

2014-2015 SIP

Coleman Junior/Senior High School

Coleman Community Schools

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Overview

Plan Name

2014-2015 SIP

Plan Description

This plan contains the goals, strategies, and activities for implementation by Coleman Jr/Sr High School during 2014-2015.

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 demonstrate an improved ability to read and comprehend informational and narrative texts.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	All students will be on track to be career and college ready writers.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	All students will increase proficiency in mathematics.	Objectives: 1 Strategies: 6 Activities: 7	Academic	\$28064
4	All students at Coleman Jr/Sr High will demonstrate proficiency in close and critical reading.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500

Goal 1: All students will demonstrate an improved ability to read and comprehend informational and narrative texts.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in close and critical reading of both narrative and informational texts in all content areas in English Language Arts by 06/05/2015 as measured by NWEA, MEAP/MME, and school district generated reading assessments..

Strategy 1:

Social Studies & Science Text Sets - Teachers will use text sets that fit within content of their course writing assignments in informational/explanatory, and argument at least once per marking period. Text sets are diverse materials (current magazine articles, photos, online sources, political cartoons, government or historical documents, graphs, charts, lab reports, diagrams) on a specific subject matter, theme, or learning focus. A good text set offers materials at various reading levels.

Research Cited: "Overcoming Textbook Fatigue." R.C. Lent, 2012; ASCD, Alexandria, VA.

The Enhanced Reading Opportunities Study; July 2010; <http://ies.ed.gov/ncee/pubs/20104021/pdf/20104021.pdf>

Tier: Tier 1

Activity - Monitor Implementation of Text Set Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies and Science teachers, curriculum coach, and principal will meet at least once per marking period to discuss text set implementation. Student writing samples will be shared and analyzed. Records of the meeting and student examples will be collected.	Professional Learning	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	All social studies teachers, science teachers, curriculum coach, and Principal

Strategy 2:

Independent Reading - ELA teachers will implement independent reading components during each marking period of the school year. Seventh and Eighth grade ELA classes will implement the MAISA Independent Reading units during the first quarter of the school year; ELA classes in grades nine through twelve will add independent reading requirements.

Research Cited: Reading Between the Lines (http://www.act.org/research/policymakers/pdf/reading_report.pdf), Improving Adolescent Literacy (<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>), Oliver Keene, Ellin and Susan Zimmermann. Mosaic of Thought: Teaching Comprehension in a Reader's Workshop. Portsmouth, ME: Heinemann, 1997.

Tier: Tier 1

Activity - Independent Reading Debrief	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will meet at least once per marking period to discuss and monitor the implementation of independent reading strategies.	Professional Learning	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	all ELA staff

Goal 2: All students will be on track to be career and college ready writers.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in informational and argumentative writing in all content areas in English Language Arts by 06/05/2015 as measured by school district generated writing assessments.

Strategy 1:

Text Sets in Social Studies and Science - Teachers will use text sets that fit within content of their course writing assignments in informational/explanatory, and argument at least once per marking period. Text sets are diverse materials (current magazine articles, photos, online sources, political cartoons, government or historical documents, graphs, charts, lab reports, diagrams) on a specific subject matter, theme, or learning focus. A good text set offers materials at various reading levels.

Research Cited: "Overcoming Textbook Fatigue." R.C. Lent, 2012; ASCD, Alexandria, VA.

The Enhanced Reading Opportunities Study; July 2010; <http://ies.ed.gov/ncee/pubs/20104021/pdf/20104021.pdf>

Tier: Tier 1

Activity - Monitor Implementation of Text Set Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies and Science teachers, curriculum coach, and principal will meet at least once per marking period to discuss text set implementation. Student writing samples will be shared and analyzed. Records of the meeting and student examples will be collected.	Professional Learning	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	All social studies teachers, science teachers, curriculum coach, and Principal

Strategy 2:

ELA Writing - ELA teachers will implement one grade-level appropriate MAISA writing unit within their classroom.

Research Cited: Writing to Read: Evidence of How Writing Can Improve Reading (http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf)

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School

(<http://www.all4ed.org/files/WritingNext.pdf>)

Tier: Tier 1

Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers, curriculum coach, and principal will meet at least once per marking period to discuss implementation. Student writing samples will be shared and analyzed. Records of the meeting and student examples will be collected.	Professional Learning	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	all ELA teachers, curriculum coach, and Principal

Goal 3: All students will increase proficiency in mathematics.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in problem solving skills in Mathematics by 06/05/2015 as measured by NWEA, MME, MEAP, and/or ACT.

Strategy 1:

Math Planning - The math team will meet monthly to problem-solve, assess student work, plan for implementation of Engage NY modules, and discuss math strategies.

Research Cited: NCTM, Focus in High School Mathematics: Reasoning and Sense Making

Illustrative Mathematics Project

Institute for Mathematics and Educations - University of Arizona, Bill McCullum

Revisiting Professional Learning Communities at Work, Richard DuFour, Rebecca DuFour, Robert Eaker

Common Core State Standards for Mathematical Practice (www.corestandards.org)

Tier: Tier 1

Activity - Implementing Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will implement the 8 Practices into lessons and activities. Staff will meet with as a curriculum team for monthly collaboration and problem-solving.	Academic Support Program	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	curriculum coach, all mathematics teachers

Strategy 2:

Interventionist - Math - An interventionist (certified teacher) will work with students to improve math skills. This interventionist will work with students identified as at-risk/economically disadvantaged, by staff recommendation, and based on non-proficient standardized test scores. The interventionist will work with students during one hour of the school day in small groups and individually, and will work on math skills including, but not limited to, basic computation, reinforcing basic math facts, math problem solving, and understanding math procedures.

Research Cited: Herlihy, Corrine M., and James J. Kemple, The Talent Development Middle School Model: Context, Components, and Initial Impacts on Students' Performance and Attendance, New York: MDRC, December 2004.

Kemple, James J., Corinne M. Herlihy, and Thomas J. Smith, Making Progress Toward Graduation: Evidence from the Talent Development High School Model, New York: MDRC, May 2005.

Tier: Tier 2

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>An interventionist will work with at-risk students during one hour of the school day to provide support in math skills such as computation, basic math facts, problem solving, and math procedures.</p> <p>To assist with problem solving, the interventionist will teach students how to dissect problems and learn how to solve various types of math problems.</p> <p>The interventionist will make use of concrete models and manipulatives when available to enhance understanding of math procedures and skills.</p> <p>This interventionist will work with students during one hour of the school day.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$11474	Title I Part A	Building principal, Deana Webb, curriculum coach

Strategy 3:

Seminar Math - All teachers will use biweekly informational charts, graphs, and/or tables (from all content areas) to implement the following strategies: analyze, draw conclusions, problem solving, and extrapolating patterns. The curriculum coach will provide the material for each week. A sample of student work will be turned in to the principal each Friday as evidence of implementation.

Tier: Tier 1

Activity - Seminar Math Debrief	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Monitor the implementation of math strategies through discussion of student work examples at bimonthly staff meetings.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	No Funding Required	curriculum coach, principal, all seminar teachers
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Strategy 4:

Math Fluency - Math students in grades 7-10 will practice basic fact fluency within math class.

Research Cited: Bransford, Brown, and Cocking 1999; Learning Principle, Principles and Standards for School Mathematics, NCTM 2000) see:

<http://www.nctm.org/news/content.aspx?id=14389>

Teaching for Mastery of Multiplication: <http://www.nctm.org/resources/nea/tcm2005-08-26a.pdf>

Tier: Tier 1

Activity - Mad Minutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 7-10 will use "Mad Minute" drills within math class to begin practicing basic math facts.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	all math staff

Strategy 5:

Parent Involvement - Parents will be invited to a math night, where teachers will present strategies for assisting students at home.

Research Cited: Gonzalez & Wolters, 2006; Reynolds, 1992; Yinsqiu, Gauvain, Zhengkui, & Li, 2006;

<http://www.nctm.org/about/content.aspx?id=39367>

Tier: Tier 1

Activity - Parent Math Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a Parent Math Night 1-2 times during the school year. Staff will present math strategies and opportunities to help students with math concepts, as well as places to receive extra help and/or practice. One math night will be specifically for students that require extra help with math. Students will receive a subscription for iXL online to practice math skills.	Parent Involvement	Tier 1	Implement	09/02/2014	06/05/2015	\$1090	Title I Part A	all math teachers, principal

Activity - Parent Connect Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to an activity night to receive training on how to use Parent Connect to view students' grades.	Parent Involvement	Tier 1	Implement	09/02/2014	06/05/2015	\$500	Title I Part A	building leaders, curriculum coach

Strategy 6:

Part time interventionist - math - If carryover funding is available, a part-time math interventionist will work with students to improve math skills. This interventionist will work with students identified as at-risk/economically disadvantaged, by staff recommendation, and based on non-proficient standardized test scores. The interventionist will work with students during the school day in small groups and individually, and will work on math skills including, but not limited to, basic computation, reinforcing basic math facts, math problem solving, and understanding math procedures.

Research Cited: Herlihy, Corrine M., and James J. Kemple, The Talent Development Middle School Model: Context, Components, and Initial Impacts on Students' Performance and Attendance, New York: MDRC, December 2004.

Kemple, James J., Corinne M. Herlihy, and Thomas J. Smith, Making Progress Toward Graduation: Evidence from the Talent Development High School Model, New York: MDRC, May 2005.

Tier: Tier 2

Activity - Extra math interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>If funding is available, an interventionist will work with at-risk students to provide support in math skills such as computation, basic math facts, problem solving, and math procedures.</p> <p>The interventionist will use technology (such as tablets, games, interactive websites, etc.) to engage students and provide additional and repeated practice in basic math skills.</p> <p>The interventionist will use Thinking Maps to help students identify and practice steps in math procedures.</p> <p>To assist with problem solving, the interventionist will teach students how to dissect problems and learn how to solve various types of math problems.</p> <p>The interventionist will make use of concrete models and manipulatives when available to enhance understanding of math procedures and skills.</p> <p>This part-time interventionist will work with students during the school day.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$15000	Title I Schoolwide	building leaders, interventionist

Goal 4: All students at Coleman Jr/Sr High will demonstrate proficiency in close and critical reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in close and critical reading in Reading by 06/12/2015 as measured by standardized state assessments, quarterly assessment scores, and NWEA reports..

Strategy 1:

Seminar Reading - All teachers will use biweekly articles to implement the following reading strategies: predicting, annotating, making connections with the text, and writing a response. The curriculum coach will provide the articles and/or the strategy for each the week. A sample of student work will be turned in to the principal each Friday as evidence of implementation.

Research Cited: Reading Next

<http://www.all4ed.org/files/ReadingNext.pdf>

IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Reading Between the Lines: What the ACT Reveals about College and

"Readicide: How Schools are Killing Reading and What You Can Do About It" by Kelly Gallagher; Stenhouse publishers, 2009

Tier: Tier 1

Activity - Seminar Reading Debrief	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of reading strategies through discussion of student work examples at bimonthly staff meetings.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	All Seminar teachers, Curriculum coach, Principal

Strategy 2:

Reading Apprenticeship - Four staff members will attend Reading Apprenticeship training beginning in August, 2014. These strategies will be implemented in three ELA teachers' classrooms, one science teacher's classroom, and one social studies teacher's classroom, but will be expanded to other classes throughout the year. Strategies will be shared at staff meetings.

Research Cited: Reading Apprenticeship (www.wested.org/ra)

Tier: Tier 1

Activity - RAISE training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Four teachers will attend RAISE (Reading apprenticeship) training beginning in August 2014.	Professional Learning	Tier 1	Getting Ready	08/11/2014	06/17/2015	\$1500	General Fund	Diane Cauchy, Nancy Robison, Tom Pashak, Doug Cellini
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Text Set Strategies	Social Studies and Science teachers, curriculum coach, and principal will meet at least once per marking period to discuss text set implementation. Student writing samples will be shared and analyzed. Records of the meeting and student examples will be collected.	Professional Learning	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	All social studies teachers, science teachers, curriculum coach, and Principal
Mad Minutes	Students in grades 7-10 will use "Mad Minute" drills within math class to begin practicing basic math facts.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	\$0	all math staff
Implementing Mathematical Practices	Mathematics teachers will implement the 8 Practices into lessons and activities. Staff will meet with as a curriculum team for monthly collaboration and problem-solving.	Academic Support Program	Tier 1	Implement	09/02/2014	06/05/2015	\$0	curriculum coach, all mathematics teachers
Monitor Implementation	ELA teachers, curriculum coach, and principal will meet at least once per marking period to discuss implementation. Student writing samples will be shared and analyzed. Records of the meeting and student examples will be collected.	Professional Learning	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	all ELA teachers, curriculum coach, and Principal
Independent Reading Debrief	ELA staff will meet at least once per marking period to discuss and monitor the implementation of independent reading strategies.	Professional Learning	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	all ELA staff
Seminar Math Debrief	Monitor the implementation of math strategies through discussion of student work examples at bimonthly staff meetings.	Teacher Collaboration	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$0	curriculum coach, principal, all seminar teachers
Monitor Implementation of Text Set Strategies	Social Studies and Science teachers, curriculum coach, and principal will meet at least once per marking period to discuss text set implementation. Student writing samples will be shared and analyzed. Records of the meeting and student examples will be collected.	Professional Learning	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	All social studies teachers, science teachers, curriculum coach, and Principal

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Seminar Reading Debrief	Monitor the implementation of reading strategies through discussion of student work examples at bimonthly staff meetings.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	All Seminar teachers, Curriculum coach, Principal
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extra math interventionist	<p>If funding is available, an interventionist will work with at-risk students to provide support in math skills such as computation, basic math facts, problem solving, and math procedures.</p> <p>The interventionist will use technology (such as tablets, games, interactive websites, etc.) to engage students and provide additional and repeated practice in basic math skills.</p> <p>The interventionist will use Thinking Maps to help students identify and practice steps in math procedures.</p> <p>To assist with problem solving, the interventionist will teach students how to dissect problems and learn how to solve various types of math problems.</p> <p>The interventionist will make use of concrete models and manipulatives when available to enhance understanding of math procedures and skills.</p> <p>This part-time interventionist will work with students during the school day.</p>	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$15000	building leaders, interventionist

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Parent Math Nights	Parents will be invited to a Parent Math Night 1-2 times during the school year. Staff will present math strategies and opportunities to help students with math concepts, as well as places to receive extra help and/or practice. One math night will be specifically for students that require extra help with math. Students will receive a subscription for iXL online to practice math skills.	Parent Involvement	Tier 1	Implement	09/02/2014	06/05/2015	\$1090	all math teachers, principal
Math Intervention	An interventionist will work with at-risk students during one hour of the school day to provide support in math skills such as computation, basic math facts, problem solving, and math procedures. To assist with problem solving, the interventionist will teach students how to dissect problems and learn how to solve various types of math problems. The interventionist will make use of concrete models and manipulatives when available to enhance understanding of math procedures and skills. This interventionist will work with students during one hour of the school day.	Academic Support Program	Tier 2	Implement	09/02/2014	06/05/2015	\$11474	Building principal, Deana Webb, curriculum coach
Parent Connect Night	Parents will be invited to an activity night to receive training on how to use Parent Connect to view students' grades.	Parent Involvement	Tier 1	Implement	09/02/2014	06/05/2015	\$500	building leaders, curriculum coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RAISE training	Four teachers will attend RAISE (Reading apprenticeship) training beginning in August 2014.	Professional Learning	Tier 1	Getting Ready	08/11/2014	06/17/2015	\$1500	Diane Cauchy, Nancy Robison, Tom Pashak, Doug Cellini