



District Improvement Plan

Oscoda Area Schools

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School System.....	4
System's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information.....	8
Improvement Plan Stakeholder Involvement	
Introduction.....	11
Improvement Planning Process.....	12
District Additional Requirements Diagnostic	
Introduction.....	14
District Additional Requirements Diagnostic.....	15
16-17 DIP (final)	
Overview.....	19
Goals Summary.....	20
Goal 1: All students in Oscoda Area Schools will show grade level proficiency in mathematics.....	21
Goal 2: All students in Oscoda Area Schools will show grade level proficiency in English Language Arts.....	30
Goal 3: All students in Oscoda Area Schools will show grade level proficiency in science.....	40

Goal 4: All students in Oscoda Area Schools will show grade level proficiency in Social Studies.....	51
Goal 5: All students at Oscoda Area Schools will behave appropriately in accordance with the school handbook....	59
Activity Summary by Funding Source.....	65
Activity Summary by School.....	101

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Oscoda Area Schools (OAS) is in an exciting place in respect to its ability to offer quality programs to students despite the economic and social constraints that confront our community. The amount of positive acts of human kindness and fortitude that has been bestowed on OAS cannot be easily expressed in words. Our community has long has a negative perception of the district dating back about 10 years ago when local politics and personal interest agendas plagued the potential progress OAS was potentially eligible to recognize. By focusing on building relationships and establishing transparency in all of our endeavors, negative perception of the district appears to not just be diminishing but receding to the point of not existing. Through focusing on partnering with our community and all available stakeholders we are confident in saying that OAS is on the right track to providing the best possible educational opportunities possible.

Oscoda Area Schools (OAS) is located in northeastern lower Michigan in a rural community that is still recovering from an Air Force base closure in 1993. While it is a beautiful area, it is struggling economically and has a very transient population. Currently Iosco County has the highest level of poverty in the state for students K-5 as reported to the Iosco Regional Education Service Agency (IRESA) by the Michigan Department of Education (MDE). The high number of students qualifying for free and reduced lunch (67.73% in the spring of 2016)) has made OAS eligible for programs such as Universal Free Breakfast K-12 and free lunch for all students K-6.

Oscoda's location near beautiful Lake Huron as well as Huron National Forest has resulted in a high number of retired residents as well as seasonal home owners. These residents are slow to pass millage, but have been very supportive of our needy population. Programs such as the Backpack Program (food given to students for weekend consumption), Community Food Giveaway (food given monthly to families in need), Baby Pantry (local resource for maim lies with infants), and FISH (interdenominational local food pantry) are very valuable resources that touch the lives of many of our students. Also, the Lions Club offers hearing, vision, and other assistance for OAS families.

Many of the families in the Oscoda school district live in Multi-generational homes, and we have 84 Homeless students out of a total of 1161, as of January 2016, students based on the federal definition. This is more than any other school in our district. The district is geographically large amassing a total of approximately 435 square miles, much of which includes the Huron National Forest which is sparsely populated. As a result, it becomes challenging for students and parents to be involved in the school and its activities. To address this issue, a parent outreach liaison has been instituted, along with School Success Liaisons, who work through NEMSCA, work with students, parents and school staff. The responsibility of this person is to diligently pursue avenues to incorporate parental participation into all facets of the district.

The Oscoda Area Schools district consists of two buildings:

Richardson Elementary houses preschool through grade 6 and Oscoda High School, which is home to students in grades 7-12.

We have 4 administrators, seventy two teachers and 65 other employees within the district.

The school district suffers from a declining enrollment partially due to the lack of employment, particularly professional career opportunities. The population at OAS had stabilized until recently when the addition of a charter school, endorsed by OAS and offered by the IRESA, was designed to offer a safety net for students that are expelled or in danger of not graduating. In addition, OAS has partnered with [IRESA to offer CTE and Early Middle College for OAS students.](#)

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

At Oscoda Area Schools, we believe that:

- Everyone can learn and contribute
- All employees and volunteers are partners in learning
- Families share in the responsibility of educating the child
- Everyone should have respect for self and others
- Community support and involvement are essential to the success of our school

To that end, our mission is:

The mission of Oscoda Area Schools, through partnership with home and community, is to deliver a comprehensive and challenging learning experiences, preparing all students to become productive, responsible members of society.

To accomplish this mission, we established the overarching vision of "Students First."

We believe that the impact any decision or action has upon students should be of the utmost concern and analyzed carefully. Our staff is committed to identifying the needs of students individually and collectively in an effort to provide children with the most appropriate and effective educational experience possible.

To optimally educate a student at Oscoda Area Schools, we believe that full engagement of students, parents, and the school is imperative. Each plays an integral part in the successful education of our students.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Oscoda Area Schools has been working very hard to develop a teacher evaluation program that results in improved teacher performance and, therefore, better student learning. The evaluation program developed is based on the Charlotte Danielson rubric and is tied directly to student data. The student data is a mixture of local and state assessment data as well as students' performance on a nationally normed test. The evaluation program is differentiated to accommodate various grade levels and types of teaching positions. OAS has contracted with Zimco, in conjunction with Saginaw Valley State University, to make this evaluation program electronic and easier to implement. OAS has also entered into an agreement to share this evaluation tool with other districts.

Careful analysis of the data collected reveals considerable growth as students progress through OAS. Historically, many students enter the district almost a full academic year behind students in other districts in the area. However, OAS has worked hard to close this gap by creating a culture where students strive to exceed the expected growth for a year.

An attempt to provide avenues for success for all students at OAS has included maintenance of athletic and fine arts programs despite budget reductions and declining enrollment. OAS is proud to sponsor many varsity, junior varsity, and middle school athletics, band for students in grades 6-12, choir, Friends of Rachel Club for students K-12, and many academic clubs. It is our belief that this success will parlay into academic success

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Oscoda Area Schools has instituted several initiatives that are designed to improve student performance:

-District PSLR (Problem Solving Learning Room) on campus staffed by a Mastered Degree Social Worker, who provides support to students to problem social/emotional behaviors that have resulted in discipline.

Richardson Elementary School:

-The Enrichment program at the elementary level ties core subjects to the electives traditionally taught. For example, students are taught the science or math of physical education as they engage in games of strategy and fitness. Many aspects of Social Studies are linked to Art projects.

- Kindergarten through twelfth grade students in Oscoda are tested tri-annually using the nationally normed test created by the Northwest Evaluation Association (NWEA). Teachers work individually with students to set goals and assess results, noting areas of success and areas that need improvement. The data obtained by the teachers is used diagnostically to differentiate lessons to meet students' needs.

-The Intervention program at Richardson Elementary involves screening students as well as analyzing assessment data. Students deemed as having the highest need, specifically those in the lowest 30% on NWEA, are targeted with interventions. We utilize the three tier, RTI model of intervention. Tier one includes interventions within the classroom that are initiated by the teacher. In the event that the student has greater needs, tier two interventions including the Read Naturally lab or small group instruction are initiated. Only after all other interventions are exhausted is the student referred to "Child Find" and "tier three interventions". Students are progress monitored on a regular basis and move fluidly through the levels as needed. The Read Naturally program is a differentiated program that primarily addresses fluency. Students work independently while being closely

monitored by certified staff at about a 6 to 1 ratio. Activities on the web-based program combine teacher modeling, repeated reading, and retelling. Intervention teachers are able to easily track student progress and adjust levels as necessary.

-After School Workshop staff by highly qualified teachers to provide additional academic support to students in grades 1-6

-Summer School Program to provide extended year instruction to identified students at risk of failure.

-Building wide Positive Behavior Intervention System with "Owl Buck" drawings

-Owl Green Team

-School Newspaper - student lead/created in Technology Enrichment class

-Health Bodies/Healthy Minds Nutrition Grant

-Art/PE/Health/Technology Enrichment classes

-After School Robotics Program

-Adult Mentors

-Bi-Monthly Parent Activities

-School Success Program

-PTO

-Building wide WiFi

-Approximately 1 computer per two students in the building

District Improvement Plan

Oscoda Area Schools

Oscoda High School:

-Recognized as a Bronze Level "Best High Schools" in 2014 by US News and World Report - awarded Spring of 2016

-Programs available to students

Early Middle College

Dual Enrollment

CTE classes at IRESA

Music Theater

Band and Choir

Pop Novels

Debate

Forensic Science

Science Olympiad

Underwater ORV

Digital Graphic Design

-Recognized as a "Green School", level "Emerald" for completing 15 projects, by "The Michigan Green School Foundation

-There is a district-wide initiative designed to address the affective side of education. Rachel's Challenge, a program that promotes the culture of kindness, was presented to all students K-12. As an extension of that training, "Friends of Rachel" clubs have been established across the district. Those students meet regularly to develop and promote positive activities within the schools.

-PBIS (Positive Behavior Intervention and Supports) has been established. This program teaches and promotes a positive culture within the school.

-The EXCEL program (30 minute academic support class each day) places students in classes that will best meet their needs. Students that are above grade level are assigned to enrichment classes, while students that struggle in a specific subject matter are matched with teachers that can offer remediation. The goal is for all students to strive to reach their highest potential. Participation in dual enrollment has increased to involve almost 25% of our graduates. We anticipate that these numbers will continue to increase.

-OHS Learning Center has 2 full time teachers available to provide academic support to students in all core content areas throughout the day.

-After School Workshop, academic support program

-Summer School for students who are at risk of failing/not graduating on time

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Parents, community members, community agency representatives, business partners, staff, and students participated in building level and District School Improvement planning. Open invitations were sent throughout the community via individual contacts, building and district newsletters, presentations at community service organizations, and local media. Further, we have been using automated-call systems, email systems, facebook, district website, and Skyward Parent portal to communicate with our stakeholders.

Agendas/Information regarding meetings were e-mailed to staff and committee members. Meetings were held directly after school hours based on the input of regular members attending. All stakeholders were given the opportunity to be active participants in the SI planning process.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Representative Students, Parents, Staff, Business members, School Board Members, Community Agency Representatives, and Community members were actively involved in the improvement plan process. Members involved had a voice in the process and were able to directly impact individual components of the plans and School Improvement Teams with which they worked

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Key components of the final Building and District Level Improvement Plans are communicated with stakeholders at SI meetings, Board of Education Meetings, Open Houses, Parent Involvement Activities, Building and District newsletters, OAS website, local governmental television station, through the local media. As previously mentioned, the district Facebook page is used to utilize social media as a tool to correspond with our constituents. Updated progress/information related to the School Improvement Plans are shared with all stakeholders on a regular basis (at least quarterly).

District Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

District Improvement Plan

Oscoda Area Schools

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	The state requirement has changed. We implemented a 1-1 technology plan in OHS to accomodate teaching and testing needs.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	The 1-1 was implemented with Online Assessments from the gradebook. Google Apps has been added and utilized.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	We also have a laptop check out program that allows a student to take a laptop home overnight as of anywhere, anytime.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Eric Allshouse, Principal Richardson Elementary School PO Box 694 Oscoda, MI 48750 989-739-9173	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

District Improvement Plan

Oscoda Area Schools

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes		

16-17 DIP (final)

Overview

Plan Name

16-17 DIP (final)

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 in Oscoda Area Schools will show grade level proficiency in mathematics.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$677086
2	All students in Oscoda Area Schools will show grade level proficiency in English Language Arts.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$701350
3	All students in Oscoda Area Schools will show grade level proficiency in science.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$718100
4	All students in Oscoda Area Schools will show grade level proficiency in Social Studies.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$728150
5	All students at Oscoda Area Schools will behave appropriately in accordance with the school handbook	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$56500

Goal 1: All students in Oscoda Area Schools will show grade level proficiency in mathematics.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior that meets or exceeds individual student target growth rates and/or state averages in Mathematics by 06/16/2017 as measured by class pre/post assessments, NWEA, PSAT, SAT, M-STEP, Dibels, Rigby, local assessments, and others as appropriate. Individual student goals for all students will be established in collaboration with students, parents, and teachers.

Strategy 1:

Pre-School and Extended Kindergarten - All day kindergarten will allow for the increase of instructional time to provide additional experiences in social, behavior, and academic skill development. This will include but not be limited to mathematics literacy and number concepts, counting, sorting/one to one correspondence, pre-reading literacy skills, letter recognition, letter/sound correspondence, sight vocabulary, story structure, etc

Young Owls Preschool, Head Start and Michigan Great School Readiness Preschool Programs will give Oscoda students the academic, behavioral and social skills necessary for a successful kindergarten year. The literacy focus is intended to develop writing / communication skills included in all content areas. Students are read a variety of sources: informational and narrative texts, to enhance students' language and critical thinking skills. Math literacy, number concepts, counting/sorting/one to one correspondence are introduced at this level.

Category: Early Learning

Research Cited: Reynolds, A. J., Temple, J. A., Ou, S.-R., Arteaga, I. A., & White, B. A. B. (2011). School-based early childhood education and age-28 well-being: Effects by timing, dosage, and subgroups. Science Express. DOI:10.1126/science.1203618.

Tier: Tier 1

Activity - Young Owls PreSchool - Community Education Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Young Owls Preschool Program will be implemented for students who do not qualify/choose to not attend the GSRP program. Qualified staff will focus the program to include social, emotional, academic school readiness skills during 3, nine week sessions held during the school year. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1		09/05/2016	05/19/2017	\$12000	General Fund	Preschool staff Community Education Director

Strategy 2:

Engagement Based Learning - Sustain student engagement implementation of Marzano Teaching Strategies focusing on increasing student success through student engagement incorporating Instructional Technology PD (implementation of 1 to 1 Technology Plan) with support from the OAS Instructional Coach. Technology Integration of will continue to be a primary focus and include the following Marzano strategies:

- identifying similarities and differences
- summarizing and note taking
- reinforcing effort and recognition

Category: Mathematics

Research Cited: Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/>.

Dufour, Richard (2004), Schools as Learning Communities (p. 6-11), Educational Leadership, Volume 61, Number 8.

Tier: Tier 1

Activity - Technology for Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities.</p> <p>Integration of technology will include but not be limited to:</p> <p>RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success.</p> <p>OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success</p> <p>TRIG - Online teacher training and classroom technology applications</p> <p>Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p> <p>Schools: All Schools</p>	Technology	Tier 1	Implement	08/29/2016	06/16/2017	\$4750	Title I Part A	Classroom Teachers Intervention Teachers Enrichment Teachers Paraprofessionals Content Coach Principals
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Activity - PLC's Reading / Writing Strategies in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>16-17 Topics to be included during district PLCs and individual / small group training, modeling, coaching with the Content/Instructional Coach:</p> <p>Effective instructional strategies may include (not a complete list):</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$0	General Fund	Teachers Principals Content/Instructional Coac
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Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$0	Title II Part A	Principal, Content/Instructional Coach

Activity - Content/Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows:</p> <p>Train staff - on a variety of teaching/learning strategies intended to increase student learning</p> <p>Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed</p> <p>Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program, Recruitment and Retention</p>	<p>Tier 1</p>		<p>08/22/2016</p>	<p>06/23/2017</p>	<p>\$17000</p>	<p>Title II Part A</p>	<p>Content/Instructional Coach Principal</p>
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Activity - Professional Learning - MCTM Conf.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>6-8 Math Teachers to attend July 27-28, 2016 MCTM Conference (Traverse City, Registration: \$200/person) to enhance hands on learning, student engagement teaching strategies, creating/implementing formative assessments, and integrating STEM strategies/activities. Sustain learning from conference throughout the school year via PLCs, content mtgs, staff meetings. Monitor via lesson plans, walkthroughs and observations.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Teacher Collaboration, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/25/2016</p>	<p>06/23/2017</p>	<p>\$3200</p>	<p>Title II Part A</p>	<p>Teachers, Principals, Director of Categorical Funding</p>

Activity - Profession Development CMP Conf.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Up to 3 Math teachers to attend Connected Math Conference February 24-25, 2017 (\$900 registration -East Lansing) to enhance full implementation of CMP 3 Math program curriculum, hands on learning, student engagement strategies, creating/implementing formative assessments, and integrating STEM related strategies/activities. Sustain learning from conference via PLCs, content mtgs, staff meetings throughout the school year. Monitor progress of learning via lesson plans, walkthroughs, observations</p> <p>Schools: All Schools</p>	<p>Professional Learning, Implementation, Direct Instruction</p>	<p>Tier 1</p>		<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$1986</p>	<p>Title II Part A</p>	<p>teachers, Principals, Director of Categorical Funding</p>

District Improvement Plan

Oscoda Area Schools

Strategy 3:

Math Academic Support - This strategy will use various methods to support students' learning.

Identified students (Universal screening- NWEA scores, MSTEP, PSAT, SAT (OHS), DIBELS - at RES, will be used to identify students who are within the lowest achieving 30 % of students. Review of students and their data will be used to determine the students to receive additional academic support. Student progress will be monitored to determine their continued need for academic support.

OHS - 30 min. / day of 7 teachers to provide EXCEL Academic content area support to identified students (31A) and 2.0 FTE Learning Center teachers to provide academic support throughout the day

RES - 3.0 FTE teachers leading Intervention classes to identified students, by grade level
Paraprofessionals provide academic support under the supervision of teachers

In addition the following academic support will be provided to OAS students:

RES - After School Workshop, Summer School

OHS - After School Workshop, Lunch Workshop, Summer School

Category: Learning Support Systems

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention (RTI) for elementary schools. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/>.

Watts, Jennifer, PhD., (2009), A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program, Magnolia Consulting.

Christ & Heistad Studies on RTI Website Demonstrate Read Naturally's Significant Impact (2004), Retrieved from NCRI website or <http://www.readnaturally.com/approach/ncrti.htm>.

Bohanon-Edmonson, Hank, K. Brigid Flannery, Lucille Eber, and George Sugai (2005), Positive Behavior Support in High Schools: Monograph from the 2004 Illinois High School Forum of Positive Behavioral Interventions and Supports, Naperville, Illinois.

Tier: Tier 2

Activity - Study Island, Diebels easy CMB	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>Diebels easy CMB \$2/student approx. \$450 RES Grades 2-6 online mathematics assessment identify students in need of math academic support. this data is uploaded into Study Island and creates individualized plans for students to be implemented by Tier II and III intervention teachers.</p> <p>Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students</p> <p>Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas</p> <p>Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum.</p> <p>Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.</p> <p>Schools: Richardson Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$8650	Title I Part A	Teachers Administrators Director of Categorical Funding
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Activity - MTSS Multi-Tier Systems of Support (Response to Intervention (Rtl))	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will involve mathematics classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Behavioral Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$590000</p>	<p>Section 31a, Title I Part A</p>	<p>Teachers Paraprofessionals Principals Director of Categoical Funding</p>
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Activity - After School Workshop / Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule.</p> <p>Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data.</p> <p>Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$19000	Title I Part A	Teachers Principals
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with students attending classes sessions for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	06/19/2017	08/11/2017	\$15000	Title I Part A	Teachers Principals

District Improvement Plan

Oscoda Area Schools

Activity - Community Programs/Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success,district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000</p> <p>The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p> <p>Schools: All Schools</p>	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$5500	Title I Part A	Teachers Parent Liaison Principals Title Director

Goal 2: All students in Oscoda Area Schools will show grade level proficiency in English Language Arts.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that meets or exceeds individual student target growth rates in English Language Arts by 06/23/2017 as measured by NWEA, PSAT, SAT, M-STEP, Dibels, Rigby, local assessments, as appropriate. Individual student goals for all students will be established in collaboration with students, parents, and teachers..

Strategy 1:

Pre School and Extended Kindergarten - These activities will be initiatives that take place only at RES

District Improvement Plan

Oscoda Area Schools

All day kindergarten will allow for the increase of instructional time to provide additional experiences in social, behavior, and academic skill development. This will include but not be limited to mathematics literacy and number concepts, counting, sorting/one to one correspondence, pre-reading literacy skills, letter recognition, letter/sound correspondence, sight vocabulary, story structure, etc Young Owls Preschool, Head Start and Michigan School Readiness Preschool Programs will give Oscoda students the academic, behavioral and social skills necessary for a successful kindergarten year. The literacy focus is intended to develop writing / communication skills included in all content areas. Students are read a variety of sources: informational and narrative texts, to enhance students' language and critical thinking skills

Category:

Research Cited: Research Cited: Reynolds, A. J., Temple, J. A., Ou, S.-R., Arteaga, I. A., & White, B. A. B. (2011). School-based early childhood education and age-28 well-being:

Effects by timing, dosage, and subgroups. Science Express. DOI:10.1126/science.1203618.

Tier: Tier 1

Activity - Young Owls Pre-School Program - Community Education Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Young Owls Preschool Program will be implemented for student who do not qualify/choose to not attend the GSRP program. Qualified staff will focus the program to include social, emotional, academic and school readiness skills during 3, nine week sessions held throughout the school year. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2016	05/19/2017	\$12000	General Fund	Preschool staff Community Education Coordinator Administrators

Strategy 2:

ELA Academic Support - This strategy will involve a broad range of potential learning activities for teachers, focusing on increasing student success, including but not limited to: content areas instructional teaching/learning strategies, identified Marzano strategies, engagement based learning strategies, review of formative assessments, student work, and student data to guide instruction.

Category: English/Language Arts

Research Cited: Research Cited: Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone Classroom Instruction That Works: Research-Based Strategies for Increasing

Student Achievement, 2nd Edition

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics:

District Improvement Plan

Oscoda Area Schools

Response to Intervention (Rti) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008).

Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/>.

Watts, Jennifer, PhD., (2009), A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program, Magnolia Consulting.

Christ & Heistad Studies on RTI Website Demonstrate Read Naturally's Significant Impact (2004), Retrieved from NCRI website or <http://www.readnaturally.com/approach/ncrti.htm>.

Bohanon-Edmonson, Hank, K. Brigid Flannery, Lucille Eber, and George Sugai (2005), Positive Behavior Support in High Schools: Monograph from the 2004 Illinois High School Forum of Positive Behavioral Interventions and Supports, Naperville, Illinois.

Tier: Tier 1

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students</p> <p>Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas</p> <p>Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum.</p> <p>Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.</p> <p>Schools: Richardson Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/17/2015	06/17/2016	\$8300	Title I Part A	Teachers Principals

District Improvement Plan

Oscoda Area Schools

Activity - MTSS Multi-Tier Support Systems Response to Intervention (RtI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$590000	Section 31a, Title I Part A	Teachers Paraprofessionals Principals Director of Categorical Funding

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III</p> <p>Schools: Richardson Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$20000	Section 31a	Teachers Paraprofessionals Principals Director of Categorical Funding

Activity - After School Workshop / Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Oscoda Area Schools

<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule.</p> <p>Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data.</p> <p>Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$1700</p>	<p>Title I Part A</p>	<p>Teachers Principals Director of categorical Funding</p>
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with studnets attending classes for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p> <p>Schools: All Schools</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/19/2017</p>	<p>08/04/2017</p>	<p>\$15000</p>	<p>Title I Part A</p>	<p>Teachers Principals Director of Categorical Funding</p>

District Improvement Plan

Oscoda Area Schools

Activity - Community Programs/Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success, district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum.</p> <p>Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000</p> <p>The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p> <p>Schools: All Schools</p>	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Title I Part A	Principals Teachers Director of Categorical Funding

Strategy 3:

Engagement-Based Learning - For OHS staff - Reading Apprenticeship -Writing Connections for 2016-17
 Sustained PLC, to sustain reading strategies in all content areas, with the addition of writing in all content areas.
 sustain Marzano Teaching Strategies focusing on increasing student success through student engagement:

identifying similarities and differences
 summarizing and note taking
 reinforcing effort and recognition

For RES Staff, continuation of Early Literacy Grant / Guided Reading strategies for grades K-3 and Writers' Workshop activities in all content areas.
 Institute for Excellence in Education will provide additional PD/Coaching (5 days @ \$905/day) throughout 2016-17, with support from OAS Instructional Coach, focusing on guided reading and the following skill areas:
 comprehension, fluency, high frequency words, phonemic awareness, phonics, spelling/writing, vocabulary/language

District Improvement Plan

Oscoda Area Schools

Category: English/Language Arts

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Dufour, Richard (2004), Schools as Learning Communities (p. 6-11), Educational Leadership, Volume 61, Number 8.

Tier: Tier 1

Activity - Technology for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities. Integration of technology will include but not be limited to: RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources)</p> <p>Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success. OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success TRIG - Online teacher training and classroom technology applications Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p> <p>Schools: All Schools</p>	Technology	Tier 1	Implement	08/29/2016	06/23/2017	\$4750	Title I Part A	Teachers Content Coach Principals Technology Director Title Director

District Improvement Plan

Oscoda Area Schools

Activity - PLC's (including OHS Book Study)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>ELA Teachers (HS) will incorporate high yeild literacy strategies to improve reading and wiritng. Teachers will identify and implement writing engagement strategies and close reading strategies as outlined in the books: "Notice and Note" by Kylene Beers, "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p> <p>ELA teachers will meet monthly to determine common strategies to utilize for the following weeks. This teaching/learning process will be an extension of the MCTE conference that teachers attend in October 2016.</p> <p>Teachers already have copies of "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p> <p>Teachers will need..... "Notice and Note" by Kylene Beers. 5 copies @ \$35/copy = \$175</p> <p>Additional PLC topics will focus on, but not be limited to:</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - OHS student engagement writing strategies, close reading strategies, follow up to MCTE Confernece - Writing with Mentors - RES student engagement strategies, Guided Reading, Writer's Workshop/writing in all contents - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Stategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$175	Title II Part A	Teachers Principals

District Improvement Plan

Oscoda Area Schools

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$31000	Title II Part A	Content Coach Principals Teachers

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success:</p> <p>How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons</p> <p>Schools: All Schools</p>	Professional Learning, Direct Instruction	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Title I Part A	Teachers Content Coach Principals

Activity - Reading / Writing Professional Development MCTE Conf	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>Teachers will continue to incorporate high yeild literacy strategies to improve reading and writing at all grade and content levels. Strategies will include: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition.</p> <p>To support this activity, 5 teachers to attend MCTE Conference October 7, 2016, to focus on student engagement writing strategies, close reading strategies, formative assessments. 5 registrations @ \$160 each \$800</p> <p>Teachers will incorporate high yeild literacy strategies to improve reading and writng. This will be supported by professional development opportunities including the October 2016 MCTE conference. monthly PLCs and book studies of "Notice and Note" by Kylene Beers, "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p> <p>Schools: Oscoda Area High School</p>	<p>Professional Learning, Teacher Collaboration, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$2400</p>	<p>Title II Part A</p>	<p>Teachers Administrators Director of Categorical Funding</p>
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Activity - Early Literacy / Guided Reading Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>5 days of IEE Coaching @ \$905/day July 2016 - June 2017 The coach will guide and lead staff via the following structure: Train Staff: on the use of variety of teaching/learning strategies and interpretation of formative assessments/assessments to drive instruction and increase student learning. Review of summer training that established a systematic guided reading process to implement, document, analyze, revise classroom instruction and interventions. Coach staff: by observing classroom lessons and offering feedback related to the specific strategies/practices of the guided reading process. Model lessons, activities, and strategies that show staff how to apply and implement strategies and best practices for the guided reading process, while increasing student engagement, learning and success.</p> <p>Schools: Richardson Elementary School</p>	<p>Professional Learning, Academic Support Program, Curriculum Development, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2016</p>	<p>06/23/2017</p>	<p>\$4525</p>	<p>Title II Part A</p>	<p>Teachers Administrators Director of Categorical Funding IEE Coach</p>

Goal 3: All students in Oscoda Area Schools will show grade level proficiency in science.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that meets or exceeds individual student target growth rates in Science by 06/23/2017 as measured by NWEA, PSAT, SAT, M-STEP, Dibels, Rigby, local assessments, as appropriate. Individual student goals for all students will be established in collaboration with students, parents, and teachers..

Strategy 1:

Science Academic Support - For OHS staff - Reading Apprenticeship -Writing Connections for 2016-17 Sustained PLC, to sustain reading strategies in all content areas, with the addition of writing in all content areas.using formative assessments to guide instruction, sustain Marzano Teaching Strategies focusing on increasing student success through student engagement: identifying similarities and differences summarizing and note taking reinforcing effort and recognition
For RES Staff, continuation of Early Literacy Grant / Guided Reading strategies for grades K-3 and Writers' Workshop activities in all content areas. Institute for Excellence in Education will provide additional PD/Coaching (5 days @ \$905/day) throughout 2016-17, with support from OAS Instructional Coach, focusing on guided reading and formative assessments to guide instruction and the following skill areas: comprehension, fluency, high frequency words, phonemic awareness, phonics, spelling/writing, vocabulary/language,

Category: Science

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008).

Tier: Tier 1

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Oscoda Area Schools

Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum. Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$8300	Title I Part A	Teachers Principals
Schools: Richardson Elementary School								

Activity - MTSS / Response to Intervention (Rtl)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$590000	Section 31a, Title I Part A	Teachers Paraprofessionals Principals Director of Categorical funding
Schools: All Schools								

District Improvement Plan

Oscoda Area Schools

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III</p> <p>Schools: Richardson Elementary School</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$20000	Section 31a	Paraprofessionals Teachers Principals Director of Categorical Funding
Activity - After School Workshop / Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule. Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data. Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$18000	Section 31a	Teachers Principals Director of Categorical Funding
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Oscoda Area Schools

<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with students attending classes sessions for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 2	Implement	06/19/2017	08/04/2017	\$15000	Title I Part A	Teachers Principals
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Activity - Community Programs/Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success,district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000 The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p> <p>Schools: All Schools</p>	Parent Involvement, Community Engagement	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Title I Part A	Teachers Principals Director of Categorical Funding

Strategy 2:

Engagement Based Learning - Teachers will implement researchbased classroomactivities that emphasize the engagement of all students in the curriculum.

District Improvement Plan

Oscoda Area Schools

For OHS staff - Reading Apprenticeship -Writing Connections for 2016-17 Sustained PLC, to sustain reading strategies in all content areas, with the addition of writing in all content areas. sustain Marzano Teaching Strategies focusing on increasing student success through student engagement: identifying similarities and differences summarizing and note taking reinforcing effort and recognition

For RES Staff, continuation of Reading and Writing workshop in all content areas.

Early Literacy Grant / Guided Reading strategies for grades K-3 . Institute for Excellence in Education will provide additional PD/Coaching (5 days @ \$905/day) throughout 2016-17, with support from OAS Instructional Coach, focusing on guided reading and the following skill areas: comprehension, fluency, high frequency words, phonemic awareness, phonics, spelling/writing, vocabulary/language

Category: Science

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008).

Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education

Activity - Paraprofessionals Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

Paraprofessionals will be supervised by highly qualified teachers and will work toward the goal of improving student's academic achievement. They will be used in Tier I and II in the RtI program.

Schools: All Schools

Academic

Support

Program

09/02/2013 06/06/2014 \$80000 Section 31a Paraprofessionals

nals

District Improvement Plan

Oscoda Area Schools

Teachers

Principals

Activity - Before/After school workshop and/or Saturday school Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

After school workshop and Saturday school will be offered for remediation, review and enrichment.

Schools: All Schools

Academic

Support

Program

09/02/2013 06/06/2014 \$12000 Title I Part A Teachers

Principals

Activity - Summer School Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

Summer school will be taught in order to reteach, review and enrich learning. Transportation may also be funded.

Schools: All Schools

Direct

Instruction

09/02/2013 06/06/2014 \$15000 Title I Part A Teachers

Principals

Activity - Parent Liaison Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

District Improvement Plan

Oscoda Area Schools

Parent Liaison will work to involve parents and the community in the educational process.

Schools: All Schools

Parent

Involvement

09/02/2013 06/06/2014 \$18000 Title I Part A Parent

Liaison

Principals

math 6

Oscoda Area Schools

Oscoda Area Schools Page 8

© 2013 AdvancED www.advanc-ed.org Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Dufour, Richard (2004), Schools as Learning Communities (p. 6-11), Educational Leadership, Volume 61, Number 8.

Tier: Tier 1

Activity - Technology for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities. Integration of technology will include but not be limited to: RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success. OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success TRIG - Online teacher training and classroom technology applications Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p> <p>Schools: Richardson Elementary School</p>	Technology	Tier 1	Implement	08/29/2016	06/23/2017	\$8300	Title I Part A	Teachers Technology Director Principals
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Activity - PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>Topics will focus on, but not be limited to:</p> <ul style="list-style-type: none"> - share ideas/strategies involved in the incorporation of "high interest" informational texts - Popular Science, Current Science - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	General Fund	Teachers Principals

District Improvement Plan

Oscoda Area Schools

Activity - Content/Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$31000	Title I Part A	Content Coach Principals Teachers
Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Title II Part A	Teachers Content/Instru ctional Coach Principals
Activity - PD @ IRESA (NGSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Oscoda Area Schools

<p>Year long Science Professional Development at IRESA</p> <p>Professional Development Consortium Iosco RESA Presents Applying the Michigan Science Standards With Joe Krajcik, Mary Starr, Mike Gallagher and Brian Reiser</p> <p>The complete set of Michigan Science Standards has arrived! Happily, they closely follow the “Next Generation Science Standards.” What do these standards portend for Science education in our schools and what should we do about it? These and many other questions will be answered by the “best and brightest” that our state has to offer starting with one of the “fathers” of those standards. Come with your team and learn from the best!</p> <p>The Series</p> <p>September 22, 2016 “The need for and purpose of the Michigan Standards” Dr. Joe Krajcik</p> <p>October 27, 2016 “Digging Deep – Understanding the 3-D Vision of the Framework” – Dr. Mary Starr</p> <p>November 16, 2016 “Exploring Phenomena through Scientific Investigation” Dr. Mary Starr</p> <p>February 23, 2017 “Interpreting Patterns and Relationships through Data Analysis” – Dr. Mary Starr</p> <p>March 23, 2017 “Making Connections through Argumentation and Exploration” – Dr. Mary Starr</p> <p>April 20, 2017 “Tying a Ribbon around the Science Standards” Dr. Brian Reiser</p> <p>This series meets from 9:00 a.m. to 3:00 p.m. at Iosco RESA’s KCC room, 27 N. Rempert Rd., Tawas City, MI 48763</p> <p>All districts will be billed per original agreement with Iosco RESA. The price is \$3,000 per team (4-8 people), but could be less. Meals & Materials are included.</p> <p>Preregistration is through Superintendent and/or designee. Registration is due by Friday, September 16, 2016 (but sooner is better.)</p> <p>Questions: (231) 598-0793 or (989)362-3006 ext. 130</p> <p>Iosco Regional Educational Service Agency</p> <p>Schools: All Schools</p>	<p>Materials, Academic Support Program, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$3000</p>	<p>Title II Part A</p>	<p>IRESA staff Teachers Administrators Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

Schools: All Schools								
Activity - Reading Writing Strategies / High Interest Informatinal text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will incorporate Marzano research-based high yields instructional strategies to improve reading and witing in all content areas. Included: idenfying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.</p> <p>In addition, OHS Science teachers will incorporate science magazines (such as Popular Science and Current Science) in the classroom including webbased materials and activities implementing the school's 1 to 1 technology inititate.</p> <p>Schools: All Schools</p>	Technology , Teacher Collaborati on, Direct Instruction	Tier 1	Monitor	08/29/2016	06/23/2017	\$1000	General Fund	Teachers Principals Content/Ins tructional Coach

Strategy 3:

Pre School and Extended Kindergarten -

All day kindergarten will allow for the increase of instructional time to provide additional experiences in social, behavior, and academic skill development. This will include but not be limited to mathematics literacy and number concepts, counting, sorting/one to one correspondence, pre-reading literacy skills, letter recognition, letter/sound correspondence, sight vocabulary, story structure, etc Young Owls Preschool, Head Start and Michigan School Readiness Preschool Programs will give Oscoda students the academic, behavioral and social skills necessary for a successful kindergarten year. The literacy focus is intended to develop writing / communication skills included in all content areas. Students are read a variety of sources: informational and narrative texts, to enhance students' language and critical thinking skills

Research

Category:

Research Cited: : Reynolds, A. J., Temple, J. A., Ou, S.-R., Arteaga, I. A., & White, B. A. B. (2011). School-based early childhood education and age-28 well-being: Effects by timing, dosage, and subgroups. Science Express. DOI:10.1126/science.1203618.

Tier:

Activity - Young Owls Preschool program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

Young Owls Preschool Program will be implemented for students who do not qualify/choose to not attend the GSRP program. Qualified staff will focus the program to include social, emotional, academic school readiness skills during 3, nine week sessions held during the school year. Schools: Richardson Elementary School	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2016	05/12/2017	\$12000	General Fund	Preschool staff Community Education Coordinator District Administrators
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Goal 4: All students in Oscoda Area Schools will show grade level proficiency in Social Studies.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that meets or exceeds individual student target growth rates in Social Studies by 06/23/2017 as measured by NWEA, PSAT, SAT, M-STEP, Dibels, Rigby, local assessments, as appropriate. Individual student goals for all students will be established in collaboration with students, parents, and teachers..

Strategy 1:

Pre School and Extended Kindergarten - All day kindergarten will allow for the increase of instructional time to provide additional experiences in social, behavior, and academic skill development. This will include but not be limited to mathematics literacy and number concepts, counting, sorting/one to one correspondence, pre-reading literacy skills, letter recognition, letter/sound correspondence, sight vocabulary, story structure, etc Young Owls Preschool, Head Start and Michigan Great School Readiness Preschool Programs will give Oscoda students the academic, behavioral and social skills necessary for a successful kindergarten year. The literacy focus is intended to develop writing / communication skills included in all content areas. Students are read a variety of sources: informational and narrative texts, to enhance students' language and critical thinking skills. Math literacy, number concepts, counting/sorting/one to one correspondence are introduced at this level.

Category: Early Learning

Research Cited: Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2007). The Art and Science of Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Carpenter, T. (2003). Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School. Portsmouth, NH: Heinemann.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J.(2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Tier: Tier 1

District Improvement Plan

Oscoda Area Schools

Activity - Young Owls Pre-School Program - Community Education Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Young Owls Preschool Program will be implemented for students who do not quality/chose not to attend the GSRP program. Qualified staff wil focus the program to include social, emotional and academic school readiness skills during 3, nine week sessions held during the school year. Schools: Richardson Elementary School	Academic Support Program, Behavioral Support Program, Direct Instruction	Tier 1	Implement	09/05/2016	05/12/2017	\$12000	General Fund	Preschool Staff Community Education Coordinator Administrati on

Strategy 2:

Social Studies Academic Support - This strategy will involve a broad range of potential learning activities for teachers, focusing on increasing student success, including but not limited to: content areas instructional teaching/learning strategies, identified Marzano strategies, engagement based learning strategeis, review of formative assessments, student work, and student data to guide instruction.

Category: Social Studies

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Interven- tion (Rtl) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008).

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Watts, Jennifer, PhD., (2009), A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program, Magnolia Consulting.

Christ & Heistad Studies on RTI Website Demonstrate Read Naturally's Significant Impact (2004), Retrieved from NCRI website or <http://www.readnaturally.com/approach/ncrti.htm>.

Bohanon-Edmonson, Hank, K. Brigid Flannery, Lucille Eber, and George Sugai (2005), Positive Behavior Support in High Schools: Monograph from the 2004 Illinois High School Forum of Positive Behavioral Interventions and Supports, Naperville, Illinois.

Tier: Tier 2

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum. Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/16/2017	\$2500	Title I Part A	Teachers Principals Technology Director
Schools: All Schools								

Activity - MTSS / Response to Intervention (Rtl)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher. Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals. Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services Ongoing monitoring of student progress to determine need of academic support	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$590000	Section 31a, Title I Part A	Teachers Paraprofessionals Principals Director of Categorical Funding
Schools: All Schools								

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$20000	Section 31a	Teachers Paraprofessionals Principals
Schools: All Schools								

Activity - After School Workshop / Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule. Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data. Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$18000	Title I Part A	Teachers Paraprofessionals Principals
Schools: All Schools								

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available OHS students (grades 7-12) Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is basically an online program with students attending school for academic support. RES students (grades K-6) RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.	Direct Instruction	Tier 2	Implement	06/19/2017	08/04/2017	\$15000	Title I Part A	Teachers Principals
Schools: All Schools								

District Improvement Plan

Oscoda Area Schools

Activity - Community Programs/Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success, district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000 The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members. Schools: All Schools	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Title I Part A	Parent Liaison Principals Title Director

Strategy 3:

Marzano Strategies / Writer's Workshop - Content Writing - For OHS staff - Reading Apprenticeship -Writing Connections for 2016-17 Sustained PLC, to sustain reading strategies in all content areas, with the addition of writing in all content areas. sustain Marzano Teaching Strategies focusing on increasing student success through student engagement: identifying similarities and differences summarizing and note taking reinforcing effort and recognition

For RES Staff, continuation of Early Literacy Grant / Guided Reading strategies for grades K-3 and Writers' Workshop activities in all content areas. Institute for Excellence in Education will provide additional PD/Coaching (5 days @ \$905/day) throughout 2016-17, with support from OAS Instructional Coach, focusing on guided reading and the following skill areas: comprehension, fluency, high frequency words, phonemic awareness, phonics, spelling/writing, vocabulary/language

Category: Social Studies

Research Cited: : Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008).

Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/>.

Dufour, Richard (2004), Schools as Learning Communities (p. 6-11), Educational Leadership, Volume 61, Number 8.

Tier: Tier 1

District Improvement Plan

Oscoda Area Schools

Activity - Technology for learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities.</p> <p>Integration of technology will include but not be limited to:</p> <p>RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success.</p> <p>OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success</p> <p>TRIG - Online teacher training and classroom technology applications</p> <p>Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p> <p>Schools: Richardson Elementary School</p>	Technology	Tier 1	Implement	08/29/2016	06/23/2017	\$8300	Title I Part A	Teachers Principals Technology Director
Activity - PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Oscoda Area Schools

<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>Topics will focus on, but not be limited to:</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - follow up to MCSS conference: new Social Studies content expectations, the C3, reading and writing strategies and current local, state and national happenings in the world of social studies education. <p>The practical Marzano teaching strategies and practices, and formative assessment practices presented at the conference will be reviewed and revisited by the department at monthly PLCs.</p> <ul style="list-style-type: none"> - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - RES staff will continue work on Writer's Wokshop / content writing and guided reading content reading instruction. - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$0	General Fund	Teachers Principals
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Activity - Content/Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$31000	Title II Part A	Instruction Coach Principals Teachers

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$23000	Title II Part A	Teachers Content Coach Principals
Schools: All Schools								

Activity - Professional Development - MCSS Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Up to 6 teachers to attend the MCSS Conference in April 2017, \$150/teacher \$900 for registration</p> <p>Michigan Council Of The Social Studies Conference centers on an update on new Social Studies content expectations, the C3, reading and writing strategies in content and current local, state and national happenings in the world of social studies education.</p> <p>Specifically, staff will be looking for strategies related to the following:</p> <ul style="list-style-type: none"> --Continuation of the Marzano Classroom Strategies already reviewed in 2016-17 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus --Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role (Khan Academy.) How to effectively use these programs to improve student success --Project based learning (how to manage a classroom and project with technology) --21 Things 4 Teachers (This is based on Marzano's High Yield Strategies) <p>The practical Marzano teaching strategies and practices, and formative assessment practices presented at the conference and teachers will be reviewed and revisited by the department at monthly PLCs.</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$2600	Title I Part A	Teachers Administrators Director of Categorical Funding
Schools: All Schools								

District Improvement Plan

Oscoda Area Schools

Activity - Reading / Writing Strategies in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Marzano research-based high yields instructional strategies to improve reading and witing in all content areas. Included: idenfying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition. Schools: All Schools	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1		08/29/2016	06/23/2017	\$0	No Funding Required	Teachers PRincipals

Goal 5: All students at Oscoda Area Schools will behave appropriately in accordance with the school handbook

Measurable Objective 1:

demonstrate a behavior of following school rules at all times by 06/23/2017 as measured by fewer than 10 % of students earning repeat disciplinary referrals.

Strategy 1:

PBIS Tier I, II, III - Faculty and staff will implement research based strategies to increase positive interactions and decrease negative behaviors among individual students in the building. Staff will provide clear and consistent behavior expectations to students. Positive actions/behaviors will be reinforced throughout the school year by implementing a reward system appropriate for students at each building. Review of discipline records will guide the direction and focus of specific behaviors to be addressed.

What the research shows about school-wide initiatives in social/emotional learning.

A. Durlak and colleagues (2011) conducted a 5 year longitudinal study covering 270,034 students ranging from kindergarten to 12th grade in 213 school-based studies. The authors reported the following results:

Students who took part in social and emotional learning programs improved in grades and standardized test scores by 11 percentile points compared with nonparticipating students. That difference, the authors say, was significant – equivalent to moving a student in the middle of the class academically to the top 40 percent of students during the course of the intervention.

Compared with their peers, participating students also significantly improved on four key nonacademic measures: (1) They demonstrated greater social skills (as defined by self-management, getting along with others, decision-making, and awareness of other people's thoughts/ideas/feelings), (2) less emotional distress and better attitudes (as measure by Likert scales completed by teachers/staff), (3) fewer conduct problems such as bullying and suspension (per office discipline referrals), and (4) more-frequent positive behaviors (cooperation/help/empathy toward other students).

B. Payton and colleagues (2008) conducted a meta-analytic review that included 317 studies and involving 324,303 school children age 5-13 years. Compared to students in the control group, children participating in social and emotional learning (SEL) programs demonstrated improvements in multiple areas including:

Enhanced social and emotional skills.

Improved attitudes towards self, school and others.

Enhanced positive social behavior.

Reduced conduct problems – misbehavior and aggression.

Reduced emotional distress – stress and depression.

Improved academic performance – test scores and school grades.

Participating students yielded an average gain on achievement test scores of 11 to 17 percentile points.

7. Components of a Social and Emotional Learning Program

A. Social and emotional learning is defined as the process through which we recognize and manage emotions, establish healthy relationships, set positive goals, behave ethically and responsibly and develop effective coping responses to stress, anger, and interpersonal conflicts.

B. Within the context of schools, social and emotional learning (SEL) involves the integration of two interrelated strands to promote successful school performance and youth development: (1) skill development, and (2) supportive environments.

C. First, social and emotional skills are explicitly taught, practiced, and applied to diverse situations so that students internalize them as part of their repertoire of behaviors. These skills and attitudes help students feel motivated to succeed, to believe in their success, to communicate well with their teachers (peers), to set academic goals, to organize themselves to achieve these goals, to overcome obstacles.

D. Teach the following SEL competencies: (1) Self-awareness, (2) Social awareness, (3) Self-management, (4) Relationship skills, and (5) Responsible decision making skills.

E. The second component is the development and maintenance of a safe, supportive learning environment where (i) children feel cared for and respected, and (ii) adults model and provide opportunities for them to practice and apply SEL skills both in class and throughout the school.

8. Training Content and Overview

A. Training Manual: Learning with the Social and Emotional Brain in Mind.

B. The manual will include the following content:

Neuro-biological, environmental, emotional and social factors that impact on motivation and learning.

Understanding “cultural and social class” differences and develop communication skills to bridge the gap.

Strategies to enhance positive relationships between teachers and students.

Verbal and nonverbal strategies (what a teacher says, words/phrases, voice tone and inflection, facial expressions, body language) that validate and increases a student’s self-worth – thus gaining their positive attention.

Words/phrases and nonverbal language to avoid (verbal/nonverbal responses that invalidate a student’s self-worth, elicits defensiveness, anger, resentment).

How to introduce and implement classroom community meetings to students.

How to implement core concepts of classroom community meetings (greeting, sharing, group activity, and message of the day).

Learn to avoid common pitfalls and use of effective problem solving strategies when challenges occur.

How to maintain and enhance student interest and motivation to participate in classroom community meetings (meaningful, purposeful, connected to real life issues that your student population can relate to, fun, interesting, and novel).

Category: School Culture

Research Cited: Reducing Behavior Problems in the Elementary School Classroom. (2008) IES Practice Guide. What Works Clearinghouse. US Department of Education. Marzano, R., Pickering, D., & Pollock, J.E. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school. Journal of Positive Behavior Interventions, 10, 243-255. Allensworth, E. M., & Easton, J. Q. (2005). The on-track indicator as a predictor of high school graduation. Chicago: Consortium on Chicago School Research. Retrieved on March 25, 2008 from www.consortium-chicago.org/publications/p78.html Horner, R. H. & Sugai, G. (March 2003). Extending Positive Behavior Support to Whole Schools: Sustainable Implementation. Keynote Address at the First International Conference on Positive Behavior Support. Orlando, Florida.

Tier: Tier 1

Activity - Positive Reward System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

Teams of teachers and staff will develop positive reward systems for the students. There will also be a school wide PBS system where students can be awarded for positive behavior Schools: All Schools	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$6500	General Fund	Teachers Principal Secretaries Paraprofessionals Food Service Custodians
Activity - Discipline process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Problem Solving Learning Room has been established and staffed as an alternative placement to out of school suspension. Students reflect on behaviors and make plans for improvement as well as work to complete academic assignments. Behavior contracts will be created for individual students, as needed, and include details of expected behaviors and consequences, such as detention, suspension and attendance in the Such plans will be discussed, reviewed and made in collaboration with parents and staff. Schools: All Schools	Behavioral Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$25000	Section 31a	PSLR staff Teachers All staff Building Principals

Strategy 2:

Professional Development for RES staff and OHS - Faculty and staff will implement research based strategies to increase positive interactions and decrease negative behaviors among individual students in the building. Staff will provide clear and consistent behavior expectations to students. Positive actions/behaviors will be reinforced throughout the school year. Review of discipline records will guide the direction and focus of specific behaviors to be addressed. Classroom teachers will implement effective classroom management techniques and strategies to ensure successful, positive experiences for students. These may include varied seating arrangements, efficient transitions, and structured classroom routines, use of formative assessments to guide instruction

In addition, the following topics may positively support the PBIS process:

- Continuation of the Marzano Classroom Strategies already reviewed in (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus
- Defining district Intervention/Enrichment programs
- How technology will play a role (Study Island and Khan Academy.
- How to effectively use these programs to improve student success
- Review and possible adopt research based technology integration model such as SAMR or T-PACK
- Project based learning (how to manage a classroom and project with technology)

--21 Things 4 Teachers (This is based on Marzano’s High Yield Strategies)

Category: School Culture

Research Cited: McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school. *Journal of Positive Behavior Interventions*, 10, 243-255. Allensworth, E. M., & Easton, J. Q. (2005). The on-track indicator as a predictor of high school graduation. Chicago: Consortium on Chicago School Research. Retrieved on March 25, 2008 from www.consortium-chicago.org/publications/p78.html Horner, R. H. & Sugai, G. (March 2003). Extending Positive Behavior Support to Whole Schools: Sustainable Implementation. Keynote Address at the First International Conference on Positive Behavior Support. Orlando, Florida.

Tier: Tier 2

Activity - PLCs related to PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/staff will meet regularly (in PLCs) to focus, collaborate, create plans and examples (videos, demonstrations, etc) of appropriate and acceptable student behavior at school. These examples will be shared/reviewed with students throughout the school year, as needed.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	No Funding Required	All staff
Schools: All Schools								

Strategy 3:

Problem Solving Learning Room - Faculty and staff will implement research based strategies to increase positive interactions and decrease negative behaviors among individual students in the building. Staff will provide clear and consistent behavior expectations to students. Positive actions/behaviors will be reinforced throughout the school year. Review of discipline records will guide the direction and focus of specific behaviors to be addressed.

A focus of Oscoda Area Schools has been to investigate alternatives to Out-of-School Suspension (OSS). OHS does not currently fund or staff any form of In-School Suspension. The Problem Solving Learning Room (PSLR) is not just be a holding tank for students. Staff and students will be expected to work on their class work, they will also look at strategies to change their behaviors. One unintended consequence of OSS is that it creates a loss of instruction time. While there is a need for OSS due to severe behavioral actions, there is also a need for maximizing instructional time. The most desirable candidates for the position will have teaching experience and be able to competently help our students. This will help alleviate the issue of lost instruction time.

The proper use of the PSLR would be for the students that commit an offense punishable by suspension to be placed in the PSLR for the day(s) that they are given OSS. Periodically we will have an offense during the school day and the student will not have a means of transportation home. The center would be useful to get them out of the population and office and into a proper setting in which they can reflect on their behavior as well as continue their school work. The PSLR would be part of our Tier II and Tier III strategies of PBIS.

District Improvement Plan

Oscoda Area Schools

Currently there is a push by the State of Michigan to eliminate the “School to Prison Pipeline” created by students that are excessively absent, truant and incorrigible. Suspension increases the likelihood of truancy and many of these students would benefit from additional educational or counseling services (ACLU). School policies can invariably lead to students being criminalized for issues that can otherwise be handled inside the school (ACLU)

Category: Learning Support Systems

Research Cited: “School-to-Prison Pipeline.” The American Civil Liberties Union and the ACLU Foundation. <https://www.aclu.org/school-prison-pipeline>. Retrieved 12/9/13

Tier: Tier 3

Activity - PSLR staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Problem Solving Learning Room has been established and staffed with a qualified teacher/social worker who works in the district on a daily basis providing support to students who have experienced at Tier II and Tier III behavior issues.</p> <p>The PSLR as an alternative placement to out of school suspension. Students reflect on behaviors and make plans for improvement as well as work to complete academic assignments.</p> <p>Behavior plans / contracts will be created for individual students, as needed, and include details of expected behaviors and consequences, such as detention, suspension and attendance in the Such plans will be discussed, made/reviewed in collaboration with parents and staff.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$25000	Section 31a	Teachers Staff Building Admin PSLR staff

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
Reading / Writing Strategies in the classroom	Teachers will incorporate Marzano research-based high yields instructional strategies to improve reading and witing in all content areas. Included: idenfying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1		08/29/2016	06/23/2017	\$0	Teachers PRincipals
PLCs related to PBIS	Teachers/staff will meet regularly (in PLCs) to focus, collaborate, create plans and examples (videos, demonstrations, etc) of appropriate and acceptable student behavior at school. These examples will be shred/reviewed with students throughout the school year, asneeded.	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	All staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>PLC's (including OHS Book Study)</p>	<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>ELA Teachers (HS) will incorporate high yeild literacy strategies to improve reading and wiritng. Teachers will identify and implement writing engagement strategies and close reading strategies as outlined in the books: "Notice and Note" by Kylene Beers, "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p> <p>ELA teachers will meet monthly to determine common strategies to utilize for the following weeks. This teaching/learning process will be an extension of the MCTE conference that teachers attend in October 2016.</p> <p>Teachers already have copies of "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p> <p>Teachers will need..... "Notice and Note" by Kylene Beers. 5 copies @ \$35/copy = \$175</p> <p>Additional PLC topics will focus on, but not be limited to:</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - OHS student engagement writing strategies, close reading strategies, follow up to MCTE Confernece - Writing with Mentors - RES student engagement strategies, Guided Reading, Writer's Workshop/writing in all contents - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Stategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a 	<p>Professiona l Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$175</p>	<p>Teachers Principals</p>
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District Improvement Plan

Oscoda Area Schools

	work with OAS Instructional Coach following a "Train, Model, Coach" format.							
Content/Instructional Coach	<p>The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows:</p> <p>Train staff - on a variety of teaching/learning strategies intended to increase student learning</p> <p>Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed</p> <p>Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.</p>	Professional Learning, Academic Support Program, Recruitment and Retention	Tier 1		08/22/2016	06/23/2017	\$17000	Content/Instructional Coach Principal
Profession Development CMP Conf.	Up to 3 Math teachers to attend Connected Math Conference February 24-25, 2017 (\$900 registration -East Lansing) to enhance full implementation of CMP 3 Math program curriculum, hands on learning, student engagement strategies, creating/implementing formative assessments, and integrating STEM related strategies/activities. Sustain learning from conference via PLCs, content mtgs, staff meetings throughout the school year. Monitor progress of learning via lesson plans, walkthroughs, observations	Professional Learning, Implementation, Direct Instruction	Tier 1		08/29/2016	06/23/2017	\$1986	teachers, Principals, Director of Categorical Funding
Formative Assessments	PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$0	Principal, Content/Instructional Coach

District Improvement Plan

Oscoda Area Schools

Content/Instructional Coach	The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A “how to” approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$31000	Instruction Coach Principals Teachers
Formative Assessments	PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Teachers Content/Instructional Coach Principals
Early Literacy / Guided Reading Coaching	5 days of IEE Coaching @ \$905/day July 2016 - June 2017 The coach will guide and lead staff via the following structure: Train Staff: on the use of variety of teaching/learning strategies and interpretation of formative assessments/assessments to drive instruction and increase student learning. Review of summer training that established a systematic guided reading process to implement, document, analyze, revise classroom instruction and interventions. Coach staff: by observing classroom lessons and offering feedback related to the specific strategies/practices of the guided reading process. Model lessons, activities, and strategies that show staff how to apply and implement strategies and best practices for the guided reading process, while increasing student engagement, learning and success.	Professional Learning, Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Implement	08/22/2016	06/23/2017	\$4525	Teachers Administrators Director of Categorical Funding IEE Coach

District Improvement Plan

Oscoda Area Schools

Instructional Coach	The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A “how to” approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$31000	Content Coach Principals Teachers
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District Improvement Plan

Oscoda Area Schools

<p>PD @ IRESA (NGSS)</p>	<p>Year long Science Professional Development at IRESA</p> <p>Professional Development Consortium Iosco RESA Presents Applying the Michigan Science Standards With Joe Krajcik, Mary Starr, Mike Gallagher and Brian Reiser</p> <p>The complete set of Michigan Science Standards has arrived! Happily, they closely follow the “Next Generation Science Standards.” What do these standards portend for Science education in our schools and what should we do about it? These and many other questions will be answered by the “best and brightest” that our state has to offer starting with one of the “fathers” of those standards. Come with your team and learn from the best!</p> <p>The Series September 22, 2016 “The need for and purpose of the Michigan Standards” Dr. Joe Krajcik October 27, 2016 “Digging Deep – Understanding the 3-D Vision of the Framework” – Dr. Mary Starr November 16, 2016 “Exploring Phenomena through Scientific Investigation” Dr. Mary Starr February 23, 2017 “Interpreting Patterns and Relationships through Data Analysis” – Dr. Mary Starr March 23, 2017 “Making Connections through Argumentation and Exploration” – Dr. Mary Starr April 20, 2017 “Tying a Ribbon around the Science Standards” Dr. Brian Reiser</p> <p>This series meets from 9:00 a.m. to 3:00 p.m. at Iosco RESA’s KCC room, 27 N. Rempert Rd., Tawas City, MI 48763</p> <p>All districts will be billed per original agreement with Iosco RESA. The price is \$3,000 per team (4-8 people), but could be less. Meals & Materials are included.</p> <p>Preregistration is through Superintendent and/or designee. Registration is due by Friday, September 16, 2016 (but sooner is better.)</p> <p>Questions: (231) 598-0793 or (989)362-3006 ext.</p>	<p>Materials, Academic Support Program, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$3000</p>	<p>IRESA staff Teachers Administrators Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

	<p>Questions: (231) 598-0793 or (989)362-3006 ext. 130</p> <p>Iosco Regional Educational Service Agency</p>							
Professional Learning - MCTM Conf.	<p>6-8 Math Teachers to attend July 27-28, 2016 MCTM Conference (Traverse City, Registration: \$200/person) to enhance hands on learning, student engagement teaching strategies, creating/implementing formative assessments, and integrating STEM strategies/activities. Sustain learning from conference throughout the school year via PLCs, content mtgs, staff meetings. Monitor via lesson plans, walkthroughs and observations.</p>	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	07/25/2016	06/23/2017	\$3200	Teachers, Principals, Director of Categorical Funding
Formative Assessments	<p>PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$23000	Teachers Content Coach Principals

District Improvement Plan

Oscoda Area Schools

<p>Reading / Writing Professional Development MCTE Conf</p>	<p>Teachers will continue to incorporate high yeild literacy strategies to improve reading and writing at all grade and content levels. Strategies will include: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition.</p> <p>To support this activity, 5 teachers to attend MCTE Conference October 7, 2016, to focus on student engagement writing strategies, close reading strategies, formative assessments. 5 registrations @ \$160 each \$800</p> <p>Teachers will incorporate high yeild literacy strategies to improve reading and wiritng. This will be supported by professional development opportunities including the October 2016 MCTE conference. monthly PLCs and book studies of "Notice and Note" by Kylene Beers, "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p>	<p>Professiona I Learning, Teacher Collaborati on, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$2400</p>	<p>Teachers Administrat ors Director of Categorical Funding</p>
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>Summer School</p>	<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with studnets attending classes for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/19/2017</p>	<p>08/04/2017</p>	<p>\$15000</p>	<p>Teachers Principals Director of Categorical Funding</p>
<p>After School Workshop / Academic Support</p>	<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule.</p> <p>Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data.</p> <p>Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$1700</p>	<p>Teachers Principals Director of categorical Funding</p>

District Improvement Plan

Oscoda Area Schools

<p>MTSS / Response to Intervention (RtI)</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$270000</p>	<p>Teachers Paraprofessionals Principals Director of Categorical funding</p>
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District Improvement Plan

Oscoda Area Schools

<p>Summer School</p>	<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available OHS students (grades 7-12) Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is basically an online program with students attending school for academic support. RES students (grades K-6) RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/19/2017</p>	<p>08/04/2017</p>	<p>\$15000</p>	<p>Teachers Principals</p>
<p>After School Workshop / Academic Support</p>	<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule. Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data. Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$18000</p>	<p>Teachers Paraprofessionals Principals</p>

District Improvement Plan

Oscoda Area Schools

Technology for learning	<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities. Integration of technology will include but not be limited to: RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success. OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success TRIG - Online teacher training and classroom technology applications Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p>	Technology	Tier 1	Implement	08/29/2016	06/23/2017	\$4750	<p>Teachers Content Coach Principals Technology Director Title Director</p>
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District Improvement Plan

Oscoda Area Schools

Study Island	<p>Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students</p> <p>Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas</p> <p>Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum.</p> <p>Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.</p>	Academic Support Program	Tier 2	Monitor	08/17/2015	06/17/2016	\$8300	Teachers Principals
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District Improvement Plan

Oscoda Area Schools

<p>MTSS Multi-Tier Systems of Support (Response to Intervention (Rtl))</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will involve mathematics classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program, Behavioral Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$270000</p>	<p>Teachers Paraprofessionals Principals Director of Categoical Funding</p>
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District Improvement Plan

Oscoda Area Schools

Study Island	Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum. Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$8300	Teachers Principals
Community Programs/Mentor Program	Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success,district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000 The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.	Parent Involvement, Community Engagement	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Teachers Principals Director of Categorical Funding

District Improvement Plan

Oscoda Area Schools

<p>Summer School</p>	<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with students attending classes sessions for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/19/2017</p>	<p>08/04/2017</p>	<p>\$15000</p>	<p>Teachers Principals</p>
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District Improvement Plan

Oscoda Area Schools

<p>Technology for learning</p>	<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities.</p> <p>Integration of technology will include but not be limited to:</p> <p>RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success.</p> <p>OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success</p> <p>TRIG - Online teacher training and classroom technology applications</p> <p>Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$8300</p>	<p>Teachers Principals Technology Director</p>
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District Improvement Plan

Oscoda Area Schools

<p>Summer School</p>	<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with students attending classes sessions for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/19/2017</p>	<p>08/11/2017</p>	<p>\$15000</p>	<p>Teachers Principals</p>
<p>Study Island</p>	<p>Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum. Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$2500</p>	<p>Teachers Principals Technology Director</p>

District Improvement Plan

Oscoda Area Schools

<p>MTSS Multi-Tier Support Systems Response to Intervention (Rtl)</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$270000</p>	<p>Teachers Paraprofessionals Principals Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

Technology for learning	Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities. Integration of technology will include but not be limited to: RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success. OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success TRIG - Online teacher training and classroom technology applications Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)	Technology	Tier 1	Implement	08/29/2016	06/23/2017	\$8300	Teachers Technology Director Principals
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District Improvement Plan

Oscoda Area Schools

<p>MTSS / Response to Intervention (RtI)</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher. Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals. Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$270000</p>	<p>Teachers Paraprofessionals Principals Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

<p>Community Programs/Mentor Program</p>	<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success, district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000</p> <p>The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$5500</p>	<p>Teachers Parent Liaison Principals Title Director</p>
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District Improvement Plan

Oscoda Area Schools

<p>Professional Development - MCSS Conference</p>	<p>Up to 6 teachers to attend the MCSS Conference in April 2017, \$150/teacher \$900 for registration Michigan Council Of The Social Studies Conference centers on an update on new Social Studies content expectations, the C3, reading and writing strategies in content and current local, state and national happenings in the world of social studies education.</p> <p>Specifically, staff will be looking for strategies related to the following:</p> <ul style="list-style-type: none"> --Continuation of the Marzano Classroom Strategies already reviewed in 2016-17 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus --Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role (Khan Academy.) How to effectively use these programs to improve student success --Project based learning (how to manage a classroom and project with technology) --21 Things 4 Teachers (This is based on Marzano's High Yield Strategies) <p>The practical Marzano teaching strategies and practices, and formative assessment practices presented at the conference and teachers will be reviewed and revisited by the department at monthly PLCs.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$2600</p>	<p>Teachers Administrators Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

<p>Technology for Learning</p>	<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities.</p> <p>Integration of technology will include but not be limited to:</p> <p>RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success.</p> <p>OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success</p> <p>TRIG - Online teacher training and classroom technology applications</p> <p>Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$4750</p>	<p>Classroom Teachers Intervention Teachers Enrichment Teachers Paraprofessionals Content Coach Principals</p>
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District Improvement Plan

Oscoda Area Schools

<p>Study Island, Diebels easy CMB</p>	<p>Diebels easy CMB \$2/student approx. \$450 RES Grades 2-6 online mathematics assessment identify students in need of math academic support. this data is uploaded into Study Island and creates individualized plans for students to be implemented by Tier II and III intervention teachers.</p> <p>Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students</p> <p>Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas</p> <p>Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum.</p> <p>Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$8650</p>	<p>Teachers Administrators Director of Categorical Funding</p>
<p>Content/Instructional Coach</p>	<p>The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$31000</p>	<p>Content Coach Principals Teachers</p>

District Improvement Plan

Oscoda Area Schools

<p>Formative Assessments</p>	<p>PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success:</p> <p>How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements)</p> <p>Interpretation and use of student data to guide instruction</p> <p>How to plan and implement differentiated instruction/lessons based on formative assessments</p> <p>How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons</p>	<p>Professional Learning, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$5750</p>	<p>Teachers Content Coach Principals</p>
<p>Community Programs/Mentor Program</p>	<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success,district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum.</p> <p>Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000</p> <p>The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$5750</p>	<p>Principals Teachers Director of Categorical Funding</p>

District Improvement Plan

Oscoda Area Schools

After School Workshop / Academic Support	<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule.</p> <p>Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data.</p> <p>Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$19000	Teachers Principals
Community Programs/Mentor Program	<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success, district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000 The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p>	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Parent Liaison Principals Title Director

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>After School Workshop / Academic Support</p>	<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule. Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data. Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$18000</p>	<p>Teachers Principals Director of Categorical Funding</p>
<p>Paraprofessionals</p>	<p>Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$20000</p>	<p>Paraprofessionals Teachers Principals Director of Categorical Funding</p>

District Improvement Plan

Oscoda Area Schools

<p>MTSS Multi-Tier Systems of Support (Response to Intervention (Rtl))</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will involve mathematics classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program, Behavioral Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$320000</p>	<p>Teachers Paraprofessionals Principals Director of Categoical Funding</p>
<p>Paraprofessionals</p>	<p>Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$20000</p>	<p>Teachers Paraprofessionals Principals</p>

District Improvement Plan

Oscoda Area Schools

<p>MTSS Multi-Tier Support Systems Response to Intervention (Rtl)</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$320000</p>	<p>Teachers Paraprofessionals Principals Director of Categorical Funding</p>
<p>Discipline process</p>	<p>Problem Solving Learning Room has been established and staffed as an alternative placement to out of school suspension. Students reflect on behaviors and make plans for improvement as well as work to complete academic assignments.</p> <p>Behavior contracts will be created for individual students, as needed, and include details of expected behaviors and consequences, such as detention, suspension and attendance in the Such plans will be discussed, reviewed and made in collaboration with parents and staff.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$25000</p>	<p>PSLR staff Teachers All staff Building Principals</p>

District Improvement Plan

Oscoda Area Schools

<p>MTSS / Response to Intervention (RtI)</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher. Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals. Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$320000</p>	<p>Teachers Paraprofessionals Principals Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

<p>MTSS / Response to Intervention (RtI)</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$320000</p>	<p>Teachers Paraprofessionals Principals Director of Categorical funding</p>
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District Improvement Plan

Oscoda Area Schools

PSLR staff	<p>Problem Solving Learning Room has been established and staffed with a qualified teacher/social worker who works in the district on a daily basis providing support to students who have experienced at Tier II and Tier III behavior issues.</p> <p>The PSLR as an alternative placement to out of school suspension. Students reflect on behaviors and make plans for improvement as well as work to complete academic assignments.</p> <p>Behavior plans / contracts will be created for individual students, as needed, and include details of expected behaviors and consequences, such as detention, suspension and attendance in the Such plans will be discussed, made/reviewed in collaboration with parents and staff.</p>	Behavioral Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$25000	Teachers Staff Building Admin PSLR staff
Paraprofessionals	<p>Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$20000	Teachers Paraprofessionals Principals Director of Categorical Funding

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Writing Strategies / High Interest Informatinal text	<p>Teachers will incorporate Marzano research-based high yields instructional strategies to improve reading and witing in all content areas. Included: identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.</p> <p>In addition, OHS Science teachers will incorporate science magazines (such as Popular Science and Current Science) in the classroom including webbased materials and activities implementing the school's 1 to 1 technology inititate.</p>	Technology , Teacher Collaborati on, Direct Instruction	Tier 1	Monitor	08/29/2016	06/23/2017	\$1000	Teachers Principals Content/Instruational Coach

District Improvement Plan

Oscoda Area Schools

Young Owls Pre-School Program - Community Education Program	Young Owls Preschool Program will be implemented for students who do not qualify/chose not to attend the GSRP program. Qualified staff wil focus the program to include social, emotional and academic school readiness skills during 3, nine week sessions held during the school year.	Academic Support Program, Behavioral Support Program, Direct Instruction	Tier 1	Implement	09/05/2016	05/12/2017	\$12000	Preschool Staff Community Education Coordinator Administrati on
PLC's Reading / Writing Strategies in the Classroom	<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>16-17 Topics to be included during district PLCs and individual / small group training, modeling, coaching with the Content/Instructional Coach:</p> <p>Effective instructional strategies may include (not a complete list):</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Stategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. 	Professiona l Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$0	Teachers Principals Content/Ins tructional Coac
Young Owls Pre-School Program - Community Education Program	Young Owls Preschool PProgram will be implemented for student swho do not qualify/choose to not attend the GSRP progra. Qualified staff will focus the program to include social, emotional, acaademic and school readiness skills during 3, nine week sessions held throughout the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2016	05/19/2017	\$12000	Preschool staff Community Education Coordinator Administrat ors
Young Owls Preschool program	Young Owls Preschool Program will be implemetned for students who do not qualify/choose to not attend the GSRP program. Qualified staff will focus the program to iinclude social, emotional, academic school readiness skills during 3, nine week sessions held during the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2016	05/12/2017	\$12000	Preschool staff Community Education Coordinator District Administrat ors

District Improvement Plan

Oscoda Area Schools

PLC's	<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>Topics will focus on, but not be limited to:</p> <ul style="list-style-type: none"> - share ideas/strategies involved in the incorporation of "high interest" informational texts - Popular Science, Current Science - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. 	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	Teachers Principals
Young Owls PreSchool - Community Education Program	<p>Young Owls Preschool Program will be implemented for students who do not qualify/choose to not attend the GSRP program. Qualified staff will focus the program to include social, emotional, academic school readiness skills during 3, nine week sessions held during the school year.</p>	Academic Support Program, Behavioral Support Program	Tier 1		09/05/2016	05/19/2017	\$12000	Preschool staff Community Education Director
Positive Reward System	<p>Teams of teachers and staff will develop positive reward systems for the students. There will also be a school wide PBS system where students can be awarded for positive behavior</p>	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$6500	Teachers Principal Secretaries Paraprofessionals Food Service Custodians

District Improvement Plan

Oscoda Area Schools

<p>PLC's</p>	<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>Topics will focus on, but not be limited to:</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - follow up to MCSS conference: new Social Studies content expectations, the C3, reading and writing strategies and current local, state and national happenings in the world of social studies education. <p>The practical Marzano teaching strategies and practices, and formative assessment practices presented at the conference will be reviewed and revisited by the department at monthly PLCs.</p> <ul style="list-style-type: none"> - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - RES staff will continue work on Writer's Wokshop / content writing and guided reading content reading instruction. - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$0</p>	<p>Teachers Principals</p>
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS / Response to Intervention (Rtl)	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$590000	Teachers Paraprofessionals Principals Director of Categorical funding

District Improvement Plan

Oscoda Area Schools

<p>After School Workshop / Academic Support</p>	<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule. Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data. Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$18000</p>	<p>Teachers Principals Director of Categorical Funding</p>
<p>Summer School</p>	<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with students attending classes sessions for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/19/2017</p>	<p>08/04/2017</p>	<p>\$15000</p>	<p>Teachers Principals</p>

District Improvement Plan

Oscoda Area Schools

Study Island	Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum. Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/16/2017	\$2500	Teachers Principals Technology Director
MTSS / Response to Intervention (Rtl)	RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher. Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals. Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services Ongoing monitoring of student progress to determine need of academic support	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$590000	Teachers Paraprofessionals Principals Director of Categorical Funding
Paraprofessionals	Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$20000	Teachers Paraprofessionals Principals

District Improvement Plan

Oscoda Area Schools

After School Workshop / Academic Support	As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule. Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data. Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$18000	Teachers Paraprofessionals Principals
Summer School	TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available OHS students (grades 7-12) Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is basically an online program with students attending school for academic support. RES students (grades K-6) RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.	Direct Instruction	Tier 2	Implement	06/19/2017	08/04/2017	\$15000	Teachers Principals

District Improvement Plan

Oscoda Area Schools

Community Programs/Mentor Program	Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success,district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000 The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Parent Liaison Principals Title Director
PLC's	<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>Topics will focus on, but not be limited to:</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - follow up to MCSS conference: new Social Studies content expectations, the C3, reading and writing strategies and current local, state and national happenings in the world of social studies education. <p>The practical Marzano teaching strategies and practices, and formative assessment practices presented at the conference will be reviewed and revisited by the department at monthly PLCs.</p> <ul style="list-style-type: none"> - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - RES staff will continue work on Writer's Workshop / content writing and guided reading content reading instruction. - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. 	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$0	Teachers Principals

District Improvement Plan

Oscoda Area Schools

Content/Instructional Coach	The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$31000	Instruction Coach Principals Teachers
Formative Assessments	PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$23000	Teachers Content Coach Principals
PLC's	PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable. Topics will focus on, but not be limited to: - share ideas/strategies involved in the incorporation of "high interest" informational texts - Popular Science, Current Science - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	Teachers Principals

District Improvement Plan

Oscoda Area Schools

Content/Instructional Coach	The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A “how to” approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.	Professional Learning	Tier 1	Monitor	08/29/2016	06/23/2017	\$31000	Content Coach Principals Teachers
Formative Assessments	PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Teachers Content/Instru ctional Coach Principals

District Improvement Plan

Oscoda Area Schools

<p>MTSS Multi-Tier Support Systems Response to Intervention (Rtl)</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will include ELA reading/writing classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$590000</p>	<p>Teachers Paraprofessionals Principals Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

<p>After School Workshop / Academic Support</p>	<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule.</p> <p>Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data.</p> <p>Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$1700</p>	<p>Teachers Principals Director of categorical Funding</p>
<p>Summer School</p>	<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with studnets attending classes for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/19/2017</p>	<p>08/04/2017</p>	<p>\$15000</p>	<p>Teachers Principals Director of Categorical Funding</p>

District Improvement Plan

Oscoda Area Schools

<p>Community Programs/Mentor Program</p>	<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success, district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000</p> <p>The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$5750</p>	<p>Principals Teachers Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

Technology for learning	Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities. Integration of technology will include but not be limited to: RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success. OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success TRIG - Online teacher training and classroom technology applications Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)	Technology	Tier 1	Implement	08/29/2016	06/23/2017	\$4750	Teachers Content Coach Principals Technology Director Title Director
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District Improvement Plan

Oscoda Area Schools

<p>PLC's (including OHS Book Study)</p>	<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>ELA Teachers (HS) will incorporate high yield literacy strategies to improve reading and writing. Teachers will identify and implement writing engagement strategies and close reading strategies as outlined in the books: "Notice and Note" by Kylene Beers, "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p> <p>ELA teachers will meet monthly to determine common strategies to utilize for the following weeks. This teaching/learning process will be an extension of the MCTE conference that teachers attend in October 2016.</p> <p>Teachers already have copies of "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p> <p>Teachers will need..... "Notice and Note" by Kylene Beers. 5 copies @ \$35/copy = \$175</p> <p>Additional PLC topics will focus on, but not be limited to:</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - OHS student engagement writing strategies, close reading strategies, follow up to MCTE Conference - Writing with Mentors - RES student engagement strategies, Guided Reading, Writer's Workshop/writing in all contents - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$175</p>	<p>Teachers Principals</p>
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District Improvement Plan

Oscoda Area Schools

	work with OAS Instructional Coach following a "Train, Model, Coach" format.							
Instructional Coach	The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows: Train staff - on a variety of teaching/learning strategies intended to increase student learning Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.	Professional Learning	Tier 1	Implement	08/22/2016	06/23/2017	\$31000	Content Coach Principals Teachers
Formative Assessments	PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can ...statements) Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons	Professional Learning, Direct Instruction	Tier 1	Implement	08/29/2016	06/23/2017	\$5750	Teachers Content Coach Principals

District Improvement Plan

Oscoda Area Schools

<p>Community Programs/Mentor Program</p>	<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success, district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum. Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000 The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p>	<p>Parent Involvement, Community Engagement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$5750</p>	<p>Teachers Principals Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

<p>Technology for Learning</p>	<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities.</p> <p>Integration of technology will include but not be limited to:</p> <p>RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success.</p> <p>OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success</p> <p>TRIG - Online teacher training and classroom technology applications</p> <p>Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$4750</p>	<p>Classroom Teachers Intervention Teachers Enrichment Teachers Paraprofessionals Content Coach Principals</p>
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District Improvement Plan

Oscoda Area Schools

<p>PLC's Reading / Writing Strategies in the Classroom</p>	<p>PLC's will be scheduled during a 30 minute time period before the regular school day begins, when applicable.</p> <p>16-17 Topics to be included during district PLCs and individual / small group training, modeling, coaching with the Content/Instructional Coach:</p> <p>Effective instructional strategies may include (not a complete list):</p> <ul style="list-style-type: none"> - building and district school improvement plan elements - review of student work / formative assessments which would then drive instruction - best teaching/learning practices by grade level/content - student engagement strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and recognition - "Teach Like a Champion" Strategies at OHS - collaborate/plan lessons/activities by content focusing on formative assessments and identified engagement strategies - co-teach, review lessons/activities and student work with OAS Instructional Coach following a "Train, Model, Coach" format. 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$0</p>	<p>Teachers Principals Content/Instr tional Coac</p>
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District Improvement Plan

Oscoda Area Schools

<p>MTSS Multi-Tier Systems of Support (Response to Intervention (Rtl))</p>	<p>RES 3 FTE Teachers (Titel I and II A) to provide Tier II and III academic support - Reading and Math RES Partial FTE of 7 paraprofessionals (31A) to provide additional academic support to identified students</p> <p>OHS 2 FTE teachers (31 A) to provide Tier II and Tier II academic support OHS Partial FTE of 7 teachers (EXCEL Program) to provide additional academic support to identified students</p> <p>Tier I will involve mathematics classroom interventions and differentiation within the classroom. Research shares that 80% of students can be successful with additional instructional academic support from the classroom teacher.</p> <p>Tier II involves external (to the classroom) academic support for the student . Tier II is in-school support to identified students including Intervention teachers; EXCEL teachers; LAW teachers; Academic Coaches and intervention paraprofessionals.</p> <p>Tier III students includes those who need additional, more intensive academic, social, behavior support and often includes those students identified to receive special education services</p> <p>Ongoing monitoring of student progress to determine need of academic support</p>	<p>Academic Support Program, Behavioral Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$590000</p>	<p>Teachers Paraprofessionals Principals Director of Categoical Funding</p>
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District Improvement Plan

Oscoda Area Schools

<p>After School Workshop / Academic Support</p>	<p>As funding allows, After School Workshop for up to 4 days/week, (two teachers @ OHS and 2 teachers @ RES) will be offered to provide additional time, academic instruction, review and/or remediation of skills for students at risk of failing core academic classes or at risk of not graduating on schedule.</p> <p>Data from participants will be reviewed to determine the effect of these programs provided outside the regular school day. Adjustments may be made to individual programs as well as the prioritizing of programs offered based on this data.</p> <p>Transportation is planned to allow all students to participate in these academic help sessions outside of the regular school day.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$19000</p>	<p>Teachers Principals</p>
<p>Summer School</p>	<p>TENTATIVELY, Summer School Programs and transportation will be scheduled for the summer of 2017 based on Title I Funds and 31-A Funds available</p> <p>OHS students (grades 7-12)</p> <p>Students who have failed classes and are behind in credits toward graduating on time (within 4 years) may participate in a class/credit recovery type of on-line program with academic support provided by highly qualified content teachers. The HS program is an online program with students attending classes sessions for support and guidance.</p> <p>RES students (grades K-6)</p> <p>RES Summer School will be an academic focused program primarily for identified students who have not been successful during the school year. Smaller class sizes will allow teachers to provide more individualized instruction for students using a review, practice, reteach, remediation format. RES summer school will focus on skill based instruction to meet individual student needs in reading comprehension, writing, math as well as all core content areas.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/19/2017</p>	<p>08/11/2017</p>	<p>\$15000</p>	<p>Teachers Principals</p>

District Improvement Plan

Oscoda Area Schools

Community Programs/Mentor Program	<p>Staff and administration will work to involve parents and the community in the educational process by implementing a range of parent and community programs focused on academic goals for student success, district programs and curriculum, student academic success, career opportunities/planning, community resources, etc. Staff and building level administration will work collaboratively to plan programs, provide purchased materials that support the building/district level school improvement goals and curriculum.</p> <p>Approximate funding per building for programs and materials RES - \$3500 OHS - \$2000</p> <p>The district Mentor program will provide additional academic and social support to identified students, while creating/maintaining partnerships with parents and community members.</p>	Parent Involvement	Tier 1	Implement	08/29/2016	06/23/2017	\$5500	Teachers Parent Liaison Principals Title Director
Positive Reward System	Teams of teachers and staff will develop positive reward systems for the students. There will also be a school wide PBS system where students can be awarded for positive behavior	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$6500	Teachers Principal Secretaries Paraprofessionals Food Service Custodians
Formative Assessments	<p>PLC discussions, professional development, grade level/curriculum meetings will be guided by topics related use of formative assessments focusing on increasing student success: How to incorporate daily/regular formative assessments focusing on learning targets ("I can "...statements)</p> <p>Interpretation and use of student data to guide instruction How to plan and implement differentiated instruction/lessons based on formative assessments How to analyze classroom data from classroom warm-ups, word cards, concept mapping, journal reviews, exit tickets to plan effective lessons</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$0	Principal, Content/Instructional Coach

District Improvement Plan

Oscoda Area Schools

Content/Instructional Coach	<p>The Instructional Coach will support the school improvement plan goals / objectives and professional development activities. A "how to" approach will be implemented by the staff holding this position and will be structured as follows:</p> <p>Train staff - on a variety of teaching/learning strategies intended to increase student learning</p> <p>Coach staff - by observing classroom lessons and offering feedback related to identified strategies/practices to be observed</p> <p>Model lessons - and strategies that show staff how to apply and implement strategies and best practices for increasing student learning/success.</p>	Professional Learning, Academic Support Program, Recruitment and Retention	Tier 1		08/22/2016	06/23/2017	\$17000	Content/Instructional Coach Principal
Professional Learning - MCTM Conf.	<p>6-8 Math Teachers to attend July 27-28, 2016 MCTM Conference (Traverse City, Registration: \$200/person) to enhance hands on learning, student engagement teaching strategies, creating/implementing formative assessments, and integrating STEM strategies/activities. Sustain learning from conference throughout the school year via PLCs, content mtgs, staff meetings. Monitor via lesson plans, walkthroughs and observations.</p>	Professional Learning, Teacher Collaboration, Direct Instruction	Tier 1	Implement	07/25/2016	06/23/2017	\$3200	Teachers, Principals, Director of Categorical Funding
Profession Development CMP Conf.	<p>Up to 3 Math teachers to attend Connected Math Conference February 24-25, 2017 (\$900 registration -East Lansing) to enhance full implementation of CMP 3 Math program curriculum, hands on learning, student engagement strategies, creating/implementing formative assessments, and integrating STEM related stategies/activities. Sustain learning from conference via PLCs, content mtgs, staff meetings throughout the school year. Monitor progress of learning via lesson plans, walkthroughs, observations</p>	Professional Learning, Implementation, Direct Instruction	Tier 1		08/29/2016	06/23/2017	\$1986	teachers, Principals, Director of Categorical Funding
Young Owls PreSchool - Community Education Program	<p>Young Owls Preschool Program will be implemetned for students who do not qualify/choose to not attend the GSRP program. Qualified staff will focus the program to iinclude social, emotional, academic school readiness skills during 3, nine week sessions held during the school year.</p>	Academic Support Program, Behavioral Support Program	Tier 1		09/05/2016	05/19/2017	\$12000	Preschool staff Community Education Director

District Improvement Plan

Oscoda Area Schools

Young Owls Pre-School Program - Community Education Program	Young Owls Preschool Program will be implemented for student who do not qualify/choose to not attend the GSRP progra. Qualified staff will focus the program to include social, emotional, acaademic and school readiness skills during 3, nine week sessions held throughout the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2016	05/19/2017	\$12000	Preschool staff Community Education Coordinator Administrators
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District Improvement Plan

Oscoda Area Schools

<p>PD @ IRESA (NGSS)</p>	<p>Year long Science Professional Development at IRESA</p> <p>Professional Development Consortium Iosco RESA Presents Applying the Michigan Science Standards With Joe Krajcik, Mary Starr, Mike Gallagher and Brian Reiser</p> <p>The complete set of Michigan Science Standards has arrived! Happily, they closely follow the “Next Generation Science Standards.” What do these standards portend for Science education in our schools and what should we do about it? These and many other questions will be answered by the “best and brightest” that our state has to offer starting with one of the “fathers” of those standards. Come with your team and learn from the best!</p> <p>The Series September 22, 2016 “The need for and purpose of the Michigan Standards” Dr. Joe Krajcik October 27, 2016 “Digging Deep – Understanding the 3-D Vision of the Framework” – Dr. Mary Starr November 16, 2016 “Exploring Phenomena through Scientific Investigation” Dr. Mary Starr February 23, 2017 “Interpreting Patterns and Relationships through Data Analysis” – Dr. Mary Starr March 23, 2017 “Making Connections through Argumentation and Exploration” – Dr. Mary Starr April 20, 2017 “Tying a Ribbon around the Science Standards” Dr. Brian Reiser</p> <p>This series meets from 9:00 a.m. to 3:00 p.m. at Iosco RESA’s KCC room, 27 N. Rempert Rd., Tawas City, MI 48763</p> <p>All districts will be billed per original agreement with Iosco RESA. The price is \$3,000 per team (4-8 people), but could be less. Meals & Materials are included.</p> <p>Preregistration is through Superintendent and/or designee. Registration is due by Friday, September 16, 2016 (but sooner is better.)</p> <p>Questions: (231) 598-0793 or (989)362-3006 ext.</p>	<p>Materials, Academic Support Program, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$3000</p>	<p>IRESA staff Teachers Administrators Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

	<p>Questions: (231) 598-0793 or (989)362-3006 ext. 130</p> <p>Iosco Regional Educational Service Agency</p>							
Professional Development - MCSS Conference	<p>Up to 6 teachers to attend the MCSS Conference in April 2017, \$150/teacher \$900 for registration Michigan Council Of The Social Studies Conference centers on an update on new Social Studies content expectations, the C3, reading and writing strategies in content and current local, state and national happenings in the world of social studies education.</p> <p>Specifically, staff will be looking for strategies related to the following:</p> <p>--Continuation of the Marzano Classroom Strategies already reviewed in 2016-17 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus</p> <p>--Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role (Khan Academy.) How to effectively use these programs to improve student success</p> <p>--Project based learning (how to manage a classroom and project with technology)</p> <p>--21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p> <p>The practical Marzano teaching strategies and practices, and formative assessment practices presented at the conference and teachers will be reviewed and revisited by the department at monthly PLCs.</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/23/2017	\$2600	Teachers Administrators Director of Categorical Funding
PLCs related to PBIS	<p>Teachers/staff will meet regularly (in PLCs) to focus, collaborate, create plans and examples (videos, demonstrations, etc) of appropriate and acceptable student behavior at school. These examples will be shared/reviewed with students throughout the school year, asneeded.</p>	Behavioral Support Program	Tier 1	Monitor	08/29/2016	06/23/2017	\$0	All staff

District Improvement Plan

Oscoda Area Schools

PSLR staff	<p>Problem Solving Learning Room has been established and staffed with a qualified teacher/social worker who works in the district on a daily basis providing support to students who have experienced at Tier II and Tier III behavior issues.</p> <p>The PSLR as an alternative placement to out of school suspension. Students reflect on behaviors and make plans for improvement as well as work to complete academic assignments.</p> <p>Behavior plans / contracts will be created for individual students, as needed, and include details of expected behaviors and consequences, such as detention, suspension and attendance in the Such plans will be discussed, made/reviewed in collaboration with parents and staff.</p>	Behavioral Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$25000	Teachers Staff Building Admin PSLR staff
Discipline process	<p>Problem Solving Learning Room has been established and staffed as an alternative placement to out of school suspension. Students reflect on behaviors and make plans for improvement as well as work to complete academic assignments.</p> <p>Behavior contracts will be created for individual students, as needed, and include details of expected behaviors and consequences, such as detention, suspension and attendance in the Such plans will be discussed, reviewed and made in collaboration with parents and staff.</p>	Behavioral Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$25000	PSLR staff Teachers All staff Building Principals
Reading Writing Strategies / High Interest Informatinal text	<p>Teachers will incorporate Marzano research-based high yields instructional strategies to improve reading and witing in all content areas. Included: identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.</p> <p>In addition, OHS Science teachers will incorporate science magazines (such as Popular Science and Current Science) in the classroom including webbased materials and activities implementing the school's 1 to 1 technology inititate.</p>	Technology , Teacher Collaborati on, Direct Instruction	Tier 1	Monitor	08/29/2016	06/23/2017	\$1000	Teachers Principals Content/Ins tructional Coach
Reading / Writing Strategies in the classroom	<p>Teachers will incorporate Marzano research-based high yields instructional strategies to improve reading and witing in all content areas. Included: identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.</p>	Professiona l Learning, Teacher Collaborati on, Direct Instruction	Tier 1		08/29/2016	06/23/2017	\$0	Teachers PRincipals

District Improvement Plan

Oscoda Area Schools

Richardson Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum. Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$8300	Teachers Principals
Paraprofessionals	Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III	Academic Support Program	Tier 2	Monitor	08/29/2016	06/23/2017	\$20000	Paraprofessionals Teachers Principals Director of Cateforical Funding

District Improvement Plan

Oscoda Area Schools

<p>Technology for learning</p>	<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities.</p> <p>Integration of technology will include but not be limited to:</p> <p>RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success.</p> <p>OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success</p> <p>TRIG - Online teacher training and classroom technology applications</p> <p>Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$8300</p>	<p>Teachers Principals Technology Director</p>
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Oscoda Area Schools

Technology for learning	<p>Professional Development through PLCs, staff meetings, grade level meeting for sharing technology integration to guide instruction, review and analyze student data to meet individual student academic needs, plan for lessons/activities, provide review, practice and extended lessons/activities. Integration of technology will include but not be limited to: RES: Read Naturally Program for Tier II and III Intervention (Title I), Study Island (\$8300 - Title I) to reinforce and practice math skill at Tier II, an III, Book Adventure, NWEA, Starfall, Basic Skills, Kidspiration, online textbooks (and other resources) Enrichment classes to provide technology experiences to students in core content areas with the goal of supporting classroom curriculum and increasing student success. OHS: Edmodo, Google Classroom, classroom integration/application of technology - 1 to 1 technology initiative EXCEL Program (Academic support/Intervention/Enrichment) and ongoing plan and how technology will play a role (Khan Academy, Google Classroom) How to effectively use these programs to improve student success TRIG - Online teacher training and classroom technology applications Consider at all levels and contents: Research based technology integration model such as SAMR or T-PACK Project based learning (how to manage a classroom and projects with technology) 21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p>	Technology	Tier 1	Implement	08/29/2016	06/23/2017	\$8300	Teachers Technology Director Principals
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<p>Study Island</p>	<p>Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students</p> <p>Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas</p> <p>Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum.</p> <p>Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/17/2015</p>	<p>06/17/2016</p>	<p>\$8300</p>	<p>Teachers Principals</p>
<p>Paraprofessionals</p>	<p>Paraprofessionals will be supervised, guided and monitored by highly qualified teachers to work with individual and small groups of identified students. The goal is to work toward improving individual student's academic achievement and become successful independent learners. Paraprofessionals will be involved in all levels of the Multi-Tier Support System.....Tier I, Tier II and Tier III</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$20000</p>	<p>Teachers Paraprofessionals Principals Director of Categorical Funding</p>

District Improvement Plan

Oscoda Area Schools

<p>Study Island, Diebels easy CMB</p>	<p>Diebels easy CMB \$2/student approx. \$450 RES Grades 2-6 online mathematics assessment identify students in need of math academic support. this data is uploaded into Study Island and creates individualized plans for students to be implemented by Tier II and III intervention teachers.</p> <p>Study Island (\$8300 - RES) Title I funded Academic Support for Tier II and Tier III students</p> <p>Study Island will be used to strengthen student understanding of the core curriculum standards through practice, review, and reteaching of classroom curriculum skills. This program will guide lesson design and focus on the individualized academic needs of students identified as needing additional academic support in core content areas</p> <p>Teachers will use Study Island as a Tier II and III remedial tool in addition to classroom instruction, to assess student knowledge/skills, practice and reteach curriculum.</p> <p>Study Island related activities may also be used for formative and summative classroom assessments to identify student weaknesses.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$8650</p>	<p>Teachers Administrators Director of Categorical Funding</p>
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District Improvement Plan

Oscoda Area Schools

Early Literacy / Guided Reading Coaching	5 days of IEE Coaching @ \$905/day July 2016 - June 2017 The coach will guide and lead staff via the following structure: Train Staff: on the use of variety of teaching/learning strategies and interpretation of formative assessments/assessments to drive instruction and increase student learning. Review of summer training that established a systematic guided reading process to implement, document, analyze, revise classroom instruction and interventions. Coach staff: by observing classroom lessons and offering feedback related to the specific strategies/practices of the guided reading process. Model lessons, activities, and strategies that show staff how to apply and implement strategies and best practices for the guided reading process, while increasing student engagement, learning and success.	Professional Learning, Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Implement	08/22/2016	06/23/2017	\$4525	Teachers Administrators Director of Categorical Funding IEE Coach
Young Owls Preschool program	Young Owls Preschool Program will be implemented for students who do not qualify/choose to not attend the GSRP program. Qualified staff will focus the program to include social, emotional, academic school readiness skills during 3, nine week sessions held during the school year.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2016	05/12/2017	\$12000	Preschool staff Community Education Coordinator District Administrators
Young Owls Pre-School Program - Community Education Program	Young Owls Preschool Program will be implemented for students who do not qualify/choose not to attend the GSRP program. Qualified staff will focus the program to include social, emotional and academic school readiness skills during 3, nine week sessions held during the school year.	Academic Support Program, Behavioral Support Program, Direct Instruction	Tier 1	Implement	09/05/2016	05/12/2017	\$12000	Preschool Staff Community Education Coordinator Administration

Oscoda Area High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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District Improvement Plan

Oscoda Area Schools

<p>Reading / Writing Professional Development MCTE Conf</p>	<p>Teachers will continue to incorporate high yeild literacy strategies to improve reading and writing at all grade and content levels. Strategies will include: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition.</p> <p>To support this activity, 5 teachers to attend MCTE Conference October 7, 2016, to focus on student engagement writing strategies, close reading strategies, formative assessments. 5 registrations @ \$160 each \$800</p> <p>Teachers will incorporate high yeild literacy strategies to improve reading and wiritng. This will be supported by professional development opportunities including the October 2016 MCTE conference. monthly PLCs and book studies of "Notice and Note" by Kylene Beers, "Deeper Reading: Comprehending Challenging Texts" by Kelly Gallagher, and "Teaching Adolescent Writers" by Kelly Gallagher.</p>	<p>Professional Learning, Teacher Collaboration, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/23/2017</p>	<p>\$2400</p>	<p>Teachers Administrators Director of Categorical Funding</p>
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