

17-18 OHS SI Plan

Oscoda Area High School

Oscoda Area Schools

Mr. Terence P Allison, Principal
3550 East River Rd
Oscoda, MI 48750-9025

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All students at Oscoda Area High School will be proficient in Science.....	3
Goal 2: All students at Oscoda Area High School will be proficient in mathematics.....	9
Goal 3: All students at Oscoda Area High School will be proficient in Social Studies.....	14
Goal 4: All students at Oscoda High School will be proficient in English/Language Arts.....	19
Goal 5: All students at Oscoda High School will behave appropriately in accordance with the school handbook.....	24
Activity Summary by Funding Source.....	29

Overview

Plan Name

17-18 OHS SI Plan

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: 13	Academic	\$125890
2	All students at Oscoda Area High School will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$146954
3	All students at Oscoda Area High School will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$136565
4	All students at Oscoda High School will be proficient in English/Language Arts.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$139199
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 06/15/2018 as measured by NWEA, PSAT, SAT, 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 2016-17 school year.	Technology , Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/13/2018	\$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.	Technology , Direct Instruction	Tier 1	Implement	08/28/2017	06/13/2018	\$0	No Funding Required	Teachers, Principals, Instructional Coach, and Writing Coach

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.	Implementation, Technology, Monitor, Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/13/2018	\$2000	General Fund	Teachers and Principals

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.	Implementation, Technology, Monitor, Direct Instruction, Evaluation	Tier 1	Implement	08/28/2017	06/13/2018	\$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>	Field Trip, Community Engagement, Teacher Collaboration, Supplemental Materials	Tier 1	Implement	08/28/2017	06/13/2018	\$2000	General Fund	Teachers, community partners

17-18 OHS SI Plan

Oscoda Area High School

Activity - STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	<p>Technology , Community Engagement, Career Preparation /Orientation , Direct Instruction, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$4000</p>	<p>General Fund</p>	<p>Teachers, principal, community partners</p>
Activity - MSTA Membership and Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

17-18 OHS SI Plan

Oscoda Area High School

<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>Attending the MSTA conference in the Spring of 2017 has added a plethora of knowledge, networks, and opportunities for the Science department to implement at Oscoda Area High School. The diverse topics in the break-out sessions provided a great deal of direction moving forward with the new science standards, assessment pieces, and how to implement project/place-based education opportunities.</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</p>	<p>Field Trip, Technology, Curriculum Development, Professional Learning, Community Engagement, Career Preparation /Orientation, Parent Involvement, Teacher Collaboration, Supplemental Materials, Extra Curricular, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$2400</p>	<p>Title II Part A</p>	<p>Teachers, Administration</p>
--	---	---------------	------------------	-------------------	-------------------	---------------	------------------------	---------------------------------

17-18 OHS SI Plan

Oscoda Area High School

<p>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 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 2-3, 2017 for 5 teachers</p>								
---	--	--	--	--	--	--	--	--

Activity - Middle School Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	Professional Learning	Tier 1	Implement	08/28/2017	06/13/2018	\$490	Title II Part A, Title II Part A	Monthly Staff Meetings

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	08/28/2017	06/13/2018	\$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 Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$80000	Title I Part A, Section 31a	Teachers, Instructional Coach, and Principals
Activity - Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

17-18 OHS SI Plan

Oscoda Area High School

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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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
Attending six non-consecutive days of PD targeting understanding and implementing the Next Generation Science Standards at IRESA.	Implementation, Curriculum Development, Professional Learning, Direct Instruction, Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1500	General Fund	Three science teachers from the high school will attend this series of PD.

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 06/13/2018 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	08/28/2017	06/13/2018	\$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

17-18 OHS SI Plan

Oscoda Area High School

<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 summer, 2017 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>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 Fall 2017 MCTM/MCEC conference and monthly Professional Learning Communities.</p> <p>Conference: \$1040 (\$130/person, 8 people) Substitute: \$800 (\$100/person, 8 people) Lodging: \$0 Meals: \$0</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology , Monitor, Professional Learning, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/03/2017</p>	<p>06/13/2018</p>	<p>\$5050</p>	<p>Title II Part A, Title II Part A, Title II Part A, Title II Part A</p>	<p>Teachers and Principals</p>
--	---	---------------	------------------	-------------------	-------------------	---------------	---	--------------------------------

Activity - Connected Math III (7th and 8th)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

17-18 OHS SI Plan

Oscoda Area High School

<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, 2018 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>	Technology , Professional Learning, Direct Instruction	Tier 1	Implement	07/03/2017	06/13/2018	\$1734	Title II Part A	Teachers, Principals, Instructional coach
--	--	--------	-----------	------------	------------	--------	-----------------	---

Activity - Daily/Regularly Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Implementation, Technology , Monitor, Direct Instruction, Evaluation	Tier 1	Implement	07/03/2017	06/13/2018	\$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
<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.</p> <p>This PD could include: --Continuation of the Marzano Classroom Strategies already reviewed in 2016-17 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus --Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role Khan Academy. How to effectively use these programs to improve student success --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>	Technology , Direct Instruction	Tier 1	Implement	07/03/2017	06/13/2018	\$4600	Title II Part A	Teachers, Principals, and Writing Coach

17-18 OHS SI Plan

Oscoda Area High School

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 , Community Engagement, Parent Involvement, Communication, Materials	Tier 1	Implement	07/03/2017	06/13/2018	\$0	No Funding Required	Parent Liaison; Building Administrators

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	08/28/2017	06/13/2018	\$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
----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

17-18 OHS SI 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	08/28/2017	06/13/2018	\$80000	Section 31a, Title I Part A	Teachers, Instructional Coach, 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	08/28/2017	06/13/2018	\$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	Implement	08/28/2017	06/13/2018	\$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 06/15/2018 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:

Oscoda Area High School

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

17-18 OHS SI Plan

Oscoda Area High School

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.</p> <p>This PD could include: --Continuation of the Marzano Classroom Strategies already reviewed in 2016-17 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus --Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role (Khan Academy.) How to effectively use these programs to improve student success --Project based learning (how to manage a classroom and project with technology) --21 Things 4 Teachers (This is based on Marzano's High Yield Strategies)</p> <p>This will also be supported by professional development opportunities, including attendance at the April 2017 Michigan Council for the Social Studies (MCSS) conference and monthly Professional Learning Communities.</p> <p>6 teachers will attend the conference (costs include conference costs, substitute coverage, meals, transportation, and lodging). Michigan Council Of The Social Studies Conference centers on an update on new Social Studies content expectations, the C3, reading and writing strategies and current local, state and national happenings in the world of social studies education. The practical teaching strategies and practices presented at the conference and teachers will be reviewed and revisited by the department at monthly PLCs.</p>	Technology, Curriculum Development, Direct Instruction	Tier 1	Implement	08/28/2017	06/13/2018	\$0	No Funding Required	Teachers and Principal.
Activity - RAISE - Reading Apprenticeship Improving Secondary Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Social Studies teachers will collaborate monthly to review reading intervention strategies for the Social Studies classroom.</p>	Academic Support Program	Tier 1	Implement	08/28/2017	06/13/2018	\$3000	Title II Part A	Instructional coach, teachers attending RAISE workshop, and principals

17-18 OHS SI Plan

Oscoda Area High School

Activity - High Interest Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will incorporate current events, news clips, primary sources (MAISA Units) in the classroom, including CNN student news.	Technology, Direct Instruction, Materials	Tier 1	Implement	08/28/2017	06/13/2018	\$0	No Funding Required	Teachers and Principals

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, Community Engagement, Parent Involvement, Communication, Materials	Tier 1	Implement	08/28/2017	06/13/2018	\$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
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

17-18 OHS SI Plan

Oscoda Area High School

<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of Social Studies content.</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology , Monitor, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$490</p>	<p>Title II Part A, Title II Part A</p>	<p>Teachers and Principals</p>
--	--	---------------	------------------	-------------------	-------------------	--------------	---	--------------------------------

Activity - Daily/Regular Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	<p>Implementation, Technology , Monitor, Direct Instruction, Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers and Principals</p>

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/>

17-18 OHS SI Plan

Oscoda Area High School

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	08/28/2017	06/13/2018	\$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 School. 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 Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$80000	Title I Part A, Section 31a	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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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 06/13/2018 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

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.	Implementation, Technology, Professional Learning, Direct Instruction, Teacher Collaboration, Communication	Tier 1	Monitor	08/28/2017	06/13/2018	\$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
------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

17-18 OHS SI Plan

Oscoda Area High School

<p>On-going ELA PLCs using Instructors will identify and implement writing engagement strategies and close reading strategies as outlined in the book <i>Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts</i>. Department members will meet monthly to determine common strategies to utilize for the following weeks.</p> <p>This will be an extension of the MCTE conference that members will attend in Oct. 2017 (which is listed under the Reading & Writing Strategies section).</p> <p>(4) Four Teachers will be trained in the use of these materials in Oct. 2017 on the first day of the MCTE conference.</p> <p>(2) Two Teachers will need a copy of <i>Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts</i> by Allison Marchetti and Rebekah O'Dell. Texts are \$25.50 + shipping= \$32 for a total of \$64.00</p> <p>Instructors will incorporate high-yield literacy strategies such as "Read Like a Writer," writers' workshop, use of mentor texts, and Close Reading strategies to improve reading and writing. This will be supported by professional development opportunities, including attendance at the Oct. 2017 Michigan Council of Teachers of English (MCTE) conference and monthly Professional Learning Communities and book studies of <i>Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts</i>.</p>	<p>Implementation, Professional Learning, Direct Instruction, Teacher Collaboration, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$64</p>	<p>Title II Part A</p>	<p>Teachers and Principals</p>
Activity - Activity/Project-based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

17-18 OHS SI Plan

Oscoda Area High School

<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of ELA content.</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology , Monitor, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$490</p>	<p>Title II Part A, Title II Part A</p>	<p>Teachers and Principals</p>
---	--	---------------	----------------	-------------------	-------------------	--------------	---	--------------------------------

Activity - Daily/Regularly Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	<p>Implementation, Technology , Monitor, Direct Instruction, Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers and Principals</p>

Activity - Reading and Writing Strategies in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

17-18 OHS SI Plan

Oscoda Area High School

<p>Instructors will incorporate high-yield literacy strategies such as “Read Like a Writer,” writers’ workshop, use of mentor texts, and Close Reading strategies to improve reading and writing. This will be supported by professional development opportunities, including attendance at the Oct. 2017 Michigan Council of Teachers of English (MCTE) conference and monthly Professional Learning Communities and book studies of Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts.</p> <p>6 teachers will attend the conference (costs include conference costs, substitute coverage, meals, transportation, and lodging). Michigan Council of Teachers of English Conference centers on the sharing of literacy strategies. Practical ideas for implementation are presented at the conference and teachers will follow-up this training with monthly PLCs.</p>	<p>Technology , Professional Learning, Direct Instruction, Teacher Collaboration, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$2500</p>	<p>Title II Part A</p>	<p>Teachers and Principals</p>
--	---	---------------	------------------	-------------------	-------------------	---------------	------------------------	--------------------------------

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	<p>Technology , Community Engagement, Parent Involvement, Communication, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$575</p>	<p>Title I Part A</p>	<p>Parent Liaison; Building Administrators</p>

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Content coach will collaborate with ELA instructors to develop literacy and writing strategies for the department.</p>	<p>Technology , Curriculum Development, Teacher Collaboration, Supplemental Materials, Communication, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$23070</p>	<p>Title II Part A</p>	<p>Content coach, Teachers, and Principals</p>

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	Monitor	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$32500	Section 31a	EXCEL teachers, principals

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

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

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

17-18 OHS SI Plan

Oscoda Area High School

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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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
Behavior contract with details of behaviors and consequences, detention, suspension	Behavioral Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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

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	08/28/2017	06/13/2018	\$0	No Funding Required	Principals, teachers, social worker, counselor, outside agencies

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

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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

17-18 OHS SI Plan

Oscoda Area High School

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. 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)	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/13/2018	\$0	No Funding Required	Teachers and Principals
---	----------------------------	--------	-----------	------------	------------	-----	---------------------	-------------------------

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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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

17-18 OHS SI Plan

Oscoda Area High School

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	08/28/2017	06/13/2018	\$4000	General Fund	OHS staff
--	----------------------------	--------	-----------	------------	------------	--------	--------------	-----------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Technology , Community Engagem ent, Career Preparation /Orientation , Direct Instruction, Teacher Collaborati on	Tier 1	Implement	08/28/2017	06/13/2018	\$4000	Teachers, principal, community partners
Activity/Project-Based Learning Opportunities	Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of science content.	Implementa tion, Technology , Monitor, Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/13/2018	\$2000	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.	Implementa tion, Curriculum Developme nt, Professiona l Learning, Direct Instruction, Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1500	Three science teachers from the high school will attend this series of PD.
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 2016-17 school year.	Technology , Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/13/2018	\$1000	Teachers and Principals

17-18 OHS SI Plan

Oscoda Area High School

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>	Field Trip, Community Engagement, Teacher Collaboration, Supplemental Materials	Tier 1	Implement	08/28/2017	06/13/2018	\$2000	Teachers, community partners
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	08/28/2017	06/13/2018	\$4000	OHS staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/28/2017	06/13/2018	\$32500	EXCEL teachers and principals

17-18 OHS SI Plan

Oscoda Area High School

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 Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$40000	Teachers, Instructional Coach, 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	08/28/2017	06/13/2018	\$20000	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	Monitor	08/28/2017	06/13/2018	\$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	Evaluate	08/28/2017	06/13/2018	\$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	Implement	08/28/2017	06/13/2018	\$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 School. 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 Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$40000	Teachers, IEP Designee, and Principals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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 Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$40000	Teachers, Instructional Coach, and Principals

17-18 OHS SI Plan

Oscoda Area High School

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 , Community Engagement, Parent Involvement, Communication, Materials	Tier 1	Implement	08/28/2017	06/13/2018	\$575	Parent Liaison; Building Administrators
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 , Community Engagement, Parent Involvement, Communication, Materials	Tier 1	Implement	08/28/2017	06/13/2018	\$575	Parent Liaison; Building Administrators
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	08/28/2017	06/13/2018	\$1500	All staff and faculty
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	08/28/2017	06/13/2018	\$40000	Teachers, Instructional Coach, and Principals

17-18 OHS SI Plan

Oscoda Area High School

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 School. 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 Tier II Interventions (based upon the budget). (State and Federal Program/grant financing.)	Technology , Academic Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$40000	Teachers, IEP Designee, and Principals
-----------------------	---	---------------------------------------	--------	-----------	------------	------------	---------	--

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

<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 summer, 2017 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>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 Fall 2017 MCTM/MCEC conference and monthly Professional Learning Communities.</p> <p>Conference: \$1040 (\$130/person, 8 people) Substitute: \$800 (\$100/person, 8 people) Lodging: \$0 Meals: \$0</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology, Monitor, Professional Learning, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/03/2017</p>	<p>06/13/2018</p>	<p>\$1840</p>	<p>Teachers and Principals</p>
--	--	--	---------------	------------------	-------------------	-------------------	---------------	--------------------------------

<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>Attending the MSTA conference in the Spring of 2017 has added a plethora of knowledge, networks, and opportunities for the Science department to implement at Oscoda Area High School. The diverse topics in the break-out sessions provided a great deal of direction moving forward with the new science standards, assessment pieces, and how to implement project/place-based education opportunities.</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,</p>	<p>Field Trip, Technology, Curriculum Development, Professional Learning, Community Engagement, Career Preparation /Orientation, Parent Involvement, Teacher Collaboration, Supplemental Materials, Extra Curricular, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$2400</p>	<p>Teachers, Administration</p>
---------------------------------------	--	---	---------------	------------------	-------------------	-------------------	---------------	---------------------------------

	<p>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 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 2-3, 2017 for 5 teachers</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 summer, 2017 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>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 Fall 2017 MCTM/MCEC conference and monthly Professional Learning Communities.</p> <p>Conference: \$1040 (\$130/person, 8 people) Substitute: \$800 (\$100/person, 8 people) Lodging: \$0 Meals: \$0</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology, Monitor, Professional Learning, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/03/2017</p>	<p>06/13/2018</p>	<p>\$390</p>	<p>Teachers and Principals</p>
--	--	--	---------------	------------------	-------------------	-------------------	--------------	--------------------------------

17-18 OHS SI Plan

Oscoda Area High School

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	08/28/2017	06/13/2018	\$40000	Teachers and Principals
Activity/Project-Based Learning Opportunities	<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of Social Studies content.</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	Implementation, Technology , Monitor, Direct Instruction, Materials	Tier 1	Implement	08/28/2017	06/13/2018	\$100	Teachers and Principals

17-18 OHS SI Plan

Oscoda Area High School

<p>Middle School Training</p>	<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$390</p>	<p>Monthly Staff Meetings</p>
-------------------------------	--	------------------------------	---------------	------------------	-------------------	-------------------	--------------	-------------------------------

17-18 OHS SI Plan

Oscoda Area High School

<p>Activity/Project-based Learning</p>	<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of ELA content.</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology, Monitor, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$100</p>	<p>Teachers and Principals</p>
--	---	---	---------------	----------------	-------------------	-------------------	--------------	--------------------------------

17-18 OHS SI Plan

Oscoda Area High School

<p>Activity/Project-based Learning</p>	<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of ELA content.</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology, Monitor, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$390</p>	<p>Teachers and Principals</p>
--	---	---	---------------	----------------	-------------------	-------------------	--------------	--------------------------------

17-18 OHS SI Plan

Oscoda Area High School

<p>Middle School Training</p>	<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$100</p>	<p>Monthly Staff Meetings</p>
<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.</p> <p>This PD could include: --Continuation of the Marzano Classroom Strategies already reviewed in 2016-17 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus --Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role Khan Academy. How to effectively use these programs to improve student success --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>Technology, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/03/2017</p>	<p>06/13/2018</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 summer, 2017 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>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 Fall 2017 MCTM/MCEC conference and monthly Professional Learning Communities.</p> <p>Conference: \$1040 (\$130/person, 8 people) Substitute: \$800 (\$100/person, 8 people) Lodging: \$0 Meals: \$0</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology, Monitor, Professional Learning, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/03/2017</p>	<p>06/13/2018</p>	<p>\$2720</p>	<p>Teachers and Principals</p>
--	--	--	---------------	------------------	-------------------	-------------------	---------------	--------------------------------

17-18 OHS SI 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, 2018 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>Technology , Professional Learning, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/03/2017</p>	<p>06/13/2018</p>	<p>\$1734</p>	<p>Teachers, Principals, Instructional coach</p>
<p>Reading and Writing Strategies in the classroom</p>	<p>Instructors will incorporate high-yield literacy strategies such as “Read Like a Writer,” writers’ workshop, use of mentor texts, and Close Reading strategies to improve reading and writing. This will be supported by professional development opportunities, including attendance at the Oct. 2017 Michigan Council of Teachers of English (MCTE) conference and monthly Professional Learning Communities and book studies of Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts.</p> <p>6 teachers will attend the conference (costs include conference costs, substitute coverage, meals, transportation, and lodging). Michigan Council of Teachers of English Conference centers on the sharing of literacy strategies. Practical ideas for implementation are presented at the conference and teachers will follow-up this training with monthly PLCs.</p>	<p>Technology , Professional Learning, Direct Instruction, Teacher Collaboration, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$2500</p>	<p>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>08/28/2017</p>	<p>06/13/2018</p>	<p>\$23070</p>	<p>Instructional Coach, teachers and principals</p>

17-18 OHS SI Plan

Oscoda Area High School

<p>Activity/Project-Based Learning Opportunities</p>	<p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of Social Studies content.</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology, Monitor, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$390</p>	<p>Teachers and Principals</p>
--	--	---	---------------	------------------	-------------------	-------------------	--------------	--------------------------------

17-18 OHS SI 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 book Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts. Department members will meet monthly to determine common strategies to utilize for the following weeks.</p> <p>This will be an extension of the MCTE conference that members will attend in Oct. 2017 (which is listed under the Reading & Writing Strategies section).</p> <p>(4) Four Teachers will be trained in the use of these materials in Oct. 2017 on the first day of the MCTE conference.</p> <p>(2) Two Teachers will need a copy of Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts by Allison Marchetti and Rebekah O'Dell. Texts are \$25.50 + shipping= \$32 for a total of \$64.00</p> <p>Instructors will incorporate high-yield literacy strategies such as "Read Like a Writer," writers' workshop, use of mentor texts, and Close Reading strategies to improve reading and writing. This will be supported by professional development opportunities, including attendance at the Oct. 2017 Michigan Council of Teachers of English (MCTE) conference and monthly Professional Learning Communities and book studies of Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts.</p>	<p>Implementation, Professional Learning, Direct Instruction, Teacher Collaboration, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$64</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>Technology, Curriculum Development, Teacher Collaboration, Supplemental Materials, Communication, Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$23070</p>	<p>Content coach, Teachers, and Principals</p>

17-18 OHS SI Plan

Oscoda Area High School

RAISE - Reading Apprenticeship Improving Secondary Education	Social Studies teachers will collaborate monthly to review reading intervention strategies for the Social Studies classroom.	Academic Support Program	Tier 1	Implement	08/28/2017	06/13/2018	\$3000	Instructional coach, teachers attending RAISE workshop, and principals
--	--	--------------------------	--------	-----------	------------	------------	--------	--

<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 summer, 2017 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>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 Fall 2017 MCTM/MCEC conference and monthly Professional Learning Communities.</p> <p>Conference: \$1040 (\$130/person, 8 people) Substitute: \$800 (\$100/person, 8 people) Lodging: \$0 Meals: \$0</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance at the Winter 2017 MAMSE conference and monthly Professional Learning Communities.</p> <p>Conference: \$150 Substitute: \$100 Lodging: \$100 Meals: \$40</p> <p>Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of middle school content. This will also be supported by professional development opportunities, including attendance quarterly during the 2017 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Implementation, Technology, Monitor, Professional Learning, Direct Instruction, Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/03/2017</p>	<p>06/13/2018</p>	<p>\$100</p>	<p>Teachers and Principals</p>
--	--	--	---------------	------------------	-------------------	-------------------	--------------	--------------------------------

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Discipline Strategies	Behavior contract with details of behaviors and consequences, detention, suspension	Behavioral Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$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.	Implementation, Technology, Monitor, Direct Instruction, Evaluation	Tier 1	Implement	07/03/2017	06/13/2018	\$0	Teachers and Principals
Classroom Management Programs	Continued research of desired behaviors, removal for conference with administration	Behavioral Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$0	Teacher, 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	08/28/2017	06/13/2018	\$0	Teachers, IEP Designee, 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	08/28/2017	06/13/2018	\$0	Teachers 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.	Implementation, Technology, Monitor, Direct Instruction, Evaluation	Tier 1	Implement	08/28/2017	06/13/2018	\$0	Teachers and Principals

17-18 OHS SI Plan

Oscoda Area High School

<p>RAISE - Reading Apprenticeship Improving Secondary Education</p>	<p>ELA teachers will collaborate monthly to review reading intervention strategies for the ELA classrooms.</p>	<p>Implementation, Technology, Professional Learning, Direct Instruction, Teacher Collaboration, Communication</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>Teachers, and Principals</p>
<p>Tier I Interventions</p>	<p>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.</p>	<p>Technology, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>Teachers and Principals</p>

<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.</p> <p>This PD could include: --Continuation of the Marzano Classroom Strategies already reviewed in 2016-17 (Similarities and Differences, Recognizing Effort and Providing Recognition, Summarizing and Note Taking) with a technology focus --Defining of our EXCEL (Intervention/Enrichment) program and ongoing plan and how technology will play a role (Khan Academy.) How to effectively use these programs to improve student success --Project based learning (how to manage a classroom and project with technology) --21 Things 4 Teachers (This is based on Marzano’s High Yield Strategies)</p> <p>This will also be supported by professional development opportunities, including attendance at the April 2017 Michigan Council for the Social Studies (MCSS) conference and monthly Professional Learning Communities.</p> <p>6 teachers will attend the conference (costs include conference costs, substitute coverage, meals, transportation, and lodging). Michigan Council Of The Social Studies Conference centers on an update on new Social Studies content expectations, the C3, reading and writing strategies and current local, state and national happenings in the world of social studies education. The practical teaching strategies and practices presented at the conference and teachers will be reviewed and revisited by the department at monthly PLCs.</p>	<p>Technology , Curriculum Development, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/13/2018</p>	<p>\$0</p>	<p>Teachers and Principal.</p>
--	--	--	---------------	------------------	-------------------	-------------------	------------	--------------------------------

17-18 OHS SI Plan

Oscoda Area High School

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>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	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$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 , Community Engagement, Parent Involvement, Communication, Materials	Tier 1	Implement	07/03/2017	06/13/2018	\$0	Parent Liaison; Building Administrators
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	08/28/2017	06/13/2018	\$0	Principals, teachers, social worker, counselor, outside agencies
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	08/28/2017	06/13/2018	\$0	Teachers, IEP Designee, and Principals

17-18 OHS SI Plan

Oscoda Area High School

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.	Implementation, Technology, Monitor, Direct Instruction, Evaluation	Tier 1	Implement	08/28/2017	06/13/2018	\$0	Teachers 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.	Technology, Direct Instruction	Tier 1	Implement	08/28/2017	06/13/2018	\$0	Teachers, Principals, Instructional Coach, and Writing Coach
Psychological Strategies	OAS social worker and OHS guidance counselor to discuss specific needs, behaviors, and goals.	Behavioral Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$0	Principals, social worker, guidance counselor
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	08/28/2017	06/13/2018	\$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.	Implementation, Technology, Monitor, Direct Instruction, Evaluation	Tier 1	Monitor	08/28/2017	06/13/2018	\$0	Teachers and Principals
High Interest Informational Text	Instructors will incorporate current events, news clips, primary sources (MAISA Units) in the classroom, including CNN student news.	Technology, Direct Instruction, Materials	Tier 1	Implement	08/28/2017	06/13/2018	\$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	08/28/2017	06/13/2018	\$0	All faculty and staff
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	08/28/2017	06/13/2018	\$0	Teachers and Principals

17-18 OHS SI Plan

Oscoda Area High School

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	08/28/2017	06/13/2018	\$0	Teachers and Principals
Collaboration Strategies	Meeting with parents and behavior intervention team	Behavioral Support Program	Tier 2	Implement	08/28/2017	06/13/2018	\$0	Teachers, principals, parent/guardians, behavior intervention team