, curriculum coach
Activity - Job-Embedded PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, principal

Goal 5: All students will improve their understanding and analysis of social studies content and documents.

Measurable Objective 1:

demonstrate student proficiency (pass rate) improvement in social studies by 06/12/2020 as measured by standardized state tests by at least 3%.

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Strategy 1:

Best Practices - Social Studies - All staff members will utilize best practices that are research-based, student-centered, and follow Common Core Standards for the purpose of raising student achievement.

Category: Social Studies

Research Cited: 1. Best Practice, S. Zelman (2005), Heinemann 2. Teach Like a Champion, D. Lemov (2010) by Jossey-Bass 3. Classroom Instruction that Works, R. Marzano, by ASCD

4. Guiding Readers and Writers, Fountas and Pinnell, (2001) Heinemann 5. What Successful Schools Do to Involve Families, Glasgow, N. and Whitney, P.J. (2009) Corwin Press

6. Reading Apprenticeship: Reading for Understanding <https://readingapprenticeship.org/research-impact/> : WestEd

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Direct Instruction	Tier 1		09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use a variety of formative assessments 2-4 days each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff
Activity - Quarterly Argument Essays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All science and social studies teachers in grades 8-12 will use text sets that fit within the content of their course as a prompt for an argument essay writing assignment at least once per marking period. Argument essays are defined as an essay taking one side or stance on an issue. Beginning in grade 8, argument essays should be approximately six paragraphs in length, including a counterclaim/rebuttal paragraph, and using appropriate MLA citations.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all social studies teachers in grades 8-12
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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students most in need, as determined by test scores and teacher input, will meet with a certified teacher at least once per week for intervention (Tier 2) to enhance basic skills.	Academic Support Program	Tier 2		09/09/2019	06/12/2020	\$0	No Funding Required	social studies teachers

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. Social Studies teachers will email parents at least monthly, and may include upcoming projects and due dates, as well as resources to support students' learning at home.	Parent Involvement	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	all staff

Strategy 2:

Professional Learning - Social Studies - All staff members will actively engage in professional learning at least once per quarter at quarterly meetings and/or monthly staff meetings to support the goal of learning for all. This professional learning will develop and sustain the school structure and climate as educators work in collaborative teams, interdependently, focus on data, curriculum, assessments, and instruction, in order to make decisions regarding appropriate interventions, assessments, programs, and pedagogy.

Category: Social Studies

Research Cited: 1. Failure is NOT an Option, Blankstein, (2004) 2. Whatever It Takes, R. DuFour (2002) 3. Formative Assessment and Standards-Based Grading: Classroom Strategies That Work, R. Marzano, (2009)

Tier: Tier 1

Activity - Content Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, principal

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	principal, curriculum coach
Activity - Job-Embedded PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	No Funding Required	curriculum coach, principal

Goal 6: All students will increase their career awareness and career skills.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in career awareness and career skills ("soft skills") in Career & Technical by 06/12/2020 as measured by usage of online tools, EDP, and soft-skills curriculum.

Strategy 1:

Career Partnerships - Our school will build on the collaboration among the community and consortium members including higher education, K-12, businesses, non-profits and workforce development organizations to increase career awareness and establish a talent pipeline for area employers. Students will learn career awareness, develop an EDP, and participate in several career programs in order to improve their career skills.

Category: School Culture

Tier: Tier 1

Activity - Ready, Set, Get Hired	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All juniors and seniors will participate in "Ready, Set, Get Hired," to prepare them for entering the work force.	Career Preparation /Orientation	Tier 1	Implement	10/01/2019	03/30/2020	\$500	Other	counselor, career staff
Activity - Seminar Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 7-12 will participate in learning "soft skills" once per week during seminar.	Career Preparation /Orientation	Tier 1	Getting Ready	12/02/2019	06/12/2020	\$0	No Funding Required	all seminar teachers, career team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Ready, Set, Get Hired	All juniors and seniors will participate in "Ready, Set, Get Hired," to prepare them for entering the work force.	Career Preparation /Orientation	Tier 1	Implement	10/01/2019	03/30/2020	\$500	counselor, career staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement	All classroom teachers will use strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Content Teams	All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, principal
Parent Involvement	All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. Science teachers will email parents at least monthly, and may include upcoming projects and due dates, as well as resources to support students' learning at home.	Parent Involvement	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Parent Involvement	All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. Social Studies teachers will email parents at least monthly, and may include upcoming projects and due dates, as well as resources to support students' learning at home.	Parent Involvement	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff

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Formative Assessments	All classroom teachers will use a variety of formative assessments 2-4 days each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Learning Targets	All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Data Analysis	All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	principal, curriculum coach
Formative Assessment	All classroom teachers will use a variety of formative assessments 2-4 times each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff, principal
Interventions	Students most in need, as determined by test scores and teacher input, will meet with a certified teacher at least once per week for intervention (Tier 2) to enhance basic skills.	Academic Support Program	Tier 2	Implement	09/09/2019	06/12/2020	\$0	science teachers
Job-Embedded PD	All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, principal
Student Engagement	All classroom teachers will use strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Interventions	Students most in need, as determined by test scores and teacher input, will meet with a certified teacher at least once per week for intervention (Tier 2) to enhance basic skills.	Academic Support Program	Tier 2		09/09/2019	06/12/2020	\$0	social studies teachers
Data Analysis	All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	principal, curriculum coach
Learning Targets	All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Data Analysis	Staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, principal, interventionist

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Learning Targets	All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Other	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all teachers, principal
Quarterly Argument Essays	All science and social studies teachers in grades 8-12 will use text sets that fit within the content of their course as a prompt for an argument essay writing assignment at least once per marking period. Argument essays are defined as an essay taking one side or stance on an issue. Beginning in grade 8, argument essays should be approximately six paragraphs in length, including a counterclaim/rebuttal paragraph and use appropriate MLA or APA citations.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all science and social studies teachers in grades 8-12
Interventions	Students most in need, as determined by test scores and teacher input, will meet with a certified teacher at least twice per week for intervention (Tier 2) to enhance basic skills.	Academic Support Program	Tier 2	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, reading teacher, principal
Student Engagement	All classroom teachers will use strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Data Analysis	All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	principal, curriculum coach
Job-Embedded PD	All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, principal
Formative Assessment	All classroom teachers will use a variety of formative assessments 2-4 days each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Quarterly Argument Essays	All science and social studies teachers in grades 8-12 will use text sets that fit within the content of their course as a prompt for an argument essay writing assignment at least once per marking period. Argument essays are defined as an essay taking one side or stance on an issue. Beginning in grade 8, argument essays should be approximately six paragraphs in length, including a counterclaim/rebuttal paragraph, and using appropriate MLA citations.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all social studies teachers in grades 8-12

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Job-Embedded PD	All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	principal, curriculum coach
Student Engagement	All classroom teachers will use strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Data Analysis	All staff will meet at least twice (in the fall and at semester) to analyze data to assist in planning for intervention and/or differentiation. Staff meeting time may also be utilized for data analysis.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	principal, curriculum coach
Quarterly Argument Essays	All science and social studies teachers in grades 8-12 will use text sets that fit within the content of their course as a prompt for an argument essay writing assignment at least once per marking period. Argument essays are defined as an essay taking one side or stance on an issue. Beginning in grade 8, argument essays should be approximately six paragraphs in length, including a counterclaim/rebuttal paragraph, and using appropriate APA citations.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Interventions	Students most in need, as determined by test scores and teacher input, will meet with a certified teacher at least twice per week for intervention (Tier 2) to enhance basic skills.	Academic Support Program	Tier 2	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, math teacher, principal
Content Teams	All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, principal
Student Engagement	All classroom teachers will use various strategies to improve student engagement (including, but not limited to No Opt-Out, Cold Call, Wait Time, and Stretch It). Student engagement strategies should be used at least three times per week.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Parent Involvement	All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. All staff will email updates to parents monthly, and may include due dates, parent resource material, or ways they can assist their students at home.	Parent Involvement	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff

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Formative Assessment	All classroom teachers will use a variety of formative assessments 2-4 days each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Focused Silent Reading	All students will receive uninterrupted time for focused silent reading each week in seminar. Silent reading time should be 25-30 minutes in length, 1-2 times each week. Each month, students will read and focus on a different literary element, and they will complete an appropriate reading log within seminar class.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all seminar teachers in grades 7-12, curriculum coach
Content Teams	All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, principal
Learning Targets	All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all science staff
Content Teams	All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, principal
Formative Assessment	All classroom teachers will use a variety of formative assessments 2-4 days each week to monitor understanding of the learning targets in order to make adjustment in instruction to meet student needs.	Direct Instruction	Tier 1	Implement	09/09/2019	06/12/2020	\$0	all staff
Learning Targets	All classroom teachers will post learning targets daily. Learning targets will be written in student-friendly language using academic vocabulary.	Direct Instruction	Tier 1		09/09/2019	06/12/2020	\$0	all staff
Seminar Skills	All students in grades 7-12 will participate in learning "soft skills" once per week during seminar.	Career Preparation /Orientation	Tier 1	Getting Ready	12/02/2019	06/12/2020	\$0	all seminar teachers, career team
Job-Embedded PD	All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$0	curriculum coach, principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Content Teams	All classroom teachers will meet at least quarterly as a "content team" to share formative assessment examples, work toward vertical and horizontal curriculum alignment, and share best practices specific to each curricular area. Updated literacy practices from attendance at GLB Literacy Leaders Meetings will also be shared. Minutes will be kept.	Professional Learning	Tier 1	Implement	09/09/2019	06/12/2020	\$360	curriculum coach, principal
Job-Embedded PD	All staff will discuss, learn, and apply student engagement and/or best practice strategies to enhance tier 1 instruction. PD will be provided at staff meetings at least four times during the school year. In addition, select math teachers will attend training at CGRESD to enhance math skills and connect with other area math educators.	Professional Learning	Tier 1	Implement	08/12/2019	06/12/2020	\$3100	principal, curriculum coach, math teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. Information will be emailed home monthly. A parent math night will occur in conjunction with Open House to help parents sign up students for Khan Academy and prepare for the SAT. In addition, parents of 7th and 8th graders will receive a postcard reminding them of their IXL credentials to gain extra math practice.	Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	\$500	all staff
Online Practice	All 7th and 8th grade math students will have access to an online math program to enhance instruction and help provide individualized intervention. This online program can be used at home and at school.	Supplemental Materials, Academic Support Program, Technology	Tier 1	Implement	09/09/2019	06/12/2020	\$800	math teachers, curriculum coach
Parent Involvement	All staff will engage stakeholders in the learning process by providing Parent involvement opportunities for parents to determine ways to best support the education of their children. The "Fall into Reading" Parent night will take place in conjunction with Open House to share basic reading research and "Fall into Reading" program.	Parent Involvement	Tier 1	Implement	08/23/2019	06/12/2020	\$500	all staff