



# **School Improvement Plan**

Oscoda Area High School

Oscoda Area Schools

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

## **Description of the School**

**Describe the school'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 serves?**

Oscoda Area High School is located in Oscoda, Michigan on the "Sunrise Side" of Lake Huron. In addition to Lake Huron, the community features two large lakes and the AuSable River. It is a haven for tourists all year because of the natural resources that abound.

The district serves an area of approximately 450 square miles. The high school is comprised of grades 7-12 and serves approximately 550 students. The district has experienced declining enrollment which has forced consolidation of facilities from four buildings down to two in the past six years.

Since the early 1990s, the community has struggled to re-establish its identity following the closure of the Wurtsmith Air Force Base. More recently, Oscoda has been hard hit by the economic downturn experienced throughout the state. The unemployment rate for Iosco County is approximately 8.6%, and the jobs that are available are primarily service and unskilled labor. As a result, approximately 75% of the students across the district qualify for free or reduced lunch. In addition, approximately 15% of the student population receives special education services through the school.

Despite budget reductions and declining enrollment, Oscoda Area Schools have managed to maintain a thriving athletic and fine arts program. Students have access to a variety of varsity and junior varsity sports as well as middle school athletics. Band is available to students in grades 6-12, and the program has recently experienced many successes. The high school band has qualified to compete at the state level in two of the last three years. In addition, many individual students have received state level honors for their musical endeavors. The staff at OHS is well-educated with approximately 50% of the professional staff possessing graduate degrees. It is a diverse staff comprised of teachers in various stages of their careers.

## **School's Purpose**

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

The Vision of Oscoda Area Schools is "Students First."

### Mission Statement

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

The primary focus of Oscoda Area High School is teaching and learning. The staff of Oscoda Area High School is committed to the goal of all students mastering basic skills in reading, writing, math, reasoning, and oral communication. We also believe our purpose is to foster academic excellence, personal growth, decision making ability and positive personal attributes for enhancing our democratic society.

Upon graduation, the students of Oscoda Area High School will be prepared to further their education or training, enter the job market, or otherwise contribute to society in a positive way.

### Belief Statements:

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.

Our vision of "Students First" is core to accomplishing our mission. We believe that the impact any decision or action has upon students should be of utmost concern and analyzed carefully before proceeding. 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.

Our Mission Statement was revisited and re-affirmed by our School Improvement Team and our Board of Education in January 2015.

## **Notable Achievements and Areas of Improvement**

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

In recent years, Oscoda Area High School (OHS) has received several prestigious awards. In 2010 and in 2014 Oscoda Area High School was awarded the bronze medal by the US News and World Report magazine. In addition, Oscoda was recognized by Bridge magazine as being one of the best "value-added" schools in the state. Both of these awards acknowledge that the district has found a way to reach the less advantaged students and pushed through the socioeconomic ceiling.

During the same three years, OHS has experienced growth on the Michigan Merit Exam in some areas and have maintained on others.

Oscoda Township has partnered with the schools by offering complimentary Community Center memberships to students who meet their goal on the composite SAT score. Our scores, however, are not as good as we would like or expect. Therefore, the School Improvement Team has placed significant emphasis on creating strategies to better deliver the Common Core Curriculum.

Also, OHS has a strong PBIS (Positive Behavior Intervention and Supports). Teachers, students, and administration are working cooperatively through this program to promote a positive culture within the school. This is one area that the school wants to emphasize and improve upon in the upcoming year.

In addition, we are on our fourth year of Intervention for a half hour each day in grades 7-12. This is the program we have chosen for our first 'self evaluation' as we are continuously looking at our data and finding ways to improve these efforts. In addition, we established the library as a Learning Center, staffed it with highly qualified teachers and allow students to come during class time for one-on-one help in all academic areas. We will also look at data for this program at the end of the year to decide ways to make this endeavor more effective for our students.

.Additionally, OHS has secured a grant and implemented the RAISE (Reader's Apprenticeship Program to improve student reading comprehension in all content areas) program. All professional staff receive training and strategies to help students achieve.

## **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 High School (OHS) is in the fifth year of a formal Intervention program. Students who are performing above grade level are provided enrichment opportunities, while students who are struggling are assigned to a teacher for appropriate remediation. The goal is for all students to achieve their potential.

-Participation in dual enrollment has steadily increased over the years. Currently more than 20% of our high school students are involved in the program. It is expected that these numbers will continue the upward trend.

-In addition to the dual enrollment opportunities, Oscoda Area High School, in partnership with Kirkland Community College, started an Early Middle College with a cohort of 20 students. The first four courses were held on Oscoda's campus thus eliminating the need for this cohort of students to travel.

-After consultation with a behavior specialist, OHS embarked on program to promote positive behaviors and improve the culture of the school. This initiative was developed and implemented by the teaching staff with full support of the administration. Expectations were explicitly taught to all students and positive behaviors are reinforced on a regular basis. This program will continue and expand in the upcoming school year We will continue to use behavior specialist to provide professional development to staff in the upcoming school year.

# **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.**

The improvement planning process for the 2016-2017 school year will include several different members; the building principal, the district content specialist coach, the district Title I director, the special ed coordinator, and two other staff members. Meetings will be held at a time conducive for all members to attend. Since the high school implemented a 1:1 technology initiative, the focus of this team will be parental information and involvement with technology integration into teaching and learning.

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

The school improvement plan is an essential component of the direction that a school is going. All stakeholders must have a voice in the direction the school should be going, as identified by data components and perceptions. Representation from administration will include involvement from the superintendent, principals, and department representatives. The superintendent's involvement will be focused on how Oscoda Area High School's improvement plan will fit in with the district plan for moving forward. His input involves resource allocation, staffing personnel, and relevant educational programs that link to lower elementary grade programs to ensure consistency throughout the district. The building principals will have significant involvement in the improvement plan, as they direct the plan to focus on student success and closing achievement gaps, while knowing the effective resources used in the past. The technology director will focus on how Oscoda Area High School is implementing technology to increase student achievement, while recognizing beneficial software programs and hardware components relevant to high school students. In addition to administration, teachers will have a significant role in the development of and implementation of the improvement plan for Oscoda Area High School. Teachers will focus on perception data from all stakeholders, while analyzing trends in student data on standardized assessments. In addition to reviewing assessment results, teachers will implement classroom strategies that will be easily implemented to support the improvement plan. Lastly, parents will have an influential part in the improvement plan at Oscoda Area High School. The parents will identify perceptions and the direction they would like to see the school take. Their input will be beneficial in having a perspective of the direction the school as a whole is going and the educational support their children will have.

There are numerous invitations for parental and student involvement in the development of the school improvement plan, however, it is our experience that this has been very difficult to achieve.

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

The final improvement plan will be linked to the school website. An announcement will be made to the parents and students via the School Messenger phone system. The plan will be revisited at least bi-monthly during morning professional development sessions for teachers as well as during monthly district improvement meetings. Each time new and updated data is available, it will be analyzed against the goals to SY 2016-2017

see if student achievement is increasing. The results of this analysis will be shared with all stakeholders including the board of education, staff, parents, students, and community.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

During the last three school years our district has averaged a loss of approximately 50 students each year.

Challenges we have faced due to this consistent loss of students include:

- \*Loss of foundation grant money
- \*Reduced classroom sections per grade level
- \*Closing of school buildings
- \*Re-aligning grade levels in buildings (K-6 and 7-12)

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Additional challenges are maintaining current programs, while at the same time finding funds to stay up-to-date with both technology and textbooks.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Over the last three years our student behavior data has been better. We have fewer discipline referrals and suspensions. Some challenges that continue to plague us are the most intense behavior students and how to help them before their behaviors escalate to the level of suspensions and expulsions.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

We are implementing PBIS and have hired a School Success professional for the district to help with behavior issues. We have continued to market our district in the community and find ways to make sure that our current programs are maintained, as well as staying on top of current trends in education.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what**

**impact might this have on student achievement?**

Our administration team is very experienced. Our Assistant Principal has more than 9 years of experience, while our Principal has over 12 years of experience. This level of experience allows them to be well-versed in the expectations for high school students, as well as gives them a strong foundation for leading both the staff and students, all of which has a positive impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

At our school approximately 70 % of the teaching staff have 9 or more years of experience. In many ways, this level of experience is beneficial to our students, in that the staff is well-versed in their content areas, as well as in strategies for teaching and learning. In addition, the 30% of the staff who are less experience bring a wealth of "new" knowledge to the table and work well with the entire staff to ensure that we are up-to-date on current trends.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Our school leaders are seldom absent due to illness. When they do have meetings or professional development, they try to schedule them for in the school building so they are available if necessary. Overall, this dedication to the students has a positive impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Our teachers were absent for 115 school business (pd) days and 130 personal/sick days. We believe that the number of days for professional learning are important for positive student achievement, as our staff brings back quality information they can immediately put into their lessons. We believe that no day out of the classroom is good for student achievement, however our staff only averages 4 days per year of personal or sick days, which does not have a truly significant impact on student achievement.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

One action we have taken and would like to continue to take is to offer as much professional development in our morning meeting time and before the school year begins. This allows staff to stay current while at the same time allowing them to be in the classroom.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Standard 3: Teaching and Assessing for Learning consistently stands out as an area of strength. In fact, indicator 3.5 (Teachers participate in collaborative learning communities to improve instruction and student learning.) was rated at the highest level (4).

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Standard 5: Using Results for Continuous Improvement was the area which stands out as the area that stands out as a challenge.

### **12. How might these challenges impact student achievement?**

Because this area is about student achievement, there is a chance that this may have a significant impact on student achievement. The team will be working on a school improvement plan that will take this information into account.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

The team will place activities into the school improvement plan which both give professional development on HOW to use data to continuously monitor student achievement, as well as time to work collaboratively to perfect the process.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

ALL students at OHS have equal opportunity for ALL extended learning opportunities at ALL times.

### **15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

All students at OHS have the following Extended Learning Opportunities available:

\*Before School Workshop

\*After School Workshop

\*Lunch Workshop

\*Friday School

\*Saturday School

\*Intervention/Excel Class

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Any student may access and of the Extended Learning Opportunities. Parents are notified through the school website, Open House, Conferences, newsletters and, at times, phone calls from administration and staff.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

All state content standards are being implemented with fidelity in all content courses and grade levels. The evidence is listed in the weekly lesson plans that each teacher is required to submit to the administration, which includes the state standard(s) being taught.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

We did not complete this document.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Students at OHS have a strength in vocabulary acquisition and usage. This is based on information taken from our NWEA assessments for the 2014-2015 school year.

### **19b. Reading- Challenges**

Students at OHS have a challenge in reading informational texts, as demonstrated through the NWEA assessments. In addition the gap between our economically disadvantaged and not economically disadvantaged students has increased, based on percentage of students proficient in this content area.

### **19c. Reading- Trends**

Current trends in reading show that students proficient in the MME has steadily increased from 36.7% to 56% from the 2009-2010 to 2013-2014 school years respectively. In addition to this, the 7th and 8th grade students proficient in the MEAP has increased 12.9% and 10.2%, respectively from the 2012-2013 school year to the 2013-2014 school year.

### **19d. Reading- Summary**

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Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Oscoda Area Schools will be revamping the Excel program that is designed to improve student achievement. These challenges will also be addressed through the following programs:

RAWC

RA in morning meetings

Implementation of Marzano High Yield Strategies

Study Island-2nd hour

Professional development to support Marzano

1-1 online

Kahn Academy

Study Island

### 20a. Writing- Strengths

Students at OHS show a writing strength in planning and organizing, as well as developing, revising, and researching their writing pieces. This is shown by our NWEA assessments.

### 20b. Writing- Challenges

OHS students have a challenge with understanding and editing mechanics of their writing as shown by the NWEA assessments. In addition, the MME proficiency gap between the economically disadvantaged and not economically disadvantaged students has stayed the same over the last 2 years.

### 20c. Writing- Trends

Based on the MME, student trends have fluctuated from the 2009-2010 school year to the 2013-2014 school year. Student proficiency increased from 21% to 41% from 2009-2010 to 2010-2011, dropped to 36% during the 2012-2013 school year and has then increase again

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to 49% in the 2013-2014 school year. Student proficiency on the MEAP has dropped 3.7%, from 45.7% to 42.0% from the 2012-2013 school year until the 2013-2014.

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

These challenges will be addressed through implementation of the following strategies:

RA-Cohorts

RAWC- Morning Meetings

1-1 Collaboration

Kahn Academy Implementation of RA, Marzano, and Teach Like a Champion.

Focus on Informational, Narrative, and Argumentative writing units through MAISA, Close Reads and M-Step rubrics.

### 21a. Math- Strengths

At OHS, student strengths in Math include Operations and Algebra Thinking concepts and Geometry, based upon our NWEA data.

### 21b. Math- Challenges

Based upon the NWEA data, students at OHS have a challenge with statistics and probability. In addition, the proficiency gap on the MME between the economically disadvantaged and non economically disadvantaged students has increased over the last 2 years.

### 21c. Math- Trends

7th and 8th grade MEAP assessments show a slight decrease in proficiency, 1.2% and 2% respectively over the last 2 years. However, the MME data shows a steady increase of student proficiency from 7% to 23% from the 2010-2011 school year to the 2013-2014 school year.

**21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

During 2nd hour the following strategies will be implemented to address these challenges:

Piloting Materials

Kahn Academy

Study Island

1-1

Marzano

Alignment of curriculum of CCSS

RA strategies

Math XL

**22a. Science- Strengths**

Based on the NWEA data, students at OHS show a strength in Physical Science, including Physics and Chemistry concepts. In addition, the student proficiency gap on the MME between our economically disadvantaged and non economically disadvantaged students has decreased over the last 3 years.

**22b. Science- Challenges**

Based on the NWEA data students have a challenge in life science content area.

Oscoda Area Schools will be revamping the Excel program that is designed to improve student achievement. These challenges will also be addressed through the following programs:

RAWC

RA in morning meetings

Implementation of Marzano High Yield Strategies

Study Island-2nd hour

Professional development to support Marzano

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1-1 online

Kahn Academy

Collaboration with local environmental groups

### 22c. Science- Trends

Based upon the MME data students proficient in Science is steadily increasing from 9.3% to 35% from the 2009-2010 school year to the 2013-2014. However, the 8th grade MEAP proficiency has decreased from 23.5% to 21.1% over the last 2 years.

### 22d. Science- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

To address the deficiencies in other particular science stands the department will begin curriculum work to transition to New Generation Science standards.

Oscoda Area Schools will be revamping the Excel program that is designed to improve student achievement. These challenges will also be addressed through the following programs:

RAWC

RA in morning meetings

Implementation of Marzano High Yield Strategies

Study Island-2nd hour

Professional development to support Marzano

1-1 online

Kahn Academy

Study Island

### 23a. Social Studies- Strengths

The strength of our social studies students show a decrease in the gap between economically disadvantaged and non economically disadvantaged students proficient on the MME assessments.

### 23b. Social Studies- Challenges

Based upon the MEAP data for 9th grade students, students proficient at OHS are 1.6% lower than the students proficient statewide with

24.0% and 25.6% respectively.

### 23c. Social Studies- Trends

MEAP data shows that students proficient at OHS have dropped from 31.0% to 24.0% from the 2010-2011 school year to the 2013-2014 school year. However, the MME data has fluctuated over the last 4 years. Students proficient from 2009-2010 to 2020-2011 increased by 8.5%, dropped 7% during the 2012-2013 school year and then has increased by 15% during the 2013-2014 school year.

### 23d. Social Studies- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Oscoda Area Schools will be revamping the Excel program that is designed to improve student achievement. These challenges will also be addressed through the following programs:

RAWC

RA in morning meetings

Implementation of Marzano High Yield Strategies

Study Island-2nd hour

Professional development to support Marzano

1-1 online

Kahn Academy

Study Island

Realignment of course requirements to provide a broad knowledge base prior to the end of 11th grade.

Updated materials and preliminary work for new S.S. Standards.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

Overall, students at OHS are satisfied with the availability of programs, the clear purpose and expectations, and the variety of classroom activities and assessment tools.

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

Students at OHS are very dissatisfied with the respect between students and the respect students give to professional and support staff members.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

Plans are in place continue and improve the schools PBIS (Positive Behavior Interventions and Supports) program and re-establish the Rachel's Challenge group. Both of these serve to improve behavior and social interactions within the building.

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Parents of students at OHS are satisfied with the clear objectives and expectations that are identified for staff and administration.

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Parents of students at OHS are not satisfied with the challenging activities that teachers provide to their students.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

By updating textbooks and technology within the school, students will be provided more challenging activities. In addition, plans are in place to collaborate with the local ISD to develop an Early/Middle college program for students looking to enhance their education. Curriculum and assessments will also be more accessible for parents and guardians through the districts gradebook program.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Overall, staff at OHS are satisfied with the learning communities that are established and the opportunities available for professional collaboration.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

Staff at OHS are not satisfied with the training and application of data to inform and drive instructional decisions.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Plans are in place to use professional development time for improved usage of data, including NWEA scores, Skyward access, and data warehouse. This time will include being able to access data, analyze results, and plan for revisions for classroom instruction.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

Stakeholders of OHS are satisfied with the opportunities for community involvement with the schools.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

Stakeholders of OHS are not satisfied with the availability of current resources and the condition they are in. In addition, student respect for the school property is of low satisfaction.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

Plans are in place to update the available textbooks and technology, which includes wireless internet and computers for every student. In addition, there are plans to update and modernize the athletic facilities at OHS.

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

In review, the strengths at OHS include having clear objectives and expectations for students and having a wide array of programs available for students to participate and succeed in. In regards to staff, OHS teachers are well experienced in the classroom without having numerous days off due to illness or personal days. It is imperative for teachers to be in the classroom with their students, and our staff is aware of this and works to have as much class time as possible. Staff also takes advantage of collaborative learning communities to improve student learning and improve classroom instruction.

Some challenges that OHS faces include maintaining our current programs with limited and unknown availability of funding, intensive student behaviors, and the effective use of data to drive instruction in the classroom. Another challenge that OHS faces is the gap between students that are economically disadvantaged and students that are not economically disadvantaged. Socially, the respect of students is a challenge that OHS faces. This is student to student respect, student to staff respect, and student to property/resources respect.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

All of the challenges identified have a negative impact on student achievement. If programs are not able to be sustained, students will lose valuable opportunities for assisting in their knowledge and understanding of the content. This would also limit the opportunities to instill and enhance social interactions among students. The challenges pertaining data usage affects how students are taught and being able to use the time efficiently and effectively while in the classroom.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

The challenges that have been identified will be addressed through a variety of avenues. The goals for our students focus on increased proficiency in the 4 core areas, in addition to a focus on expected behaviors. The measurable objectives will ensure a focus on improvement for specific assessments, including NWEA, ACT, and state assessments. Our strategies focus on the highest needs for our students, including literacy strategies, engagement-based activities and response to interventions. The literacy activities include high-interest texts, incorporation of high-yield reading and writing strategies, the assistance of an instructional coach, and a reading apprenticeship program. While the engagement-based strategies vary from content to content, each area focuses on hands-on learning which emphasizes real-world applications and experiences. In order to have consistent expectations throughout the building, we have implemented and are updating our SY 2016-2017

positive behavior program, which includes Tier I, II, and III interventions.

# **School Additional Requirements Diagnostic**

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	We administer the NWEA tests three times yearly to all grades 1-5 and the State Standardized Assessment is administered to grades 3-5 annually.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our annual report can be found on our school district's website-- <a href="http://www.oscodaschools.org">www.oscodaschools.org</a> .  Or: <a href="http://www.oscodaschools.org/files/114610236.pdf">http://www.oscodaschools.org/files/114610236.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Each 8th grade student prepares an educational development plan, usually in April or May of each year using Career Cruising. The plans are then filed electronically and updated during the freshmen and sophomore years.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The EDPs, which are saved electronically at the Career Cruising site, are updated each year as part of the student scheduling process.	

Label	Assurance	Response	Comment	Attachment
5.	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. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The district complies with all federal laws and regulations set by the U.S. Department of Education. Services are set up to ensure this happens as well as home to school connections are made.	

**School Improvement Plan**

Oscoda Area High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.	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 comment field.	Yes	The OAS School Board has directed these duties be completed by the Administrator in charge of our Elementary Building.  Richardson Elementary Principal 3630 River Road Oscoda, MI 48750 989-739-9173	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Our policy is attached.	Parent Involvement

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	This is included in our student handbook which is available on our website at <a href="http://oscodaschools.org">oscodaschools.org</a> or by this link: <a href="http://www.oscodaschools.org/files/107751618.pdf">http://www.oscodaschools.org/files/107751618.pdf</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Our school's professional development plan, which includes a mandatory weekly 40-minute staff. Components of our professional development are included in the School Improvement Plan.	

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The comprehensive needs assessment has been an ongoing process throughout the 2014-15 school year that has involved all of the high school staff. The collection & analysis of the data has been spearheaded by the School Improvement Team, composed of Terence Allison (Principal), Linda Skodack (District Content Specialist), Pam Stalker (Special Ed Designee and Teacher), Tim Lee (Teacher), Jennifer McDougall (Teacher), Clint Miller (Teacher), and Kristal Gerow (Teacher). The entire staff met during a morning PD session and went through the entire CNA giving their feedback. Parents, students, and staff were surveyed for data collection purposes. Surveys were emailed and posted on the school website. School Improvement meetings have an open invitation to parents given through school messenger. In addition, a list of meeting dates and topics was distributed to parents in the beginning of the year.

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

The comprehensive needs assessment (CNA) displayed scores that were generally in the 2 range (below average range), with some areas lower and other areas higher.

Parents were again asked to complete a perception survey this year. It appeared from the open-ended responses that parents are more satisfied this year than last in the area of communication. However, addressing the needs of students while maintaining high expectations was still a concern. In addition, parents expressed a concern about having an adequate supply learning resources. The perception survey indicated the effective use of funds, safety, up-to-date computers, and the availability of activities that interest students as strengths of the school.

A survey of the staff was also conducted. Staff indicates that there are adequate resources to support our goals and to support students. Qualified staff is deemed an asset. However, staff indicates a need to better use data and feedback to improve instruction and make necessary adjustments to curriculum. Better implementation of collaboration and critical thinking activities could be used to make the curriculum more challenging.

Finally, the team reviewed the demographic data. Over the past several years our enrollment has been declining, but we appear to be reaching a more stable point. Of greater concern is the number of absences recorded yearly. In an attempt to address this issue, a new attendance policy and an attendance committee have been established. At this point, absences are still unacceptably high. Currently, we report about 70% of our students are receiving free or reduced lunch.

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

Before establishing our school improvement goals, multiple forms of data were considered including state assessments (MME, MEAP, ACT) SY 2016-2017

and national data (NWEA). In addition, the team made use of the perception data from staff, students, and parents, and demographic data. After reviewing the achievement, demographic, and perception data, the team decided it was imperative that we continue to address the gap between the top and bottom 30%. To achieve that goal, the decision was made to continue to address student engagement, RtI (MTSS), literacy, and attendance.

The goal of 100% proficiency has been set for all four major content areas. We believe that all students can learn and the needs of both high and low achieving students will be addressed. To that end, engagement based learning has been identified in each area. With the assistance of a Title funded content specialist, and coaching from the Institute for Educational Excellence, teachers will incorporate engagement strategies across the curriculum. In 2014-15, the emphasis was on implementation of engagement and other strategies and reflection on the impact they have on learning. In addition, all staff participated in professional learning communities using the book "Teach Like a Champion", by Doug Lemov, to further develop their understanding of engagement strategies and Marzano's nine high-yield strategies. Additionally, professional staff received training from the Institute of Education Excellence regarding implementation of the three highest yielding Marzano strategies. During the 2015-2016 school year, the next three Marzano strategies will be one of the focuses for our professional development.

Also, implementing the Response to Intervention model (RtI) with fidelity was a priority. Because we have a high number of special education students and students who are generally not being successfully, it is the belief of the team that formalizing the RtI model will help close the gap and increase student proficiency. Also, a tiered system of support for behavior has been established. All of this will be continued in 2015-2016 and incorporated into the school improvement plan.

Last summer, teachers were trained in the Reading Apprenticeship model. A small group of high school teachers attended an extended version of the training and a three day training was made available to all teachers from all contents. The goal through this program is to improve literacy skills across the curriculum for all students. This program will help develop strategies to extend our high achieving students while providing methods to support our lower achieving students. Continuation of the strategies in this program and additional PD is recommended by the school improvement team for 2015-2016 and will be part of the school improvement plan. The additional PD will include a writing component as the school has been selected to participant in the Reading Apprenticeship: Writing Connections grant. A team of four to five teachers will comprise the leadership team to facilitate the PD for this grant.

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

By emphasizing engagement strategies within the classroom, the team believes that all students will benefit. By creating a stimulating, engaging environment, students at both ends of the spectrum will be encouraged to push their thinking and application of the material. A well-developed RtI program will address the needs of the students who are most disadvantaged and prevent students from "falling through the cracks."

In addition, the team has included a behavior goal through which we will strive to create a positive environment for all staff and students. The team determined that a discipline program in which the goal is to determine the root cause of discipline problems rather than merely treating the symptom was an important step in creating a positive learning environment. A positive, engaging environment is integral to advancing student achievement.

## Component 2: Schoolwide Reform Strategies

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

A review of the data indicated that student achievement at Oscoda High School (OHS) continues to be below the state average in most areas and there is a significant gap between our highest and lowest students by the time the students are tested in eleventh grade. Therefore, last year it was deemed necessary to implement strategies that would support the learning of all students. In particular, engagement strategies, Response to Intervention/Multi-Tiered System of Supports (RtI/MTSS), and content area literacy were selected as the focus for all subjects and at all grade levels. We will continue to emphasize these areas and refine the work we began last year. In addition, Positive Behavior Intervention and Supports (PBIS) were initiated in the 2012-13 school year and will continue to be a focus schoolwide. For 2014-15, we have included a behavior objective and established an RtI/MTSS protocol for behavior. Our goal is to continue all of these programs during the 2015-2016 school year.

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

According to the What Works Clearinghouse article, Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide, in order to improve student literacy, teachers should use strategies that enhance students' motivation. Implementation of specific engagement strategies within the classroom will increase time on task and thus the quantity and quality of the learning. To ensure that these strategies will be implemented with fidelity, the assistance from the content coach and the Institute for Educational Excellence will be provided to teachers. In addition, professional learning communities will meet regularly to discuss progress in this area and continue the study of Teach Like a Champion, by Doug Lemov, and Marzano's nine high-yield strategies (Art and Science of Teaching, Marzano 2007)

In addition, PBIS which was initiated in the 2012-13 school year will continue. Through this program, we strive to create a positive environment in which students know what is expected of them. Research by George Sugai and K. Brigid Flannery of the University of Oregon and Hank Bohanon-Edmonson of Loyola University in 2004 indicates that creating a positive environment will allow for more time for academic instruction and academic engagement will improve.

Last year, eight high school content teachers attended training in Reading Apprenticeship Title II funds were used to train an additional 40 staff members from grades 4-12. According to the program's research available on their website (<http://readingapprenticeship.org/cs/ra/print/docs/ra/approach.htm>), "Students gain the dispositions to engage, problem solve, and persevere when faced with challenging academic texts," thus supporting our goal of improved student engagement. This training needs to be ongoing for the 2015-2016 school year.

To address the needs of our lower 30% of students, Oscoda High School has multiple programs already in place including after school workshop, lunch workshop, and Excel/Intervention which is a half hour of time daily devoted to enriching the curriculum for advanced students and supporting the curriculum for the struggling students. For 2015-16, a more detailed system of progress monitoring and adjusting will be in place to better meet the needs of the struggling students. In addition, teachers will more fully implement online resources within the Intervention program that will help provide differentiated instruction to these students. This intervention program will be enhanced by the implementation of our 1 to 1 computer initiative for the 2015-16 school year.

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

All of the strategies included in the School Improvement plan were derived from the needs assessment. Of particular concern on the CNA was the achievement gap in both math and language arts. Causes for this gap include lack of student engagement, attendance, and a high incidence of special education students. To address this, teachers will overtly implement engagement strategies (Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Kamil, et al, 2008) and, where appropriate, materials will be updated to support implementation of the Common Core State Standards which encourage a more student-centered classroom. In addition, teachers will implement four of Marzano's nine high-yield strategies to improve instruction. (Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2001)) The RtI/MTSS model will be implemented with fidelity to address the needs of our lowest students and to ensure that they make adequate yearly progress. Finally, a 1 to 1 computer initiative will be implemented at the start of the 2015-16 school year.

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

For consistency, an RtI plan that is applicable to all subject areas will be implemented. At risk students will be identified through multiple measures including MEAP, NWEA, and ACT data as well as weekly eligibility lists, Oscoda Schools common assessments, and the at risk qualifiers as identified by the Michigan Department of Education.. Most students will get assistance at the classroom level (Tier 1) through differentiation techniques, including engagement strategies, to improve success. Students needing extra support will be provided extra time and learning opportunities (Tier 2). An opportunity to better understand the curriculum will be provided through extended day learning, lunch workshop, after school tutorial, and Saturday school. In addition, 30 minutes daily will be provided for all students to receive additional support. For low achieving students this half hour would be support in curriculum areas in which they are deficit. For high achieving students, this would be enrichment activities that take the curriculum to a deeper level. Personal plans will be developed for students in need of intensive, individual instruction (Tier 3).

Works cited: 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 Prac-tice 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>.

Lewis, K., McColskey, W., Anderson, K., Bowling, T., Dufford-Melendez, K., and Wynn, L. (2007). Evidence-based decision making: assessing reading across the curriculum interventions (Issues & Answers Report, REL 2007-No. 003). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

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/>.

Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

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

Students are identified for additional support using MEAP, ACT, and NWEA data. NWEA, will be administered three times per year to all students and will serve as benchmark testing. This data will be analyzed at each benchmark in the school year to determine if students are making adequate progress. Also, as part of the Intervention program, students will be utilizing the high school component of Study Island. Progress monitoring tools are available in this program and will be utilized to determine if the intervention is meeting the students' needs.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All instructional paraprofessionals meet the NCLB requirements for highly qualified. To ensure that instructional paraprofessionals meet the requirements, it is required for the individual to have passed the Work Keys Examinations. Total paraprofessionals on the high school staff: 3 0-3 years experience: 2 &gt;15 years experience: 1</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All of the teachers meet the NCLB requirements for highly qualified. To ensure that all of the teachers meet the requirements for highly qualified, newly hired teachers must provide documentation (teaching certificate, highly qualified test scores, etc.) to prove they are qualified in their subject area. Current teachers provide relevant documentation proving their highly qualified status in the content that they are teaching.  Total teachers on staff: 32 0-3 years of experience: 4 4-8 years of experience: 5 9-15 years of experience: 6 &gt;15 years of experience: 17</p>	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

Oscoda Area High School (OHS) has retained 93.5% of the teaching staff this year. Two teachers with OHS are no longer with the district; one retired and the other has relocated to be closer to family. Currently, the plan is to hire two new teachers and one will transfer in from our elementary building.

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

Of a teaching staff of 32 members, 12.5% (4 teachers) have 0-3 years of experience, 15.6% (5 teachers) have 4-8 years experience, 18.9% (6 teachers) have 9-15 years of experience, and 53.1% (17 teachers) have more than 16 years of experience.

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

Oscoda High School is working hard to establish a positive atmosphere in the building. The 2012-13 was the first year of a Positive Behavior Interventions and Supports (PBIS) program. The goal of this program is to create a positive culture and reward positive behaviors by students in the high school. In addition, the students are actively involved in the Rachel's Challenge program. This program is student driven and encourages others to create a chain reaction of kindness.

Also, there is an overt attempt to increase teacher leadership in decision making in the building. By giving teachers a greater voice in the management of the building, there will be greater ownership and consequently a more satisfied staff.

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

Oscoda Schools has an extensive program designed to support beginning teachers. As required by law, every teacher is assigned a mentor teacher for three years. However, Oscoda has opted to do this for the first four years of a teacher's employment. In addition, the district has employed a Content Specialist Coach to work with teachers at every point of their teaching careers. In particular, special attention is given to teachers in their first years in the profession. Also to support newly hired teachers, there are biweekly meetings scheduled to discuss concerns and questions. Each meeting includes a guest speaker who either has particular knowledge of a subject or is considered a master teacher. These guests share their experiences, answer questions, or share information.

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

Although our turnover rate is relatively low, we continue to strive to increase teacher satisfaction in their jobs. This is being addressed by providing adequate professional development opportunities and increased voice in the day-to-day operations of the building. In addition, by working to create a positive culture among the students and staff will create a more productive and satisfied teaching community.

## **Component 5: High Quality and Ongoing Professional Development**

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

Through the Comprehensive Needs Assessment, it was determined that our most demanding area of concern is the achievement gap between our top and bottom 30% of students in both math and language arts. To address that need, ongoing professional development has been designed.

- The district has hired a Content Specialist Coach to work with all teachers. The coach will be responsible for helping teachers in such areas as implementation of the Common Core standards, data driven instruction, effective classroom strategies, integration of technology, Response to Intervention (RtI), and other needs as identified by the School Improvement plan.
- All staff will participate in professional learning communities that study *Teach Like a Champion*, by Doug Lemov with a focus on how to better engage all learners. Teachers will meet regularly during morning professional development time to discuss progress in increasing student engagement and their success and challenges with the techniques presented in the book. The ideas in this book were first explored in 2012-13 and continue into the following years.
- Beginning in the summer of 2014, Oscoda High School teachers participated in Reading Apprenticeship (RAISE) training. Through this training, teachers will have opportunities to look at literacy as it relates to their discipline, identify strategies to help students with difficult text, and practice routines to build student engagement and collaboration. In morning professional development time, these teachers will share the information garnered with their colleagues. This training will continue into the 2015-16 school year.
- Oscoda Area High School will participant in a grant funded program called Reading Apprenticeship: Writing Connections. A teacher leadership team will beginning with professional development during the summer of 2015.
- High School and middle school math teachers will continue their participation in project PRIME (Promoting Reform in Mathematics Education). This year's emphasis will include Common Core State-wide Standards (CCSS) for Content and Practice, formative assessments of CCSS. One focus of the program is on active ways to engage learners in the math curriculum.

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

The staff and administration at Oscoda Area High School has committed to 1.5 hours of professional development weekly. This time is spent as a whole staff, department meetings, grade level meetings, or school improvement committees as needed. The weekly professional development time runs throughout the entire school year and is focused on the current needs of the school as defined by the school improvement process.

Staff has also made a multi-year commitment to projects PRIME and RAISE. These projects address the areas of greatest need, math and language arts, as identified in our Comprehensive Needs Assessment.

In addition, 2015-16 will be the fifth year in which OHS will have the assistance of the Content Coach. In support of the school improvement goals, a major focus of the coach will be helping teachers implement effective student engagement strategies. In addition, the Institute of Education Excellence has been retained for both the 2014-15 and 2015-16 school year to provide professional development for the Marzano High Yield Strategies.

# School Improvement Plan

Oscoda Area High School

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

## **Component 6: Strategies to Increase Parental Involvement**

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

Oscoda High School encouraged parental input in the design of our Title-I School-Wide Parental Involvement Plan. Parents were strongly encouraged to attend the development meetings by personal invitations including notes sent home and the School Messenger (all school call system). In addition, all meeting dates and times were listed on the schools website. To foster the best parental response, meetings were held in a location and during a time that was convenient for the families we serve.

The Director of Student Services provided updates on the development of the plan during the regular monthly PTO meetings. During this time, parents in attendance were able to ask questions, provide feedback and also receive a personal invitation to attend all upcoming development planning sessions.

Parental involvement in the design was not only welcomed but appreciated. Parental input received the strongest consideration and was fully integrated into the design of our schoolwide plan.

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

Parental involvement in the implementation of the schoolwide plan is critical. We will encourage parental involvement by partnering with the OAS-PTO during the plan's roll-out. In our desire to reach as many parents as possible, we will invite parents to any and all implementation activities using the following modes, School Messenger, the district website, and at the school level through written invitations sent home. We will personally reach out to the parents that volunteered their participation in the design component of the plan.

In addition, parental involvement could be integrated into other components of the schoolwide plan. For instance, in an effort to obtain current, viable information for our Comprehensive Needs Assessment (Component #1), an online perception survey was offered to the parents of our students. This survey provided our stakeholders with a platform to identify areas of concern as well as the opportunity to share areas that they find the school to be performing well. The survey data was then used as a starting point for our Comprehensive Needs Assessment.

Parental involvement can also be included in a number of our Schoolwide Reform Strategies (Component #2.) Our school is actively promoting PBIS (Positive Behavior Intervention and Supports.) This initiative is one that easily carries over from home to school. With a focus on promoting positive behavior, parents could be involved by providing ideas to keep the program active and exciting. By educating parents on the PBIS expectations at school, parents can begin to reinforce the same expectations in the student's home life. In working together, we can achieve greater results.

Teachers have been and will continue to be trained in Reading Apprenticeship this summer. This program is designed to increase student engagement and improve reading techniques in the content area classrooms. This program also includes tips on how to create a home atmosphere that promotes reading which could be shared with parents. In addition, Reading Apprenticeship can provide parents with information about determining their child's learning style and study needs. This information will allow parents and teachers the opportunity to work together to personalize the most effective course of action.

## School Improvement Plan

Oscoda Area High School

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Finally, while Preschool Transition Strategies are not applicable to our school, our students do have two major transitions during their time at Oscoda High School. These transitions occur as 6th grade students move into the high school during the 7th grade year and as the 8th grade students enter high school. Each of these transitions can be overwhelming and/or intimidating. To combat these concerns, we will host "Transition Night." This event will provide parents and students with the chance to meet the new teachers, to explore the building through an interactive scavenger hunt and to ask questions of the principal and other key staff. Parental involvement in these activities will help settle any apprehension the parent and/or students may be feeling regarding the transition.

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

The parental involvement of the schoolwide plan will be evaluated on an on-going basis. The schoolwide plan will be shared with parents in the fall of each school year at the annual Open House. As the plan is shared, parental feedback will be encouraged. Parents may submit their concerns/suggestions in writing or by appointment with the school principal. The school principal will bring the concerns/suggestions to the following monthly School Improvement Team meeting where the recommendation will be reviewed. The principal will encourage the recommending parent to attend the School Improvement meeting. The School Improvement Team will then determine if the recommendation will be adopted into the schoolwide plan.

In addition, a formal evaluation of the schoolwide plan will be completed annually by OHS staff and parents. The evaluation will be performed through an online survey. Low scoring areas will be the focus of each monthly School Improvement Meeting. It will be the goal of the School Improvement Team to increase success in low performing areas and maintain success in areas identified as high performers.

If the schoolwide plan is considered to be not satisfactory to the parents of participating children, we will submit any parent comments on the plan to the School Improvement Team.

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

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

Oscoda High School is committed to carrying out the activities outlined in ESEA section 1118 (e) 1-5, 14 and (f).

Requirements of Section 1118 (e) Building Capacity for Involvement.

(1) The leaders and staff of Oscoda High School (OHS) recognize the importance of parental involvement through the educational process. Parents are considered valuable partners in the OAS mission to build life-long learners and productive citizens. OHS provides parents many opportunities to become and remain informed of not only their child's academic abilities but also the local and state wide standards and assessments for students. This requirement is met in the following ways:

--Parents are provided with curriculum guides based on the Common Core state standards and framework, student academic achievement

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standards, state and local academic assessments, and the requirements related to coursework for grades 7 and 8. A course offering guide complete with explanations of each high school course is available to parents at the high school level.

--Students are monitored by staff and every child's progress is reported at conferences. Additionally, parents and students can access an online grading system that will be updated by teachers minimally on a weekly basis, and progress reports will be sent home every 3 weeks. Also, academic coaches will monitor student progress through weekly reports, intervene as appropriate, and contact parents regularly.

--Parent/Teacher conferences are scheduled at a minimum of twice a year, with additional conferences available upon request. Grade level assessment information, CCSS information, and the school compact will be shared with parents during these conference times.

--All students considered "at-risk" are placed in our intervention program. The intervention program allows the student to be monitored closely. The details of the student's progress is reported to the teacher and parents on an on-going basis. Upon student placement in the program, parents will be provided with suggestions as to how they can help promote success and work together with the school based on the book by Lee Canter, Parents on Your Side.

--Parents are encouraged to participate in school sponsored activities such as our online grading program, Study Island, open house, parent/teacher conferences, classroom volunteering, school improvement meetings, math/science nights, college nights, fine arts festivals and athletic events.

--Results of ACT testing are mailed to parents with an explanation of how to read and interpret the results.

(2) Oscoda Area Schools is vulnerable to a low level of parental involvement. This is caused by a gap in parental knowledge and skill-set and their comfort level with getting involved. We will combat this vulnerability by providing parental training in the areas of literacy, technology and proficient study skills. Specifically, at open house, staff will provide training for parents on how to access the online grading program and provide suggestions for how parents can help their children at home. Lee Canter's Parents on Your Side will be used as a resource to provide specific suggestions to parents as to how they can help their children be more successful. The Parent Outreach Liaison will provide training and resources to parents and staff concerning the value and utility of parent involvement and encourage parents to volunteer in the school. In addition, the liaison will maintain a resource library for parents.

(3) To better assess the role of parents at Oscoda Area High School, parents were asked to complete a perception survey. The parents that participated agreed that communication could be improved particularly with reference to how students are graded and their progress in class. To meet this need, teachers, pupil services personnel, principals, and other staff are regularly trained in the importance of parental assistance, parental communication and the importance of building ties between the parents and the school. This training is done in two ways, first, through professional development opportunities provided to the staff of OHS and secondly, through the input and involvement of the PTO. Oscoda Area Schools has a unique opportunity to provide professional development to the teaching staff. Three days per week, teachers report 30 minutes early for professional development opportunities. In the 2015-16 school year, some of that time will be committed to the study of parent involvement and particularly how to work with parents as equal partners, how to communicate with parents, and how to encourage and support parents in more fully participating in the education of their children. This professional development will be geared toward teachers, administrators, and support staff as appropriate. Resources noted on the National Coalition for Parent Involvement in Education website will be used to enhance that professional development. ([www.ncpie.org/resources/parentsamilies.cfm](http://www.ncpie.org/resources/parentsamilies.cfm)). The PTO provides parents with the opportunities to share their opinions on parent to teacher involvement, teacher to parent involvement, deficiencies and best practices. Specific deficiencies discussed within the PTO will be addressed. The leaders of OHS are committed to providing the necessary training to eliminate the deficiency and promote greater value in the parent/school relationship. In addition, the best practices will be shared among the teachers of OHS to foster greater success among all staff.

(4) Oscoda High School is partners with Iosco County Poverty Summit and the Oscoda Area Schools PTO which encourage and support parents in fully participating in the education of their children. There are many opportunities for parents to be involved such as, Music Boosters, Athletic Boosters, class meetings geared toward student activities and fundraising, mentoring, special event coordination, etc. In addition, the district has a resource library of material specifically designed to encourage parents to participate in their child's education by

providing support, training and knowledge in a variety of areas that parents may feel unable to assist their children. Parental access to the resource library is available regularly through the Parent Outreach Liaison as well as during events such as parent enrichment nights and parent-teacher conferences.

(5) Oscoda High School staff is dedicated to promoting and increasing communication between families and the school. All correspondence, both written and verbal, will be created and conducted in a format and language that parents can understand. We will strive to promote open, positive communication so that, should a lack of understanding arise, parents will feel comfortable seeking out clarification and greater understanding. To reduce possible confusion, all correspondence will be provided in a timely manner, allowing time for questions, concerns and misunderstandings to be thoroughly addressed.

(14) Oscoda High School will strive to meet parental and pupil needs by promoting and encouraging feedback. In our efforts to improve parental involvement, we have found that child care must be provided. Using that finding, we will provide child care for all parental involvement activities to generate the greatest parental attendance. In addition, transportation to open house and parent-teacher conferences will be provided upon request. We will make every effort to address and/or accommodate the needs of the families we serve. As needs arise and/or change, we will adjust and accommodate to satisfy them in order to maintain a high level of parental involvement.

(f) Accessibility-In an effort to fulfill our desire of increasing and promoting parental involvement, we will make every effort to assist all parents with the educational needs of their children. Parents with limited English proficiency, parents with disabilities, and parents with migratory children will first and foremost be treated respectfully. The staff of OHS will be sensitive to identifying and meeting the needs such parents may have. In addition, the staff of OHS will work faithfully to support parents enduring these specific challenges by providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

In order to ensure a safe and welcoming environment for all of our stakeholders, updates were recently made to the building to ensure that the entire building is handicap accessible.

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

A formal evaluation of the parental involvement component of the schoolwide plan will be performed annually. The schoolwide improvement team will review the plan and evaluations to determine where we have experienced success in implementing and maintaining parental involvement as well as where parental involvement has suffered. Appropriate measures will be put in place to maintain parental involvement where we have seen success and improvements will be discussed and implemented in low responding areas.

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

As survey results are received, the information will be used to ensure that future events are appropriate and valuable to the families we serve. For areas considered low, modifications will be discussed and appropriate improvements will be agreed upon during the schoolwide Parental Involvement monthly meetings.

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

Oscoda High School has adopted a Student/School/Family Compact. This compact was developed and designed to braid the relationship between the pupil, the educator and parents. This compact was created with the coordination of school staff and the parents of the children we serve. Parental involvement was solicited and integrated in the design and creation of the compact through District and Oscoda High School Improvement meetings. Together, parents and staff were able to agree on the importance of developing a formal commitment to each other and the students of Oscoda High School. The compact specifically aligns with the mission of Oscoda Area Schools by focusing on the partnership between the home, the school and the community. It is our top priority to work together as partners to accomplish the mission of OAS.

The compact is presented to all OHS students and parents during the annual Open House. The agreement is discussed at the Open House and follow-up conversations are held during parent-teacher conferences at which time all involved parties are asked to sign the document to show support. Students agree to attend class and be actively involved in their learning. Parents agree to create an environment that promotes a safe, supportive, positive atmosphere in which the student may learn. Teachers agree to provide quality instruction that supports the efforts of parents and students.

At the high school level, we believe the compact is a tool which fosters conversations between staff and parents to align their desires for the student's education. The compact is a jumping off point for conversations and it allows the teachers and parents to understand that they each take the role of educating this student seriously and are committed to doing their part to ensure success. We fully embrace the idea that education is a 24/7 process and encouraging and receiving parental involvement is a step in the right direction.

To meet the ever changing needs of educating our students and to ensure academic success, the Student/School/Family Compact is reviewed annually by parents and staff for updates and changes as needed.

Finally, to keep the spirit of the compact alive, the details of the compact are reinforced in our Staff & Student Pledge; Be Respectful, Be Responsible, Be Safe.

The Student/School/Family Compact is attached.

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

At the elementary level, we believe the compact is a tool which fosters conversations between staff and parents to align their desires for the student's education. For the parents of our youngest learners, it is the first impression they receive of our district, and we believe that it is important to get off on the right foot, for the parents to understand that we have their child's best interest at heart and to provide them with a list of ways we are specifically invested in their child. The compact is a jumping off point point for conversations, and it allows the teachers and parents to understand that they each take the role of educating this student seriously and are committed to doing their part to ensure success. We fully embrace the idea that education is a 24/7 process and encouraging and receiving parental involvement is a step in the right direction.

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

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As described in item 9, the Student/School/Family Compact will be shared with parents during our annual fall parent-teacher conferences. A discussion of each component of the compact will ensure a clear understanding of each stakeholder's expectations.

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

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

Parents with limited English proficiency, parents with disabilities, and parents with migratory children will first and foremost be treated respectfully. The staff of OHS will be sensitive to identifying and meeting the needs such parents may have. In addition, the staff of OHS will work faithfully to support parents enduring these specific challenges by providing information and school reports in a format and, to the extent practicable, in a language such parents understand. OHS staff members understand that standardized test results are and can be difficult to read. To ensure parental understanding of their child's results, the staff will discuss the results in a manner that is easily understood. The staff will take time to break down the results using simple terms and simple measuring tools. For instance, when a child scores in the 89 percentile, the teacher will use multiple ways to describe what that means for their child using both verbal descriptions and images (graphs, etc.). If the teacher gets the sense that the parent does not fully understand, the teacher will continue to explain the results until they are reassured and certain that the parent comfortably understands their child's results.

In order to ensure a safe and welcoming environment for all of our stakeholders, updates were made to the building to ensure that the entire building is handicap accessible.

Parents of children who participate in academic assessments required by Section 1111(b) (3) will be provided with accurate results in a language the parents can understand.

## **Component 7: Preschool Transition Strategies**

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

Not applicable due to grade levels served. However, transition between buildings and grade levels is taken seriously in Oscoda Area Schools. Not only do we provide for transition between preschool and kindergarten even though they are housed in the same building, we also provide for transition from sixth grade into the middle school wing of the high school building and from eighth grade to ninth. Sixth grade parents and students are invited for a light dinner followed by an opportunity to meet the teachers, check out lockers, and learn the layout of the building. Eighth grade parents and students have a similar experience and are introduced to the merit curriculum.

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

Not applicable due to grade levels served.

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

Oscoda High School teachers participate in assessment decisions on several levels. Oscoda High School staff utilizes grade level and department meetings to focus on the individual needs of their students based upon relevant, disaggregated data. Classroom instruction is often monitored and adapted to continue to meet the needs that were identified during testing. Teachers have created relevant classroom common assessments they can use to inform their instruction. As we move toward CCSS, we know we will need to make our assessments reflect that type of learning. Language Arts and Math teachers are attending ongoing professional development based on CCSS assessments and instructional techniques.

At the district level, Oscoda Area Schools assess students using the Northwest Evaluation Association, M-STEP, and ACT. Teachers use the data from this assessment to guide instruction and track student growth. This tool is also used to place students during EXCEL/Intervention class, a half hour daily designed to meet individual student needs. Students who need additional support in math and reading are placed with highly qualified teachers in those subject areas to receive additional intensive instruction. Subject area departments also analyze state assessment, ACT & NWEA data each year to drive instruction and meet individual needs of students. Some EXCEL/Intervention time will be utilized to prepare students for ACT testing in eleventh grade.

Based upon the results of data analysis, teachers help to make decisions regarding needed changes in curriculum, materials, and student placement. At the district level, Oscoda Area Schools assess students using the Northwest Evaluation Association, M-STEP, and ACT. Teachers use the data from this assessment to guide instruction and track student growth. This tool is also used to place students during EXCEL/Intervention class. Students who need additional support in math and reading are placed with highly qualified teachers in those subject areas to receive additional intensive instruction. Subject area departments also analyze M-STEP and ACT data each year to drive instruction and meet individual needs of students. Some EXCEL/Intervention time will be utilized to prepare students for ACT testing in eleventh grade.

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

Through seventh grade, Oscoda Area Schools assess students using the Northwest Evaluation Association testing in the fall, winter, and spring. Teachers use the data from this assessment to guide instruction and track student growth. This tool is also used to place students during EXCEL/Intervention class. Students who need additional support in math and reading are placed with highly qualified teachers in those subject areas to receive additional intensive instruction. Subject area departments also analyze M-STEP and ACT data each year to drive instruction and meet individual needs of students. Some EXCEL/Intervention time will be utilized to prepare students for ACT testing in eleventh grade. During School Improvement meetings and District School Improvement meetings, parents, administration, teachers, community members, and school board members analyze and discuss data from state assessments and district assessments to create plans and strategies for improving student performance.

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

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

Each year Oscoda High School will utilize a scoring rubric to identify students who are at risk and thus could potentially have difficulty mastering the state's standards for proficiency. This rubric includes:

- 7, 8 & 11 M-STEP scores
- NWEA scores
- ACT (11) test result
- Class failures by subject
- Atypical behavior
- Attendance

We will continue to monitor and adjust throughout the school year to further determine which students are not achieving. On a weekly basis, the administration will run a report of students who are receiving below a C- in any class and distribute it to teachers. An Academic Coach will use the list to follow up with struggling students and Intervention teachers will use the list to drive activities during our daily half hour scheduled intervention time. Teachers will also regularly use local formative assessments to identify struggling students.

NWEA will be administered three times during the school year to seventh graders. Teachers and students will set annual goals for improvement, and incentives will be afforded for those that meet or surpass their goals. Students can be placed in Intervention classes based upon this testing.

When data is received for M-STEP and ACT testing, professional development time will be set aside in the mornings for departments to review and analyze the data. The Content Coach will analyze the data for reading and math each year and summarize areas of concern in the curriculum.

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

Considerable assistance for non-proficient students is made available.

Lunch Academic Workshop (LAW)

- Assistance from the academic coaches will be available at lunch for students to complete school work
- Participation in this program can be assigned by teacher, academic coach or administrator or can be student driven

After School Workshop (ASW)

- Assistance from a certified teacher will be available after school for 90 minutes, four days per week. We are also providing busing for students that stay for ASW.

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- Participation in this program can be assigned by teacher, academic coach or administrator or can be student driven

### Saturday School Workshop (SSW)

- Assistance from a certified teacher will be available a minimum of 12 Saturdays throughout the school year
- Participation in this program can be assigned by teacher, academic coach or administrator or can be student driven
- Busing is provided for students that are unable to find transportation to and from school on Saturdays.

### Intervention (EXCEL)

- This is a 30 minute period scheduled into every school day for students qualifying for Intervention.
- At-Risk Seniors will have the opportunity to recover credit through APEX on-line learning
- At-Risk Freshmen or Sophomores will be assigned Intervention for either improving scores in math or language arts or completing assignments in areas where they struggle
- Students not At-Risk will have Enrichment opportunities that will challenge them in ways to improve their math or language arts abilities

### Academic Coach

- Each school year some teachers will be assigned time to monitor student success through the eligibility report each week. They will work with school, home, and the student by providing encouragement, resources, and time to help the student experience success.

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

Differentiated instruction in Oscoda High School takes on a variety of forms. For lower achieving students, teachers modify both instruction and expectations. For example, assignments can be made shorter or can be done in a different manner, audible books are available, or the choices on multiple choice exams can be limited. In addition, we are making personal curriculum available to special needs students, when appropriate, in an attempt to improve the graduation rate amongst that subgroup. For higher achieving students, we offer an extensive dual enrollment program in combination with Kirtland Community College and Alpena Community College. Advanced students are allowed to complete two years of a given subject in one year or are allowed to test out of a course in an attempt to move through the curriculum at an accelerated pace. To address various learning styles, teachers move from individual instruction to partners to group work continually.

All teachers, including inclusion teachers, are required to submit lesson plans on a weekly basis and these are monitored for evidence of differentiated instruction. Inclusion teachers include what accommodations will be provided for special needs students in these plans. In addition, the presence of differentiated instruction is assessed through the evaluation process. Prior to the evaluation, teachers are asked to complete a questionnaire which includes a component for differentiated instruction. In post evaluation meetings, teachers are asked to reflect on the lesson, including the effectiveness of the differentiated instruction.

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

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

The programs are planned to help our district meet our schoolwide goals. While each goal is content specific, strategies and programs are implemented throughout all departments and content areas, therefore, coordination is necessary for improvement of the entire school.

Title I is used to extend our kindergarten's day, for intervention, to improve parent involvement and for counselors. It focuses it's services on elementary students. 31a, on the other hand, is used to serve secondary students. This way, all students in our district are serviced. Local funds are used to fill in the gap at both levels.

Our district receives Title I, Title II, and 31a funds.

Goals, objectives, strategies, and activities are written by each building's school improvement team and later consolidated into the district school improvement plan. We direct most of our Title I money toward the elementary level and 31a money toward the high school level. The programs that result from this planning are funded by Title I, Title II, Title VI, 31a or general fund. In both cases, extra teachers are funded to re-mediate and reteach in order to reach our goals of improving scores in each subject area.

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

- 1 - NWEA - General fund
- 2 - ELA program - professional development & materials - Title IIa
- 3 - Hire instructional staff and academic support staff- General fund
- 4 - Content coach - Title IIa
- 5 - Professional development - Title IIa/General fund
- 6 - Parent involvement - Parent Liaison - Title I
- 7 - Preschool - General Fund (District); Headstart/NEMSCA; Great Start
- 8 - Teachers' participation - professional development - Title IIa
- 9 - Timely assistance - Intervention teachers, after school workshop, summer school, Study Island, paraprofessional & 31a

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

Violence prevention program - Our district embraces Rachel's Challenge K - 12. Thus far, this program has been funded with local funds.

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Nutrition programs - Our Food Service Director works closely with our Title Director. Accurate Free and Reduced data is maintained and accessed as needed. Our district has Free Universal Breakfast and Lunch for our K - 6 students.

Housing programs - Students in our district are given resources for housing as needed. In addition, our Community Food Giveaway and Backpack program also assist these families. Homeless data is maintained and these students received services funded through general fund as well as Title Ia as needed.

Head Start - Our Head Start program, housed in Richardson Elementary, works with Kindergarten teachers through professional sharing as well as combining students.

Adult education - Our school offers Community Education classes. In addition, parents are becoming more and more involved, partially due to our Parent Liaison who is funded through Title Ia.

Vocational and technical education as well as job training - Our district coordinates with IRESA to give our students access to the Technological Center. This is funded through general fund.

## **Evaluation:**

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

Our district uses NWEA, classroom assessments, and state assessments to evaluate the success of our schoolwide program.

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

We look at our results in relation to percent of students that are proficient, how we did compared to state levels, how our subgroups performed, and finally, we look for growth in each area.

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

We regularly look at data concerning our subgroups. In addition, there is monitoring of the achievement gap between the highest 30% of students and lowest 30% of students.

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

Weekly eligibility lists are reported, identifying students that are failing or at risk of failing. Frequent marking periods and progress reports are distributed to students and parents to bring awareness of current achievement. Departmental and grade level meetings are centered around student successes and challenges, with focus on specific strategies to ensure students are continually improving their levels of understanding.

# **OHS SIP 16-17 v 6-15-16**

## Overview

### Plan Name

OHS SIP 16-17 v 6-15-16

### 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 at Oscoda Area High School will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$125400
2	All students at Oscoda Area High School will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$144624
3	All students at Oscoda Area High School will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$136075
4	All students at Oscoda High School will be proficient in English/Language Arts.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$138720
5	All students at Oscoda High School will behave appropriately in accordance with the school handbook.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$5500

## Goal 1: All students at Oscoda Area High School will be proficient in Science.

### Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency that meets or exceeds their target growth rate in Science by 06/07/2016 as measured by NWEA, ACT, and State Assessments..

### Strategy 1:

Literacy in Science - Science instructors at Oscoda Area High School will implement research-based reading and writing strategies to increase student engagement and learning in Science.

Category:

Research Cited: Slavin, R.E., Cheung, A., Groff, C., and Lake, C. (2008). Effective reading programs for middle and high schools: A best evidence synthesis. Reading Research Quarterly, 43, 3, 290-322.

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD.

Tier:

Activity - High Interest Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will incorporate science magazine texts (such as "Popular Science"; "Current Science") in the classroom, including web-based materials and activities implementing the school's 1-1 initiative beginning in the 2015-16 school year.	Direct Instruction, Technology, Materials	Tier 1	Monitor	08/29/2016	06/14/2017	\$1000	General Fund	Teachers and Principals

Activity - Reading and Writing Strategies in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.	Direct Instruction, Technology	Tier 1	Implement	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers, Principals, Instructional Coach, and Writing Coach

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights, career expos, science/math evening activities, parent informational meetings regarding the 1-1 computer initiative, etc.	Technology, Materials, Community Engagement, Communication, Parent Involvement	Tier 1	Implement	08/29/2016	06/14/2017	\$0	No Funding Required	Parent Liaison; Building Administrators
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### Strategy 2:

Engagement-Based Learning - Teachers will use research-based classroom activities that emphasize the engagement of all students in the curriculum. Classroom activities will be incorporated within daily/weekly lesson plans.

Category:

Research Cited: 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

Activity - Activity/Project-Based Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of science content.	Direct Instruction, Technology, Implementation, Materials, Monitor	Tier 1	Monitor	08/29/2016	06/14/2017	\$2000	General Fund	Teachers and Principals

Activity - Implement "Teach Like A Champion" book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement engagement strategies as outlined in the book, "Teach Like A Champion."	Direct Instruction, Implementation, Materials, Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers, Academic coaches, and Principals

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Activity - Daily/Regularly Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructors will incorporate daily/regularly scheduled formative assessments focused on the specific learning target ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology, Implementation, Monitor, Evaluation	Tier 1	Implement	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals
Activity - Place Based Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science teachers at OHS will collaborate with community partners to plan, develop, and implement hands on activities for students to participate in outside of the classroom.</p> <p>Place-Based Education (PBE) or Community Based Education (CBE) brings students into closer contact with their communities, through youth-led stewardship projects that enhance their environment and community. This education strategy allows schools to enrich the learning and lives of their students.</p> <p>Hands-on, place-based education is a proven method for developing knowledgeable and active stewards of the environment. When schools and communities work together, they produce powerful partnerships that are beneficial to all.</p>	Community Engagement, Supplemental Materials, Field Trip, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/14/2017	\$2000	General Fund	Teachers, community partners
Activity - STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate STEM strategies in the Science classroom to enhance instruction. With the changes in the Science curriculum, the focus is more on process and application rather than rote memorization and the STEM approach supports this process.	Direct Instruction, Technology, Community Engagement, Career Preparation /Orientation, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/14/2017	\$4000	General Fund	Teachers, principal, community partners

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Activity - MSTA Membership and Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

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<p>Participation in the MSTA membership and conferences will greatly enhance the STEM and place based education approach to the OHS Science Department. Conference sessions include topics addressing the STEM approach to various topics, such as Physics projects, Chemistry applications and Environmental issues. In addition, sessions at the MSTA conference incorporate the NGSS and how to implement them in the classroom. The sessions include how to use local resources to connect with students on an application level and achieve a better understanding of how the content in the classroom affects real-world learning experiences.</p> <p>Over that last few years, the Science Department has worked closely with community group to enhance student learning outside of the classroom and partnership with the MSTA will reinforce this. The wide variety of topics at the MSTA conference, as well as year-round access to valuable resources to support the enhancement of the Science Department. Other reasons that MSTA is a beneficial group is:</p> <p>Ideas</p> <p>Information, teaching tips, lab safety, new materials, and other ideas that promote innovative teaching are provided in the journal, newsletter, and at the annual conference. MSTA provides its members with multiple opportunities to exchange ideas.</p> <p>Support</p> <p>MSTA aids and informs its members of current issues and trends in science education. It provides recognition of outstanding teaching and programs with annual awards. It provides opportunities for teachers to present their own materials and to interact with other science teachers. It informs members of new developments at district, state, national, and international levels. It provides mini grants for activities that foster science education and/or teacher development.</p> <p>Leadership</p> <p>MSTA provides leadership with elected representatives. It is a state chapter of the National Science Teachers Association and an affiliate of the Michigan Education Association. It is the parent organization for many affiliates and supports efforts to promote quality science education. It provides input into state-mandated curriculum and assessment.</p> <p>Service</p> <p>MSTA sponsors workshops and inservice meetings at local and regional levels. The annual conference, held in February or March, provides an opportunity to network and share ideas with</p>	<p>Curriculum Development, Technology, Materials, Community Engagement, Career Preparation /Orientation, Supplemental Materials, Professional Learning, Extra Curricular, Field Trip, Parent Involvement, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$2400</p>	<p>Title II Part A</p>	<p>Teachers, Administration</p>
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## School Improvement Plan

Oscoda Area High School

<p>March, provides an opportunity to network and share ideas with colleagues. It also produces journals and newsletters to keep its members informed. Information on institutes and study programs is also available. The Internet website has become quite popular. It reviews new teaching materials and reports on scientific innovation and discoveries.</p> <p>Cost includes MSTA membership, conference registration, gas, lodging, meals, and substitute coverage for the annual MSTA conference, March 24-25, 2017 for 6 teachers</p>								
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### Strategy 3:

Response to Intervention - Teachers will monitor student achievement and incorporate differentiated lessons to meet the needs of all students. This will be accomplished through the appropriate usage of Tier I, Tier II, and Tier III interventions. Tier I components include classroom support strategies, Tier II components include academic support/academic coach involvement, and Tier III components include individual student learning accommodations.

Category:

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/>.

Tier:

Activity - Tier I Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Technology , Academic Support Program	Tier 1	Implement	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals

Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oscoda Area High School

Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/29/2016	06/14/2017	\$80000	Section 31a, Title I Part A	Teachers, Instructional Coach, and Principals
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Activity - Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Technology , Academic Support Program	Tier 3	Implement	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers, IEP Designee, and Principals

Activity - EXCEL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Technology , Academic Support Program	Tier 2	Evaluate	08/29/2016	06/14/2017	\$32500	Section 31a	EXCEL teachers, principals

### Strategy 4:

Understanding and Applying the Next Generation Science Standards - Science teachers will gain a better understanding of the Next Generation Science Standards in order to help guide their instruction.

Category: Science

Research Cited: Dr. Mary Starr, Dr. Joe Krajcik, and Dr. Brian Reiser are leaders in researching and forming the standards with one being the "father" of the standards.

Tier: Tier 1

Activity - Teacher training of the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Attending six non-consecutive days of PD targeting understanding and implementing the Next Generation Science Standards at IRESA.	Curriculum Development, Direct Instruction, Implementation, Materials, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1500	General Fund	Three science teachers from the high school will attend this series of PD.
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## Goal 2: All students at Oscoda Area High School will be proficient in mathematics.

### Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency that meets or exceeds their target growth rate in Mathematics by 06/14/2016 as measured by NWEA, ACT, and State Assessments..

### Strategy 1:

Engagement-Based Learning - Teachers will use research-based classroom activities that emphasize the engagement of all students in the curriculum. Classroom activities will be incorporated withing daily/weekly lesson plans.

Category:

Research Cited: 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

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach will collaborate with Math Instructors on a monthly basis to develop and enhance math strategies in the Math classroom	Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$23070	Title II Part A	Instructional Coach, teachers and principals

Activity - Activity/Project-based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of math content. This will also be supported by professional development opportunities, including attendance at the July 27th-28th, 2016 MCTM conference and monthly Professional Learning Communities.  Conference: \$1600 (\$200/person, 8 people) Substitute: \$0 (during summer) Lodging: \$800 Meals: \$320 (\$20/day, 2 days, 8 people)	Direct Instruction, Technology, Implementation, Materials, Professional Learning, Monitor	Tier 1	Implement	07/01/2016	06/30/2017	\$2720	Title II Part A	Teachers and Principals
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Activity - Connected Math III (7th and 8th)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th and 8th grade Math class fully implements Connected Math III texts into their curriculum, including monthly meetings with Instructional coach. This will also be supported by professional development opportunities, including attendance at the February 24th-25th, 2017 Math CMP3 Connected Math Series conference and monthly Professional Learning Communities.  \$200 Substitute - (need 2 subs for 1 day, since second day is a Saturday) \$600 Conference - (300*2) \$384 Lodging - (2 rooms for 2 days, ((96*2)*2) \$100 Dinner - (2*25)*2)	Direct Instruction, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1734	Title II Part A	Teachers, Principals, Instructional coach

Activity - Implement "Teach Like A Champion" book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement engagement strategies as outlined in the book, "Teach Like a Champion." Grade level teams will meet bi-weekly to determine common strategies to utilize for the following weeks.	Direct Instruction, Implementation, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Other	Teachers, Academic Coaches, and Principals

Activity - Daily/Regularly Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Math instructors will incorporate daily/regularly scheduled formative assessments focused on specific learning goals ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology, Implementation, Monitor, Evaluation	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Principals
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Activity - Reading and Writing Strategies in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition. This will be supported by up to 20 days of coaching from the Institute for Excellence in Education (approximately \$905 per day). The focus of this professional development will be implementing the identified Marzano strategies through the use of technology and Marzano's book, Using Technology with Classroom Instruction that Works (30 copies @ \$30/ book plus shipping and handling). Support and implementation will be developed through Professional Learning Communities.</p> <p>The IEE Coach will utilize a "Train, Model, Coach" approach to the Instructional Technology Professional Development.</p> <p>This PD could include:            --Continuation of the Marzano Classroom Strategies already reviewed in 2014-15 (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 (Study Island and Khan Academy. How to effectively use these programs to improve student success            --Adoption of a 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)</p>	Direct Instruction, Technology	Tier 1	Implement	07/01/2016	06/30/2017	\$4600	Title II Part A	Teachers, Principals, and Writing Coach

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights, career expos, science/math evening activities, parent informational meetings regarding the 1-1 computer initiative, etc.	Technology , Materials, Community Engagemen t, Communic ation, Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Parent Liaison; Building Administrators
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### Strategy 2:

Response to Intervention - Teachers will monitor student achievement and incorporate differentiated lessons to meet the needs of all students. This will be accomplished through the appropriate usage of Tier I, Tier II, and Tier III interventions. Tier I components include classroom support strategies, Tier II components include academic support/academic coach involvement, and Tier III components include individual student learning accommodations.

Category:

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/>.

Tier:

Activity - Tier I Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Technology , Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Teachers and Principals

Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$80000	Section 31a, Title I Part A	Teachers, Instructional Coach, and Principals
<b>Activity - Tier III Interventions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Technology , Academic Support Program	Tier 3	Implement	07/01/2016	06/30/2017	\$0	No Funding Required	Teachers, IEP Designee, and Principals
<b>Activity - EXCEL</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Technology , Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$32500	Section 31a	EXCEL teachers, principals

## Goal 3: All students at Oscoda Area High School will be proficient in Social Studies.

### Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency that meets or exceeds their target growth rate in Social Studies by 06/14/2016 as measured by NWEA, ACT, and State Assessments..

### Strategy 1:

Literacy In Social Studies - Social Studies instructors at Oscoda Area High School will implement research-based reading and writing strategies to increase student engagement and learning in Social Studies.

Category:

Research Cited: Slavin, R.E., Cheung, A., Groff, C., and Lake, C. (2008). Effective reading programs for middle and high schools: A best evidence synthesis. Reading Research Quarterly, 43, 3, 290-322. Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD.

Tier:

SY 2016-2017

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Activity - Reading and Writing Strategies in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition. This will be supported by up to 20 days of coaching from the Institute for Excellence in Education (approximately \$905 per day). The focus of this professional development will be implementing the identified Marzano strategies through the use of technology and Marzano's book, Using Technology with Classroom Instruction that Works (30 copies @ \$30/ book plus shipping and handling). Support and implementation will be developed through Professional Learning Communities.</p> <p>The IEE Coach will utilize a "Train, Model, Coach" approach to the Instructional Technology Professional Development.</p> <p>This PD could include:            --Continuation of the Marzano Classroom Strategies already reviewed in 2014-15 (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 (Study Island and Khan Academy. How to effectively use these programs to improve student success            --Adoption of a 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)</p>	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers, Principals, and Writing Coach
Activity - RAISE - Reading Apprenticeship Improving Secondary Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will collaborate monthly to review reading intervention strategies for the Social Studies classroom.	Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$3000	Title II Part A	Instructional coach, teachers attending RAISE workshop, and principals
Activity - High Interest Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructors will incorporate current events, news clips, primary sources (MAISA Units) in the classroom, including CNN student news.	Direct Instruction, Technology, Materials	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals
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Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights; career expos; science/math evening activities; parent informational meetings regarding the 1-1 computer initiative, etc.	Technology, Materials, Community Engagement, Communication, Parent Involvement	Tier 1	Implement	09/06/2016	06/14/2017	\$575	Title I Part A	Parent Liaison; Building Administrators

### Strategy 2:

Engagement-Based Learning - Teachers will use research-based classroom activities that emphasize the engagement of all students in the curriculum. Classroom activities will be incorporated within daily/weekly lesson plans.

Category:

Research Cited: 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:

Activity - Activity/Project-Based Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of Social Studies content.	Direct Instruction, Technology, Implementation, Materials, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals

Activity - Implement "Teach Like A Champion" book	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Identify and implement engagement strategies as outlined in the book, "Teach Like A Champion." Grade level teams will meet bi-weekly to determine common strategies to utilize for the following weeks.	Direct Instruction, Implementation, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers, Instructional coach, and principals
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Activity - Daily/Regular Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructors will incorporate daily/regularly scheduled formative assessments focused on the lesson's learning targets ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology, Implementation, Monitor, Evaluation	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals

### Strategy 3:

Response to Intervention - Teachers will monitor student achievement and incorporate differentiated lessons to meet the needs of all students. This will be accomplished through the appropriate usage of Tier I, Tier II, and Tier III interventions. Tier I components include classroom support strategies, Tier II components include academic support/academic coach involvement, and Tier III components include individual student learning accommodations.

Category:

Research Cited: 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/>.

Tier:

Activity - Tier I Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Technology, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals

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Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$80000	Section 31a, Title I Part A	Teachers, IEP Designee, and Principals
Activity - Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Technology , Academic Support Program	Tier 3	Implement	09/06/2016	06/14/2017	\$20000	Section 31a	Teachers, Instructional Coach, and Principals
Activity - EXCEL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Technology , Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$32500	Section 31a	EXCEL teachers and principals

## Goal 4: All students at Oscoda High School will be proficient in English/Language Arts.

### Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency that meets or exceeds their target growth rate in English Language Arts by 06/14/2017 as measured by NWEA, SAT, and State Assessments..

### Strategy 1:

Engagement-Based Learning - Teachers will use research-based classroom activities that emphasize the engagement of all students in the curriculum. Classroom activities will be incorporated within daily/weekly lesson plans.

Category: English/Language Arts

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Research Cited: 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

Activity - RAISE - Reading Apprenticeship Improving Secondary Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will collaborate monthly to review reading intervention strategies for the ELA classrooms.	Direct Instruction, Technology, Implementation, Communication, Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers, and Principals

Activity - PLC meetings/Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>On-going ELA PLCs using Instructors 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. Department members will meet monthly to determine common strategies to utilize for the following weeks. This will be an extension of the MCTE conference that members will attend in Oct. 2016 (which is a listed under the Reading &amp; Writing Strategies section).</p> <p>Teachers already have copies of the following:                      Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher                      Teaching Adolescent Writers by Kelly Gallagher</p> <p>Teachers need:                      Notice and Note by Kylene Beers \$35.00 x 5 copies = \$175.00</p>	Direct Instruction, Implementation, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/14/2017	\$175	Title II Part A	Teachers and Principals

Activity - Activity/Project-based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of ELA content.	Direct Instruction, Technology, Implementation, Materials, Monitor	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals
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Activity - Daily/Regularly Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English/Language Arts instructors will incorporate daily/regularly scheduled formative assessments focused on the lesson's learning targets ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology, Implementation, Monitor, Evaluation	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals

Activity - Reading and Writing Strategies in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will incorporate high-yield literacy strategies to improve reading and writing. This will be supported by professional development opportunities, including attendance at the Oct. 2016 Michigan Council of Teachers of English (MCTE) conference and monthly Professional Learning Communities 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.  5 teachers will attend the conference (costs include conference costs, substitute coverage, meals, transportation, and lodging )	Direct Instruction, Technology, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/14/2017	\$2400	Title II Part A	Teachers and Principals

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights; career expos; science/math evening activities; parent informational meetings regarding the 1-1 computer initiative, etc.	Technology, Materials, Community Engagement, Communication, Parent Involvement	Tier 1	Implement	08/29/2016	06/14/2017	\$575	Title I Part A	Parent Liaison; Building Administrators
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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content coach will collaborate with ELA instructors to develop literacy and writing strategies for the department.	Curriculum Development, Technology, Academic Support Program, Supplemental Materials, Communication, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/14/2017	\$23070	Title II Part A	Content coach, Teachers, and Principals

### Strategy 2:

Response to Intervention - Teachers will monitor student achievement and incorporate differentiated lessons to meet the needs of all students. This will be accomplished through the appropriate usage of Tier I, Tier II, and Tier III interventions. Tier I components include classroom support strategies, Tier II components include academic support/academic coach involvement, and Tier III components include individual student learning accommodations.

#### Category:

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/>.

#### Tier:

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Activity - Tier I Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Technology , Academic Support Program	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals
Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/29/2016	06/14/2017	\$80000	Section 31a, Title II Part A	Teachers and Principals
Activity - Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Technology , Academic Support Program	Tier 3	Monitor	08/29/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals
Activity - EXCEL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Technology , Academic Support Program	Tier 2	Monitor	08/29/2016	06/14/2017	\$32500	Section 31a	EXCEL teachers, principals

**Goal 5: All students at Oscoda High School will behave appropriately in accordance with the school handbook.**

## School Improvement Plan

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### Measurable Objective 1:

demonstrate a behavior of following school rules at all times by 06/14/2017 as measured by fewer than 10% of students earning repeat disciplinary referrals..

### Strategy 1:

PBIS Tier II - Faculty and staff at Oscoda Area High School will implement research based strategies to increase positive interactions and decrease negative behaviors among all individuals in the building. Positive Behavior Interventions and Supports (PBIS) expectations are communicated at the beginning of the year to all students. These are reinforced throughout the year through recognition of positive behaviors and reflection on negative behaviors. Review of discipline records among students will dictate the direction and focus of specific behaviors.

Category:

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](http://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 - Classroom Management Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued research of desired behaviors, removal for conference with administration	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teacher, principals

Activity - Psychological Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OAS social worker and OHS guidance counselor to discuss specific needs, behaviors, and goals.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principals, social worker, guidance counselor

Activity - Discipline Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Behavior contract with details of behaviors and consequences, detention, suspension	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers, principals
Activity - Collaboration Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meeting with parents and behavior intervention team	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers, principals, parent/guardians, behavior intervention team

### Strategy 2:

PBIS Tier III - Faculty and staff at Oscoda Area High School will implement research based strategies to increase positive interactions and decrease negative behaviors among all individuals in the building. Positive Behavior Interventions and Supports (PBIS) expectations are communicated at the beginning of the year to all students. These are reinforced throughout the year through recognition of positive behaviors and reflection on negative behaviors. Review of discipline records among students will dictate the direction and focus of specific behaviors.

Category:

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](http://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 3

Activity - Stakeholder meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholder Behavior Intervention Plan including student, parent/guardian, teachers, administrators, school counselors, school social worker, necessary outside agencies. This meeting will serve to determine if behavior is being corrected and any adjustments that need to be made.	Behavioral Support Program	Tier 3	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principals, teachers, social worker, counselor, outside agencies

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### Strategy 3:

PBIS Tier I - Faculty and staff at Oscoda Area High School will implement research based strategies to increase positive interactions and decrease negative behaviors among all individuals in the building. Positive Behavior Interventions and Supports (PBIS) expectations are communicated at the beginning of the year to all students. These are reinforced throughout the year through recognition of positive behaviors and reflection on negative behaviors. Review of discipline records among students will dictate the direction and focus of specific behaviors.

Category:

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](http://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 - Effective Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>The plan is to contract with the Institute for Excellence in Education for 20 days. This could include:            --Continuation of the Marzano Classroom Strategies already reviewed in 2014-15 (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 (Study Island and Khan Academy. How to effectively use these programs to improve student success            --Adoption of a 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)</p>	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals

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Activity - Expected Behavior Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction regarding expected behaviors in the identified areas of the building and grounds. This includes classroom lessons and behavior videos.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Teachers and Principals
Activity - Positive Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff at OHS will use a variety of techniques to recognize positive, appropriate behavior that students exhibit. This includes candy, lunch/clothing coupons, red tickets, "Good News from School" postcards, and verbal acknowledgement.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$1500	Title I Part A	All staff and faculty
Activity - Behavior Reflection Form	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a "Behavior Reflection Form" focusing on behaviors that do not meet identified expectations.	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/16/2017	\$0	No Funding Required	All faculty and staff
Activity - Behavior Modification Room/Detention Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have inappropriate behaviors during the school day may be assigned to the Behavior Modification Room. When there are Identified times in which students are required to spend time outside of the school day in response to inappropriate behaviors, the detention will occurs after school and in Friday school.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$4000	General Fund	OHS 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
Expected Behavior Lesson Plans	Students will receive instruction regarding expected behaviors in the identified areas of the building and grounds. This includes classroom lessons and behavior videos.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Teachers and Principals
Tier I Interventions	Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Technology , Academic Support Program	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	Teachers and Principals
Collaboration Strategies	Meeting with parents and behavior intervention team	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	Teachers, principals, parent/guardians, behavior intervention team
Parental Involvement	A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights, career expos, science/math evening activities, parent informational meetings regarding the 1-1 computer initiative, etc.	Technology , Materials, Community Engagement, Communication, Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Parent Liaison; Building Administrators
Tier III Interventions	Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Technology , Academic Support Program	Tier 3	Implement	08/29/2016	06/14/2017	\$0	Teachers, IEP Designee, and Principals

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Activity/Project-Based Learning Opportunities	Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of Social Studies content.	Direct Instruction, Technology, Implementation, Materials, Monitor	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Teachers and Principals
Parental Involvement	A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights, career expos, science/math evening activities, parent informational meetings regarding the 1-1 computer initiative, etc.	Technology, Materials, Community Engagement, Communication, Parent Involvement	Tier 1	Implement	08/29/2016	06/14/2017	\$0	Parent Liaison; Building Administrators
Psychological Strategies	OAS social worker and OHS guidance counselor to discuss specific needs, behaviors, and goals.	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	Principals, social worker, guidance counselor
RAISE - Reading Apprenticeship Improving Secondary Education	ELA teachers will collaborate monthly to review reading intervention strategies for the ELA classrooms.	Direct Instruction, Technology, Implementation, Communication, Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	Teachers, and Principals
Stakeholder meeting	Stakeholder Behavior Intervention Plan including student, parent/guardian, teachers, administrators, school counselors, school social worker, necessary outside agencies. This meeting will serve to determine if behavior is being corrected and any adjustments that need to be made.	Behavioral Support Program	Tier 3	Implement	09/06/2016	06/14/2017	\$0	Principals, teachers, social worker, counselor, outside agencies

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Effective Classroom Management	<p>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.</p> <p>The plan is to contract with the Institute for Excellence in Education for 20 days. This could include:</p> <ul style="list-style-type: none"> <li>--Continuation of the Marzano Classroom Strategies already reviewed in 2014-15 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus</li> <li>--Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role (Study Island and Khan Academy. How to effectively use these programs to improve student success</li> <li>--Adoption of a research based technology integration model such as SAMR or T-PACK</li> <li>--Project based learning (how to manage a classroom and project with technology)</li> <li>--21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</li> </ul>	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Teachers and Principals
Implement "Teach Like A Champion" book	Identify and implement engagement strategies as outlined in the book, "Teach Like A Champion." Grade level teams will meet bi-weekly to determine common strategies to utilize for the following weeks.	Direct Instruction, Implementation, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Teachers, Instructional coach, and principals
Daily/Regular Formative Assessments	Social Studies instructors will incorporate daily/regularly scheduled formative assessments focused on the lesson's learning targets ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology, Implementation, Monitor, Evaluation	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Teachers and Principals

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Activity/Project-based Learning	Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of ELA content.	Direct Instruction, Technology, Implementation, Materials, Monitor	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	Teachers and Principals
Behavior Reflection Form	Students will complete a "Behavior Reflection Form" focusing on behaviors that do not meet identified expectations.	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/16/2017	\$0	All faculty and staff
Tier I Interventions	Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Technology, Academic Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Teachers and Principals
Daily/Regularly Formative Assessments	English/Language Arts instructors will incorporate daily/regularly scheduled formative assessments focused on the lesson's learning targets ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology, Implementation, Monitor, Evaluation	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	Teachers and Principals
Daily/Regularly Formative Assessments	Science instructors will incorporate daily/regularly scheduled formative assessments focused on the specific learning target ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology, Implementation, Monitor, Evaluation	Tier 1	Implement	08/29/2016	06/14/2017	\$0	Teachers and Principals
Tier III Interventions	Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Technology, Academic Support Program	Tier 3	Monitor	08/29/2016	06/14/2017	\$0	Teachers and Principals
Tier I Interventions	Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Technology, Academic Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principals

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Tier I Interventions	Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Technology , Academic Support Program	Tier 1	Implement	08/29/2016	06/14/2017	\$0	Teachers and Principals
Reading and Writing Strategies in the classroom	<p>Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition. This will be supported by up to 20 days of coaching from the Institute for Excellence in Education (approximately \$905 per day). The focus of this professional development will be implementing the identified Marzano strategies through the use of technology and Marzano's book, Using Technology with Classroom Instruction that Works (30 copies @ \$30/ book plus shipping and handling). Support and implementation will be developed through Professional Learning Communities.</p> <p>The IEE Coach will utilize a "Train, Model, Coach" approach to the Instructional Technology Professional Development.</p> <p>This PD could include:</p> <ul style="list-style-type: none"> <li>--Continuation of the Marzano Classroom Strategies already reviewed in 2014-15 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus</li> <li>--Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role (Study Island and Khan Academy. How to effectively use these programs to improve student success</li> <li>--Adoption of a research based technology integration model such as SAMR or T-PACK</li> <li>--Project based learning (how to manage a classroom and project with technology)</li> <li>--21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</li> </ul>	Direct Instruction, Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Teachers, Principals, and Writing Coach

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Implement "Teach Like A Champion" book	Identify and implement engagement strategies as outlined in the book, "Teach Like A Champion."	Direct Instruction, Implementation, Materials, Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/29/2016	06/14/2017	\$0	Teachers, Academic coaches, and Principals
Tier III Interventions	Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Technology, Academic Support Program	Tier 3	Implement	07/01/2016	06/30/2017	\$0	Teachers, IEP Designee, and Principals
Reading and Writing Strategies in the classroom	Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.	Direct Instruction, Technology	Tier 1	Implement	08/29/2016	06/14/2017	\$0	Teachers, Principals, Instructional Coach, and Writing Coach
Classroom Management Programs	Continued research of desired behaviors, removal for conference with administration	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	Teacher, principals
High Interest Informational Text	Instructors will incorporate current events, news clips, primary sources (MAISA Units) in the classroom, including CNN student news.	Direct Instruction, Technology, Materials	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Teachers and Principals
Discipline Strategies	Behavior contract with details of behaviors and consequences, detention, suspension	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$0	Teachers, principals
Daily/Regularly Formative Assessments	Math instructors will incorporate daily/regularly scheduled formative assessments focused on specific learning goals ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Direct Instruction, Technology, Implementation, Monitor, Evaluation	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers and Principals

### Section 31a

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

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Tier II Interventions	Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/29/2016	06/14/2017	\$40000	Teachers, Instructional Coach, and Principals
EXCEL	Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Technology , Academic Support Program	Tier 2	Evaluate	08/29/2016	06/14/2017	\$32500	EXCEL teachers, principals
Tier II Interventions	.Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$40000	Teachers, Instructional Coach, and Principals
EXCEL	Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Technology , Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$32500	EXCEL teachers and principals
EXCEL	Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Technology , Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$32500	EXCEL teachers, principals
EXCEL	Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Technology , Academic Support Program	Tier 2	Monitor	08/29/2016	06/14/2017	\$32500	EXCEL teachers, principals

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Tier II Interventions	Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/29/2016	06/14/2017	\$40000	Teachers and Principals
Tier II Interventions	Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$40000	Teachers, IEP Designee, and Principals
Tier III Interventions	Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Technology , Academic Support Program	Tier 3	Implement	09/06/2016	06/14/2017	\$20000	Teachers, Instructional Coach, and Principals

### Title II Part A

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

Oscoda Area High School

<p>PLC meetings/Book Study</p>	<p>On-going ELA PLCs using Instructors 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. Department members will meet monthly to determine common strategies to utilize for the following weeks. This will be an extension of the MCTE conference that members will attend in Oct. 2016 (which is a listed under the Reading &amp; Writing Strategies section).</p> <p>Teachers already have copies of the following: Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher Teaching Adolescent Writers by Kelly Gallagher</p> <p>Teachers need: Notice and Note by Kylene Beers \$35.00 x 5 copies = \$175.00</p>	<p>Direct Instruction, Implementation, Materials, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/14/2017</p>	<p>\$175</p>	<p>Teachers and Principals</p>
<p>Instructional Coach</p>	<p>Content coach will collaborate with ELA instructors to develop literacy and writing strategies for the department.</p>	<p>Curriculum Development, Technology, Academic Support Program, Supplemental Materials, Communication, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/29/2016</p>	<p>06/14/2017</p>	<p>\$23070</p>	<p>Content coach, Teachers, and Principals</p>
<p>Instructional Coach</p>	<p>Instructional coach will collaborate with Math Instructors on a monthly basis to develop and enhance math strategies in the Math classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$23070</p>	<p>Instructional Coach, teachers and principals</p>

**School Improvement Plan**

Oscoda Area High School

<p>MSTA Membership and Conference</p>	<p>Participation in the MSTA membership and conferences will greatly enhance the STEM and place based education approach to the OHS Science Department. Conference sessions include topics addressing the STEM approach to various topics, such as Physics projects, Chemistry applications and Environmental issues. In addition, sessions at the MSTA conference incorporate the NGSS and how to implement them in the classroom. The sessions include how to use local resources to connect with students on an application level and achieve a better understanding of how the content in the classroom affects real-world learning experiences.</p> <p>Over that last few years, the Science Department has worked closely with community group to enhance student learning outside of the classroom and partnership with the MSTA will reinforce this. The wide variety of topics at the MSTA conference, as well as year-round access to valuable resources to support the enhancement of the Science Department. Other reasons that MSTA is a beneficial group is:</p> <p>Ideas</p> <p>Information, teaching tips, lab safety, new materials, and other ideas that promote innovative teaching are provided in the journal, newsletter, and at the annual conference. MSTA provides its members with multiple opportunities to exchange ideas.</p> <p>Support</p> <p>MSTA aids and informs its members of current issues and trends in science education. It provides recognition of outstanding teaching and programs with annual awards. It provides opportunities for teachers to present their own materials and to interact with other science teachers. It informs members of new developments at district, state, national, and international levels. It provides mini grants for activities that foster science education and/or teacher development.</p> <p>Leadership</p> <p>MSTA provides leadership with elected representatives. It is a state chapter of the National Science Teachers Association and an affiliate of the Michigan Education Association. It</p>	<p>Curriculum Development, Technology, Materials, Community Engagement, Career Preparation /Orientation, Supplemental Materials, Professional Learning, Extra Curricular, Field Trip, Parent Involvement, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$2400</p>	<p>Teachers, Administration</p>
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**School Improvement Plan**

Oscoda Area High School

	<p>affiliate of the Michigan Education Association. It is the parent organization for many affiliates and supports efforts to promote quality science education. It provides input into state-mandated curriculum and assessment.</p> <p>Service</p> <p>MSTA sponsors workshops and inservice meetings at local and regional levels. The annual conference, held in February or March, provides an opportunity to network and share ideas with colleagues. It also produces journals and newsletters to keep its members informed. Information on institutes and study programs is also available. The Internet website has become quite popular. It reviews new teaching materials and reports on scientific innovation and discoveries.</p> <p>Cost includes MSTA membership, conference registration, gas, lodging, meals, and substitute coverage for the annual MSTA conference, March 24-25, 2017 for 6 teachers</p>							
<p>Reading and Writing Strategies in the classroom</p>	<p>Instructors will incorporate high-yield literacy strategies to improve reading and writing. This will be supported by professional development opportunities, including attendance at the Oct. 2016 Michigan Council of Teachers of English (MCTE) conference and monthly Professional Learning Communities and book studies of Notice and Note by Kyleene Beers, Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher, and Teaching Adolescent Writers by Kelly Gallagher.</p> <p>5 teachers will attend the conference (costs include conference costs, substitute coverage, meals, transportation, and lodging )</p>	<p>Direct Instruction, Technology, Materials, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/14/2017</p>	<p>\$2400</p>	<p>Teachers and Principals</p>

## School Improvement Plan

Oscoda Area High School

<p>Connected Math III (7th and 8th)</p>	<p>7th and 8th grade Math class fully implements Connected Math III texts into their curriculum, including monthly meetings with Instructional coach. This will also be supported by professional development opportunities, including attendance at the February 24th-25th, 2017 Math CMP3 Connected Math Series conference and monthly Professional Learning Communities.</p> <p>\$200 Substitute - (need 2 subs for 1 day, since second day is a Saturday)          \$600 Conference - (300*2)          \$384 Lodging - (2 rooms for 2 days, ((96*2)*2)          \$100 Dinner - ( (2*25)*2)</p>	<p>Direct Instruction, Technology, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$1734</p>	<p>Teachers, Principals, Instructional coach</p>
<p>RAISE - Reading Apprenticeship Improving Secondary Education</p>	<p>Social Studies teachers will collaborate monthly to review reading intervention strategies for the Social Studies classroom.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/14/2017</p>	<p>\$3000</p>	<p>Instructional coach, teachers attending RAISE workshop, and principals</p>
<p>Tier II Interventions</p>	<p>Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)</p>	<p>Technology, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/14/2017</p>	<p>\$40000</p>	<p>Teachers and Principals</p>

## School Improvement Plan

Oscoda Area High School

<p>Reading and Writing Strategies in the classroom</p>	<p>Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition. This will be supported by up to 20 days of coaching from the Institute for Excellence in Education (approximately \$905 per day). The focus of this professional development will be implementing the identified Marzano strategies through the use of technology and Marzano's book, Using Technology with Classroom Instruction that Works (30 copies @ \$30/ book plus shipping and handling). Support and implementation will be developed through Professional Learning Communities.</p> <p>The IEE Coach will utilize a "Train, Model, Coach" approach to the Instructional Technology Professional Development.</p> <p>This PD could include:  --Continuation of the Marzano Classroom Strategies already reviewed in 2014-15 (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 (Study Island and Khan Academy. How to effectively use these programs to improve student success  --Adoption of a 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)</p>	<p>Direct Instruction, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$4600</p>	<p>Teachers, Principals, and Writing Coach</p>
<p>Activity/Project-based Learning</p>	<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of math content. This will also be supported by professional development opportunities, including attendance at the July 27th-28th, 2016 MCTM conference and monthly Professional Learning Communities.</p> <p>Conference: \$1600 (\$200/person, 8 people)  Substitute: \$0 (during summer)  Lodging: \$800  Meals: \$320 (\$20/day, 2 days, 8 people)</p>	<p>Direct Instruction, Technology, Implementation, Materials, Professional Learning, Monitor</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$2720</p>	<p>Teachers and Principals</p>

# School Improvement Plan

Oscoda Area High School

## Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement	A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights; career expos; science/math evening activities; parent informational meetings regarding the 1-1 computer initiative, etc.	Technology , Materials, Community Engagement, Communication, Parent Involvement	Tier 1	Implement	08/29/2016	06/14/2017	\$575	Parent Liaison; Building Administrators
Tier II Interventions	Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2017	\$40000	Teachers, IEP Designee, and Principals
Positive Recognition	Faculty and staff at OHS will use a variety of techniques to recognize positive, appropriate behavior that students exhibit. This includes candy, lunch/clothing coupons, red tickets, "Good News from School" postcards, and verbal acknowledgement.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$1500	All staff and faculty
Parental Involvement	A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights; career expos; science/math evening activities; parent informational meetings regarding the 1-1 computer initiative, etc.	Technology , Materials, Community Engagement, Communication, Parent Involvement	Tier 1	Implement	09/06/2016	06/14/2017	\$575	Parent Liaison; Building Administrators

## School Improvement Plan

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Tier II Interventions	Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/29/2016	06/14/2017	\$40000	Teachers, Instructional Coach, and Principals
Tier II Interventions	.Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday and Saturday school Workshops. Qualification for these opportunities will be based upon proper documentation of Tier I interventions, through a referral process, which identifies the students who are most at risk for failure. Transportation will be available for all extended day/Saturday Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	07/01/2016	06/30/2017	\$40000	Teachers, Instructional Coach, and Principals

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement "Teach Like A Champion" book	Identify and implement engagement strategies as outlined in the book, "Teach Like a Champion." Grade level teams will meet bi-weekly to determine common strategies to utilize for the following weeks.	Direct Instruction, Implementation, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Teachers, Academic Coaches, and Principals

### General Fund

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

Oscoda Area High School

Behavior Modification Room/Detention Centers	Students who have inappropriate behaviors during the school day may be assigned to the Behavior Modification Room. When there are Identified times in which students are required to spend time outside of the school day in response to inappropriate behaviors, the detention will occur after school and in Friday school.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$4000	OHS staff
Place Based Education	<p>Science teachers at OHS will collaborate with community partners to plan, develop, and implement hands on activities for students to participate in outside of the classroom.</p> <p>Place-Based Education (PBE) or Community Based Education (CBE) brings students into closer contact with their communities, through youth-led stewardship projects that enhance their environment and community. This education strategy allows schools to enrich the learning and lives of their students.</p> <p>Hands-on, place-based education is a proven method for developing knowledgeable and active stewards of the environment. When schools and communities work together, they produce powerful partnerships that are beneficial to all.</p>	Community Engagement, Supplemental Materials, Field Trip, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/14/2017	\$2000	Teachers, community partners
Activity/Project-Based Learning Opportunities	Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of science content.	Direct Instruction, Technology, Implementation, Materials, Monitor	Tier 1	Monitor	08/29/2016	06/14/2017	\$2000	Teachers and Principals
High Interest Informational Text	Instructors will incorporate science magazine texts (such as "Popular Science"; "Current Science") in the classroom, including web-based materials and activities implementing the school's 1-1 initiative beginning in the 2015-16 school year.	Direct Instruction, Technology, Materials	Tier 1	Monitor	08/29/2016	06/14/2017	\$1000	Teachers and Principals
Teacher training of the Next Generation Science Standards	Attending six non-consecutive days of PD targeting understanding and implementing the Next Generation Science Standards at IRESA.	Curriculum Development, Direct Instruction, Implementation, Materials, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1500	Three science teachers from the high school will attend this series of PD.

**School Improvement Plan**

Oscoda Area High School

STEM	Teachers will incorporate STEM strategies in the Science classroom to enhance instruction. With the changes in the Science curriculum, the focus is more on process and application rather than rote memorization and the STEM approach supports this process.	Direct Instruction, Technology, Community Engagement, Career Preparation /Orientation, Teacher Collaboration	Tier 1	Implement	08/29/2016	06/14/2017	\$4000	Teachers, principal, community partners
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