



School Improvement Plan

Oscoda Area High School

Oscoda Area Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment has been an ongoing process throughout the 2016-17 school year that has involved the staff at OHS. Data and review of student scores was presented to staff, with some time to review each department's scores. The process and level at which our school has achieved each component was analyzed and shared with staff and time given for updates/reviews.

Parents, students, and staff were surveyed for data collection purposes. Surveys were emailed and posted on the school website. School Improvement meetings have an open invitation to parents given through school messenger. In addition, a list of meeting dates and topics was distributed to parents in the beginning of the year.

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

The process of the CNA can be more fluid throughout the year. This will be addressed by creating a month-by-month calendar to ensure that each respective area can be discussed and reviewed continually throughout the year.

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

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

Finally, the team reviewed the demographic data. Over the past several years our enrollment has been declining, but we appear to be reaching a more stable point. There are 2 key concerns regarding student behavior, tardies and failure to report to Lunch Academic Workshop. Tardies seem to be the most recurring negative behavior among students. There are certain students that this occurs with more often and focus is on how to reduce that behavior. Students that are currently failing are required to attend LAW, however, this is not always followed. Students do not see the benefit of this time, and often do not attend. Currently, we report about 70% of our students are receiving free or reduced lunch.

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

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Before establishing our school improvement goals, multiple forms of data were considered including state assessments (M-STEP and SAT) and national data (NWEA). In addition, the team made use of the perception data from staff, students, and parents, and demographic data. After reviewing the achievement, demographic, and perception data, it was decided that we continue to address the gap between the top and bottom 30% and increase parental awareness of school processes. To achieve that goal, the decision was made to continue to address student engagement, PBIS, literacy, and attendance.

The goal of 100% proficiency has been set for all four major content areas. We believe that all students can learn and the needs of both high and low achieving students will be addressed. To that end, engagement based learning has been identified in each area. With the assistance of a Title funded content specialist, and department-specific Professional Development opportunities, teachers will incorporate engagement strategies across the curriculum. In 2016-17, the emphasis was on implementation of engagement and other strategies with incorporation of technology. With previous work through Marzano's High Yield strategies, focus was on using these techniques, with the implementation of technology. In addition, the district has implemented the use of Curriculum Crafter to identify and align the curriculum from each course to ensure that standards are being taught with continuity and fluidity.

Refocusing on our PBIS system helped to address student behavior needs. Reinforcement of expected behaviors throughout the year was emphasized to ensure that students are aware of what is right and wrong. Over the last few years, a Tier 2 and Tier 3 behavior expectations were focused on to reach the most at-risk students. All of this will be continued in 2017-2018 school year and incorporated into the school improvement plan. Also, evaluating the effectiveness and structure of our EXCEL program will help to address behavior concerns.

This past year, each department was able to select and attend professional development opportunities that they see fit for the needs of their department. Each department used this to specialize their focus and need. The benefit of this approach will be re-evaluated during the 2017-2018 school year.

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

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

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

Component 2: Schoolwide Reform Strategies

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

A focus on student achievement has been to dedicate staff members to target students that are continually failing classes and missing assignments. These staff members identify students that are failing, bring this to their attention, and have them attend Lunch Academic Workshop until they are passing and/or they are not missing any work. The workload is split between these two staff members with one focused on all students that are failing and the other focused on the most at-risk students. Weekly reports are pulled and analyzed to determine the failure rates for all students in the building. In addition, a test prep program was developed and implemented in our EXCEL program with students focusing on preparing for the new SAT assessment.

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

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

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

To address the needs of our lower 30% of students, Oscoda High School has multiple programs already in place including after school workshop, lunch workshop, and Excel/Intervention which is a half hour of time daily devoted to enriching the curriculum for advanced students and supporting the curriculum for the struggling students. For 2017-18, a more detailed system of progress monitoring and adjusting will be in place to better meet the needs of the struggling students. In addition, teachers will more fully implement online resources within the Intervention program that will help provide differentiated instruction to these students. This intervention program will be enhanced by improving technology resources for teachers.

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

All of the strategies included in the School Improvement plan were derived from the needs assessment. Of particular concern on the CNA was the achievement gap in both math and language arts. Causes for this gap include lack of student engagement, attendance, and a high incidence of special education students. To address this, teachers will overtly implement engagement strategies (Improving Adolescent
SY 2018-2019

Literacy: Effective Classroom and Intervention Practices, Kamil, et al, 2008) and, where appropriate, materials will be updated to support implementation of the Common Core State Standards which encourage a more student-centered classroom. In addition, teachers will implement four of Marzano's nine high-yield strategies to improve instruction. (Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2001)) The PBIS/MTSS model will be implemented with fidelity to address the needs of our lowest students and to ensure that they make adequate yearly progress. Finally, a 1 to 1 computer initiative has been established this year and will be provided more support for the upcoming year.

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

Each department at OHS has at least one Intervention class for 30 minutes that focuses on students that are struggling in that respective area. At risk students will be identified through multiple measures including M-STEP, NWEA, and SAT data as well as weekly eligibility lists, Oscoda Schools common assessments, and the at risk qualifiers as identified by the Michigan Department of Education.. Most students will get assistance at the classroom level (Tier 1) through differentiation techniques, including engagement strategies, to improve success. Students needing extra support will be provided extra time and learning opportunities (Tier 2). An opportunity to better understand the curriculum will be provided through extended day learning, lunch workshop, after school tutorial, and Saturday school. In addition, 30 minutes daily will be provided for all students to receive additional support. For low achieving students this half hour would be support in curriculum areas in which they are deficit. For high achieving students, this would be enrichment activities that take the curriculum to a deeper level. Personal plans will be developed for students in need of intensive, individual instruction (Tier 3).

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

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

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

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

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

Students are identified for additional support using M-STEP, SAT, NWEA, and class grading data. NWEA will be administered twice per year to students in 7th and 8th grades and will serve as benchmark testing. This data will be analyzed at each benchmark in the school year to

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determine if students are making adequate progress. Also, as part of the Intervention program, students will be utilizing the high school component of Khan Academy. Progress monitoring tools are available in this program and will be utilized to determine if the intervention is meeting the students' needs.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Oscoda Area High School (OHS) has retained 94% of the teaching staff this year. One teacher from the high school moved to the elementary building and another teacher resigned and moved to another district at the end of the first semester last year. The plan for the upcoming year is to hire one teacher for next year.

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

A majority of the staff at OHS has numerous years of experience, 78% of staff have 10+ years teaching experience, 15% of staff have 5-10 years teaching experience and only 7% have 0-5 years teaching experience.

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

Oscoda High School is working hard to establish a positive atmosphere in the building. The 2012-13 was the first year of a Positive Behavior Interventions and Supports (PBIS) program. The goal of this program is to create a positive culture and reward positive behaviors by students in the high school. In addition, teachers have the option of deciding on professional development opportunities, thus identifying areas that they see fit and not something that is just assigned by a school administrator.

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

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

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

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

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

Component 5: High Quality and Ongoing Professional Development

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

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

- The district has hired an Instructional Coach to work with all teachers. The coach will be responsible for helping teachers in such areas as implementation of the Common Core standards, data driven instruction, effective classroom strategies, integration of technology, Response to Intervention (RtI), and other needs as identified by the School Improvement plan.
- Teachers will meet regularly during morning professional development time to discuss progress in increasing student engagement. This time rotates between department, committee, and grade level meetings. Each group has a different focus on the student as a whole learner.
- Each department has chosen PD that focuses on their needs. Time and money has been allocated for each department to attend conferences and workshops that will meet the needs that have been identified.

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

The staff and administration at Oscoda Area High School has committed to 0.5 hours of professional development weekly. This time is spent as a whole staff, department meetings, grade level meetings, or school improvement committees as needed. The weekly professional development time runs throughout the entire school year and is focused on the current needs of the school as defined by the school improvement process. In addition, monthly department meetings reinforce the the morning meeting times/discussions.

Through the use of Curriculum Crafter, each department meets with the Instructional Coach to ensure that the curriculum is being added to this software program. In addition, department-specific PD is identified in the SIP to ensure that effort is devoted to areas of concern.

In addition, OHS will have the assistance of the Content Coach for the 2017-18. In support of the school improvement goals, a major focus of the coach will be helping teachers implement effective student engagement strategies.

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

Component 6: Strategies to Increase Parental Involvement

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

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

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

Parent nights throughout the year helped encourage parent awareness and involvement at OHS. Open house for 6th graders transitioning to OHS paired with the Science night to showcase activities.

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

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

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

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

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

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

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

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

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

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

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

Oscoda High School is committed to carrying out the activities outlined in ESEA section 1118 (e) 1-5, 14 and (f). Requirements of Section 1118 (e) Building Capacity for Involvement.

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

--Parents are provided with curriculum guides based on the Common Core state standards and framework, student academic achievement standards, state and local academic assessments, and the requirements related to coursework for grades 7 and 8. A course offering guide complete with explanations of each high school course is available to parents at the high school level.

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

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

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

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

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

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

(3) To better assess the role of parents at Oscoda Area High School, parents were asked to complete a perception survey. The parents that participated agreed that communication could be improved particularly with reference to how students are graded and their progress in class. To meet this need, teachers, pupil services personnel, principals, and other staff are regularly trained in the importance of parental assistance, parental communication and the importance of building ties between the parents and the school. This training is done in two ways, first, through professional development opportunities provided to the staff of OHS and secondly, through the input and involvement of the PTO. Oscoda Area Schools has a unique opportunity to provide professional development to the teaching staff. On a weekly basis, teachers report 30 minutes early for professional development opportunities. In the 2017-18 school year, some of that time will be committed to the study of parent involvement and particularly how to work with parents as equal partners, how to communicate with parents, and how to encourage and support parents in more fully participating in the education of their children. This professional development will be geared toward teachers, administrators, and support staff as appropriate. Resources noted on the National Coalition for Parent Involvement in Education website will be used to enhance that professional development. (www.ncpie.org/resources/parentsamilies.cfm). The PTO provides parents with the opportunities to share their opinions on parent to teacher involvement, teacher to parent involvement, deficiencies and best practices. Specific deficiencies discussed within the PTO will be addressed. The leaders of OHS are committed to providing the necessary training to eliminate the deficiency and promote greater value in the parent/school relationship. In addition, the best practices will be shared among the teachers of OHS to foster greater success among all staff.

(4) Oscoda High School is partners with Iosco County Poverty Summit and the Oscoda Area Schools PTO which encourage and support parents in fully participating in the education of their children. There are many opportunities for parents to be involved such as, Music Boosters, Athletic Boosters, class meetings geared toward student activities and fundraising, mentoring, special event coordination, etc. In addition, the district has a resource library of material specifically designed to encourage parents to participate in their child's education by providing support, training and knowledge in a variety of areas that parents may feel unable to assist their children. Parental access to the resource library is available regularly through the Parent Outreach Liaison as well as during events such as parent enrichment nights and parent-teacher conferences.

(5) Oscoda High School staff is dedicated to promoting and increasing communication between families and the school. All correspondence, both written and verbal, will be created and conducted in a format and language that parents can understand. We will strive to promote open, positive communication so that, should a lack of understanding arise, parents will feel comfortable seeking out clarification

and greater understanding. To reduce possible confusion, all correspondence will be provided in a timely manner, allowing time for questions, concerns and misunderstandings to be thoroughly addressed.

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

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

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

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

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

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

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

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

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

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OAS.

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

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

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

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

The Student/School/Family Compact is attached.

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

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

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

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

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

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

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

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

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

Component 7: Preschool Transition Strategies

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

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

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

Not applicable due to grade levels served.

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Considerable assistance for non-proficient students is made available.

Lunch Academic Workshop (LAW)

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

After School Workshop (ASW)

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

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

Saturday School Workshop (SSW)

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

Intervention (EXCEL)

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

Academic Coach

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

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

Differentiated instruction in Oscoda High School takes on a variety of forms. For lower achieving students, teachers modify both instruction and expectations. For example, assignments can be made shorter or can be done in a different manner, audible books are available, or the choices on multiple choice exams can be limited. In addition, we are making personal curriculum available to special needs students, when appropriate, in an attempt to improve the graduation rate amongst that subgroup. For higher achieving students, we offer an extensive dual enrollment program in combination with Kirtland Community College and Alpena Community College. Advanced students are allowed to complete two years of a given subject in one year or are allowed to test out of a course in an attempt to move through the curriculum at an accelerated pace. To address various learning styles, teachers move from individual instruction to partners to group work continually. Students also have an option of attending our Early-Middle College program. This allows students to earn college credit in various classes and earn an Associate's Degree by completing 1 year of college after high school graduation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluation:

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

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

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

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

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

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

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

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

5. Describe how the parent involvement activities are evaluated.

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

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

8. How does the school provide individual student academic assessment results in a language parents can understand?

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?			

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

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

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

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Oscoda Area High School SIP 18-19

Overview

Plan Name

Oscoda Area High School SIP 18-19

Plan Description

Oscoda Area H.S. School Improvement Plan for 2018-19. Updated June 13, 2018 during SIT meeting.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Oscoda Area High School will be proficient in Science.	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$127690
2	All students at Oscoda Area High School will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$145074
3	All students at Oscoda Area High School will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$138905
4	All students at Oscoda High School will be proficient in English/Language Arts.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$140599
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 06/30/2019 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: Science

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: Tier 1

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 that began in the 2016-17 school year.	Materials, Technology, Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2019	\$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	Monitor	07/01/2018	06/30/2019	\$0	No Funding Required	Teachers, Principals

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 weekly lesson plans.

Category: Science

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

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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.	Monitor, Materials, Technology, Direct Instruction, Implementation	Tier 1	Monitor	07/01/2018	06/30/2019	\$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.	Monitor, Evaluation, Technology, Direct Instruction, Implementation	Tier 1	Monitor	07/01/2018	06/30/2019	\$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. Specific budgeted items include substitute teacher cost 100.00 x 4 and bu</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, Teacher Collaboration, Supplemental Materials, Community Engagement	Tier 1	Monitor	07/01/2018	06/30/2019	\$2000	General Fund	Teachers, community partners

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Activity - STEM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate STEM strategies in the Science classroom to enhance instruction. With the changes in the Science curriculum, the focus is more on process and application rather than rote memorization and the STEM approach supports this process.	Teacher Collaboration, Career Preparation /Orientation, Technology, Community Engagement, Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2019	\$4000	General Fund	Teachers, principal, community partners
Activity - MSTA Membership and Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Participation in the MSTA membership and conferences will greatly enhance the STEM and place based education approach to the OHS Science Department. Conference sessions include topics addressing the STEM approach to various topics, such as Physics projects, Chemistry applications and Environmental issues. In addition, sessions at the MSTA conference incorporate the NGSS and how to implement them in the classroom. The sessions include how to use local resources to connect with students on an application level and achieve a better understanding of how the content in the classroom affects real-world learning experiences.</p> <p>Attending the MSTA conference in the Spring of 2019 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. 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.</p> <p>MSTA aids and informs its members of current issues and trends in science education. It provides recognition of outstanding teaching and programs with annual awards. It provides opportunities for teachers to present their own materials and to interact with other science teachers. It informs members of new developments at district, state, national, and international levels. It provides mini grants for activities that foster science education and/or teacher development.</p> <p>Leadership</p> <p>MSTA provides leadership with elected representatives. It is a state chapter of the National Science Teachers Association and an affiliate of the Michigan Education Association. It is the parent organization for many affiliates and supports efforts to promote quality science education. It provides input into state-mandated curriculum and assessment.</p> <p>Service</p> <p>MSTA sponsors workshops and inservice meetings at local and regional levels. The annual conference, held in March.</p>	<p>Extra Curricular, Field Trip, Materials, Curriculum Development, Parent Involvement, Professional Learning, Teacher Collaboration, Career Preparation /Orientation, Supplemental Materials, Technology, Community Engagement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$4000</p>	<p>Title II Part A</p>	<p>Teachers, Administration</p>
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<p>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 \$40.00 x 5, conference registration \$400.00 x 5, gas, lodging \$105.00 x 5, meals \$50.00 (per day) x 5, and substitute coverage \$100.00 (per day) for the annual MSTA conference, March 2019 for 5 teachers</p>								
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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	Monitor	07/01/2018	06/30/2019	\$490	Title II Part A, Title II Part A	Monthly Staff Meetings

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will attend the NGSX training July 2018.</p> <p>\$100 x 2 (\$200) registration</p>	Professional Learning	Tier 2	Getting Ready	08/01/2018	08/01/2019	\$200	Title II Part A	Teachers

Strategy 3:

Response to Intervention - Teachers will monitor student achievement and incorporate differentiated lessons to meet the needs of all students. This will be

SY 2018-2019

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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: Science

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

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

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.	Academic Support Program, Technology	Tier 1	Monitor	07/01/2018	06/30/2019	\$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. 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.)	Academic Support Program, Technology	Tier 2	Implement	07/01/2018	06/30/2019	\$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

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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.	Academic Support Program, Technology	Tier 3	Implement	07/01/2018	06/30/2019	\$0	No Funding Required	Teachers, IEP Designee, and Principals
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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.	Academic Support Program, Technology	Tier 2	Evaluate	07/01/2018	06/30/2019	\$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 PD targeting understanding and implementing the Next Generation Science Standards.	Materials, Curriculum Development, Professional Learning, Direct Instruction, Implementation	Tier 1	Getting Ready	07/01/2018	06/30/2019	\$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, or projected scores in Mathematics by 06/21/2019 as measured by NWEA, PSAT, SAT, and State Assessments..

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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: Mathematics

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	08/01/2018	06/30/2019	\$23070	Title II Part A	Instructional Coach, teachers and principals
Activity - Activity/Project-based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<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, 2018 MCTM conference and monthly Professional Learning Communities.</p> <p>Conference: \$1720 (\$215/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 2018 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 2019 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 2018-2019 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$2500 (5 subs, 5 times during the year) Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Professional Learning, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$7570</p>	<p>Title II Part A, Title II Part A, Title II Part A, Title II Part A</p>	<p>Teachers and Principals</p>
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Activity - Connected Math III (7th and 8th)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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, 2019 Math CMP3 Connected Math Series conference and monthly Professional Learning Communities. \$200 Substitute - (need 2 subs for 1 day, since second day is a Saturday) \$600 Conference - (300*2) \$384 Lodging - (2 rooms for 2 days, ((96*2)*2) \$100 Dinner - ((2*25)*2)	Professional Learning, Technology, Direct Instruction	Tier 1	Implement	08/01/2018	06/30/2019	\$1734	Title II Part A	Teachers, Principals, Instructional coach
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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.	Monitor, Evaluation, Technology, Direct Instruction, Implementation	Tier 1	Implement	08/01/2018	06/30/2019	\$0	No Funding Required	Teachers and Principals

Activity - Reading and Writing Strategies in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition. This PD could include: --Continuation of the Marzano Classroom Strategies already reviewed in 2017-18 (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)	Technology, Direct Instruction	Tier 1	Implement	08/01/2018	06/30/2019	\$0	Title II Part A	Teachers, Principals, and Writing Coach

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Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent liaison will coordinate activities to involve parents both during and after the school day. These activities may include family college/scholarship nights, career expos, science/math evening activities, parent informational meetings regarding the 1-1 computer initiative, etc.	Materials, Parent Involvement, Communication, Technology, Community Engagement	Tier 1	Implement	08/01/2018	06/30/2019	\$0	No Funding Required	Parent Liaison; Building Administrators

Activity - High Interest Information Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will incorporate science magazine texts (such as "Scholastic Math") in the classroom, including web-based materials and activities implementing the school's 1-1 initiative that began in the 2016-17 school year.	Implementation	Tier 1		08/01/2018	06/30/2019	\$200	Title II Part A	Teachers and Principal

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: Mathematics

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
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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.	Academic Support Program, Technology	Tier 1	Implement	08/01/2018	06/30/2019	\$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 6th hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday 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.)	Academic Support Program, Technology	Tier 2	Implement	08/01/2018	06/30/2019	\$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.	Academic Support Program, Technology	Tier 3	Implement	08/01/2018	06/30/2019	\$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.	Academic Support Program, Technology	Tier 2	Implement	08/01/2018	06/30/2019	\$32500	Section 31a	EXCEL teachers, principals

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

Measurable Objective 1:

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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 06/13/2019 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: Social Studies

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: Tier 1

Activity - Reading and Writing Strategies in the classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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 2019 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 140.00 x 6, substitute coverage 100.00 x 6, meals 50(a day) x 6, transportation, and lodging 100.00 x 6). 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>	Curriculum Development, Technology, Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2019	\$2340	Title II Part A, No Funding Required	Teachers and Principal.
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Activity - RAISE - Reading Apprenticeship Improving Secondary Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will collaborate monthly to review reading intervention strategies for the Social Studies classroom.	Academic Support Program	Tier 1	Monitor	07/01/2018	06/30/2019	\$3000	Title II Part A	Instructional coach, teachers attending RAISE workshop, and principals

Activity - High Interest Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructors will incorporate current events, news clips, primary sources (MAISA Units) in the classroom, including CNN student news.	Materials, Technology, Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2019	\$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
Department will coordinate activities to involve parents either during or 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.	Materials, Parent Involvement, Communication, Technology, Community Engagement	Tier 1	Implement	07/01/2018	06/30/2019	\$575	Title I Part A	Department Staff / 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 weekly lesson plans.

Category: Social Studies

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
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<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 2019 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 2019 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$490</p>	<p>Title II Part A, Title II Part A</p>	<p>Teachers and Principals</p>
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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>Monitor, Evaluation, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2018</p>	<p>06/30/2019</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: Social Studies

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/>

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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.	Academic Support Program, Technology	Tier 1	Monitor	07/01/2018	06/30/2019	\$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 6th hour EXCEL, Lunch Academic Workshop, and Learning Center.. 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.)	Academic Support Program, Technology	Tier 2	Monitor	07/01/2018	06/30/2019	\$80000	Section 31a, Title I Part A	Teachers, IEP Designee, and Principals
Activity - Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accommodations for students with individualized learning needs will be developed and implemented. The accommodations will be developed through IEP meetings, 504 meetings, or child study meetings.	Academic Support Program, Technology	Tier 3	Monitor	07/01/2018	06/30/2019	\$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.	Academic Support Program, Technology	Tier 2	Monitor	07/01/2018	06/30/2019	\$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 06/21/2019 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 - PLC meetings/Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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. 2018 (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. 2018 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. 2018 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>Materials, Professional Learning, Teacher Collaboration, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$64</p>	<p>Title II Part A</p>	<p>Teachers and Principals</p>
<p>Activity - Activity/Project-based Learning</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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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 2019 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 2019 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	Monitor, Materials, Technology, Direct Instruction, Implementation	Tier 1	Monitor	08/01/2018	06/30/2019	\$490	Title II Part A, Title II Part A	Teachers and Principals
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Activity - Daily/Regularly Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English/Language Arts instructors will incorporate daily/regularly scheduled formative assessments focused on the lesson's learning targets ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Monitor, Evaluation, Technology, Direct Instruction, Implementation	Tier 1	Monitor	08/01/2018	06/30/2019	\$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

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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>Implementation of Weekly Reading / School-wide Independent Reading.</p>	<p>Materials, Professional Learning, Teacher Collaboration, Technology, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$2500</p>	<p>Title II Part A</p>	<p>Teachers and Principals</p>
<p>Activity - Parental Involvement</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<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>Materials, Parent Involvement, Communication, Technology, Community Engagement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$575</p>	<p>Title I Part A</p>	<p>Parent Liaison; Building Administrators</p>
<p>Activity - Instructional Coach</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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Content coach will collaborate with ELA instructors to develop literacy and writing strategies for the department.	Curriculum Development, Teacher Collaboration, Academic Support Program, Communication, Supplemental Materials, Technology	Tier 1	Monitor	08/01/2018	06/30/2019	\$23070	Title II Part A	Content coach, Teachers, and Principals
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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Study Island into their classrooms.	Academic Support Program, Technology	Tier 2	Getting Ready	08/01/2018	08/01/2019	\$1400	Title II Part A	Teacher & Administration

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
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School Improvement Plan

Oscoda Area High School

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.	Academic Support Program, Technology	Tier 1	Monitor	08/01/2018	06/30/2019	\$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 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.)	Academic Support Program, Technology	Tier 2	Implement	08/01/2018	06/30/2019	\$80000	Title II Part A, Section 31a	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.	Academic Support Program, Technology	Tier 3	Monitor	08/01/2018	06/30/2019	\$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.	Academic Support Program, Technology	Tier 2	Monitor	08/01/2018	06/30/2019	\$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 06/30/2019 as measured by fewer than 10% of students earning repeat disciplinary referrals..

School Improvement Plan

Oscoda Area High School

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: Career and College Ready

Research Cited: McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school. *Journal of Positive Behavior Interventions*, 10, 243-255.

Allensworth, E. M., & Easton, J. Q. (2005). The on-track indicator as a predictor of high school graduation. Chicago: Consortium on Chicago School Research.

Retrieved on March 25, 2008 from www.consortium-chicago.org/publications/p78.html

Horner, R. H. & Sugai, G. (March 2003). Extending Positive Behavior Support to Whole Schools: Sustainable Implementation. Keynote Address at the First International Conference on Positive Behavior Support. Orlando, Florida.

Tier: Tier 2

Activity - 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	08/01/2018	06/30/2019	\$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	08/01/2018	06/30/2019	\$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	08/01/2018	06/30/2019	\$0	No Funding Required	Teachers, principals

School Improvement Plan

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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	08/01/2018	06/30/2019	\$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	08/01/2018	06/30/2019	\$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.

School Improvement Plan

Oscoda Area High School

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
<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	08/01/2018	06/30/2019	\$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
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School Improvement Plan

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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	08/01/2018	06/30/2019	\$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	08/01/2018	06/30/2019	\$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	08/01/2018	06/30/2019	\$0	No Funding Required	All faculty and staff
Activity - Behavior Modification Room/Detention Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have inappropriate behaviors during the school day may be assigned to the Behavior Modification Room. When there are Identified times in which students are required to spend time outside of the school day in response to inappropriate behaviors, the detention will occurs after school and in Friday school.	Behavioral Support Program	Tier 1	Implement	08/01/2018	06/30/2019	\$4000	General Fund	OHS staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

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

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<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, 2018 MCTM conference and monthly Professional Learning Communities.</p> <p>Conference: \$1720 (\$215/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 2018 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 2019 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 2018-2019 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$2500 (5 subs, 5 times during the year) Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Professional Learning, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$1840</p>	<p>Teachers and Principals</p>
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School Improvement 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 2019 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 2019 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$390</p>	<p>Teachers and Principals</p>
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School Improvement Plan

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<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. 2018 (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. 2018 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. 2018 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>Materials, Professional Learning, Teacher Collaboration, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$64</p>	<p>Teachers and Principals</p>
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School Improvement Plan

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<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>Implementation of Weekly Reading / School-wide Independent Reading.</p>	<p>Materials, Professional Learning, Teacher Collaboration, Technology, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$2500</p>	<p>Teachers and Principals</p>
<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>Monitor</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$390</p>	<p>Monthly Staff Meetings</p>

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<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, 2018 MCTM conference and monthly Professional Learning Communities.</p> <p>Conference: \$1720 (\$215/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 2018 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 2019 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 2018-2019 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$2500 (5 subs, 5 times during the year) Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Professional Learning, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$2840</p>	<p>Teachers and Principals</p>
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<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 2019 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 2019 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$100</p>	<p>Teachers and Principals</p>
<p>Instructional Coach</p>	<p>Content coach will collaborate with ELA instructors to develop literacy and writing strategies for the department.</p>	<p>Curriculum Development, Teacher Collaboration, Academic Support Program, Communication, Supplemental Materials, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$23070</p>	<p>Content coach, Teachers, and Principals</p>
<p>Instructional Coach</p>	<p>Instructional coach will collaborate with Math Instructors on a monthly basis to develop and enhance math strategies in the Math classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$23070</p>	<p>Instructional Coach, teachers and principals</p>

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Tier II Interventions	Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday 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.)	Academic Support Program, Technology	Tier 2	Implement	08/01/2018	06/30/2019	\$40000	Teachers and Principals
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School Improvement 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 math content. This will also be supported by professional development opportunities, including attendance at the summer, 2018 MCTM conference and monthly Professional Learning Communities.</p> <p>Conference: \$1720 (\$215/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 2018 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 2019 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 2018-2019 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$2500 (5 subs, 5 times during the year) Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Professional Learning, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$390</p>	<p>Teachers and Principals</p>
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<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 2019 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 140.00 x 6, substitute coverage 100.00 x 6, meals 50(a day) x 6, transportation, and lodging 100.00 x 6). 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>Curriculum Development, Technology, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$2340</p>	<p>Teachers and Principal.</p>
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<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, 2019 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>Professional Learning, Technology, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$1734</p>	<p>Teachers, Principals, Instructional coach</p>
<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 2019 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 2019 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$390</p>	<p>Teachers and Principals</p>
<p>High Interest Information Text</p>	<p>Instructors will incorporate science magazine texts (such as "Scholastic Math") in the classroom, including web-based materials and activities implementing the school's 1-1 initiative that began in the 2016-17 school year.</p>	<p>Implementation</p>	<p>Tier 1</p>		<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$200</p>	<p>Teachers and Principal</p>
<p>Professional Development</p>	<p>Teachers will attend the NGSX training July 2018. \$100 x 2 (\$200) registration</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>08/01/2018</p>	<p>08/01/2019</p>	<p>\$200</p>	<p>Teachers</p>

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<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>Monitor</p>	<p>07/01/2018</p>	<p>06/30/2019</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 2017-18 (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>08/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Teachers, Principals, and Writing Coach</p>
<p>Study Island</p>	<p>Teachers will implement Study Island into their classrooms.</p>	<p>Academic Support Program, Technology</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>08/01/2018</p>	<p>08/01/2019</p>	<p>\$1400</p>	<p>Teacher & Administration</p>

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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	Monitor	07/01/2018	06/30/2019	\$3000	Instructional coach, teachers attending RAISE workshop, and principals
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<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, 2018 MCTM conference and monthly Professional Learning Communities.</p> <p>Conference: \$1720 (\$215/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 2018 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 2019 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 2018-2019 I3 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$2500 (5 subs, 5 times during the year) Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Professional Learning, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$2500</p>	<p>Teachers and Principals</p>
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School Improvement Plan

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<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 2019 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. 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.</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</p>	<p>Extra Curricular, Field Trip, Materials, Curriculum Development, Parent Involvement, Professional Learning, Teacher Collaboration, Career Preparation /Orientation, Supplemental Materials, Technology, Community Engagement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$4000</p>	<p>Teachers, Administration</p>
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	<p>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 \$40.00 x 5, conference registration \$400.00 x 5 , gas, lodging \$105.00 x 5 , meals \$50.00 (per day) x 5, and substitute coverage \$100.00 (per day) for the annual MSTA conference, March 2019 for 5 teachers</p>							
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School Improvement Plan

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<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 2019 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 2019 conference and monthly Professional Learning Communities.</p> <p>Conference: \$0 Substitute: \$100 Lodging: \$0 Meals: \$0</p>	<p>Monitor, Materials, Technology, Direct Instruction, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$100</p>	<p>Teachers and Principals</p>
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
<p>Tier II Interventions</p>	<p>Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 2nd hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop. 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.)</p>	<p>Academic Support Program, Technology</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2018</p>	<p>06/30/2019</p>	<p>\$40000</p>	<p>Teachers, Instructional Coach, and Principals</p>

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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.	Materials, Parent Involvement, Communication, Technology, Community Engagement	Tier 1	Implement	08/01/2018	06/30/2019	\$575	Parent Liaison; Building Administrators
Parental Involvement	Department will coordinate activities to involve parents either during or 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.	Materials, Parent Involvement, Communication, Technology, Community Engagement	Tier 1	Implement	07/01/2018	06/30/2019	\$575	Department Staff / Building Administrators
Tier II Interventions	Students will be provided the opportunity to better understand the curriculum through extended day learning, delivered by highly qualified staff. These opportunities will occur during 6th hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday 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.)	Academic Support Program, Technology	Tier 2	Implement	08/01/2018	06/30/2019	\$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 6th hour EXCEL, Lunch Academic Workshop, and Learning Center.. 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.)	Academic Support Program, Technology	Tier 2	Monitor	07/01/2018	06/30/2019	\$40000	Teachers, IEP Designee, and Principals

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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	08/01/2018	06/30/2019	\$1500	All staff and faculty
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/01/2018	06/30/2019	\$4000	OHS staff
Teacher training of the Next Generation Science Standards	Attending PD targeting understanding and implementing the Next Generation Science Standards.	Materials, Curriculum Development, Professional Learning, Direct Instruction, Implementation	Tier 1	Getting Ready	07/01/2018	06/30/2019	\$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 that began in the 2016-17 school year.	Materials, Technology, Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2019	\$1000	Teachers and Principals
Activity/Project-Based Learning Opportunities	Teachers will incorporate hands-on learning experiences to enhance student engagement and understanding of science content.	Monitor, Materials, Technology, Direct Instruction, Implementation	Tier 1	Monitor	07/01/2018	06/30/2019	\$2000	Teachers and Principals

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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. Specific budgeted items include substitute teacher cost 100.00 x 4 and bu</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, Teacher Collaboration, Supplemental Materials, Community Engagement	Tier 1	Monitor	07/01/2018	06/30/2019	\$2000	Teachers, community partners
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.	Teacher Collaboration, Career Preparation /Orientation, Technology, Community Engagement, Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2019	\$4000	Teachers, principal, community partners

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Academic Support Program, Technology	Tier 1	Monitor	08/01/2018	06/30/2019	\$0	Teachers and Principals

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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	08/01/2018	06/30/2019	\$0	All faculty and staff
Reading and Writing Strategies in the classroom	<p>Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.</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 2019 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 140.00 x 6, substitute coverage 100.00 x 6, meals 50(a day) x 6, transportation, and lodging 100.00 x 6). 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>	Curriculum Development, Technology, Direct Instruction	Tier 1	Implement	07/01/2018	06/30/2019	\$0	Teachers and Principal.
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.	Monitor, Evaluation, Technology, Direct Instruction, Implementation	Tier 1	Implement	08/01/2018	06/30/2019	\$0	Teachers and Principals

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Tier I Interventions	Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Academic Support Program, Technology	Tier 1	Monitor	07/01/2018	06/30/2019	\$0	Teachers and Principals
Daily/Regularly Formative Assessments	Science instructors will incorporate daily/regularly scheduled formative assessments focused on the specific learning target ("I can..." statements). These assessments may include warm-ups, exit tickets, and practice quizzes.	Monitor, Evaluation, Technology, Direct Instruction, Implementation	Tier 1	Monitor	07/01/2018	06/30/2019	\$0	Teachers and Principals
Psychological Strategies	OAS social worker and OHS guidance counselor to discuss specific needs, behaviors, and goals.	Behavioral Support Program	Tier 2	Implement	08/01/2018	06/30/2019	\$0	Principals, social worker, guidance counselor
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.	Monitor, Evaluation, Technology, Direct Instruction, Implementation	Tier 1	Monitor	07/01/2018	06/30/2019	\$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.	Monitor, Evaluation, Technology, Direct Instruction, Implementation	Tier 1	Monitor	08/01/2018	06/30/2019	\$0	Teachers and Principals
Stakeholder meeting	Stakeholder Behavior Intervention Plan including student, parent/guardian, teachers, administrators, school counselors, school social worker, necessary outside agencies. This meeting will serve to determine if behavior is being corrected and any adjustments that need to be made.	Behavioral Support Program	Tier 3	Implement	08/01/2018	06/30/2019	\$0	Principals, teachers, social worker, counselor, outside agencies

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Tier I Interventions	Teachers will incorporate classroom differentiation techniques to improve student success. These techniques could include, but are not limited to differentiation day (small group instruction/reteach based upon student data), parent contact, and amnesty/extension day (opportunity for students to complete/redo work while providing extensions for those with completed work), as well as activities to enrich high-achieving students.	Academic Support Program, Technology	Tier 1	Implement	08/01/2018	06/30/2019	\$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.	Materials, Technology, Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2019	\$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.	Materials, Parent Involvement, Communication, Technology, Community Engagement	Tier 1	Implement	08/01/2018	06/30/2019	\$0	Parent Liaison; Building Administrators
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	08/01/2018	06/30/2019	\$0	Teachers and Principals
Collaboration Strategies	Meeting with parents and behavior intervention team	Behavioral Support Program	Tier 2	Implement	08/01/2018	06/30/2019	\$0	Teachers, principals, parent/guardians, behavior intervention team
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.	Academic Support Program, Technology	Tier 1	Monitor	07/01/2018	06/30/2019	\$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.	Academic Support Program, Technology	Tier 3	Monitor	08/01/2018	06/30/2019	\$0	Teachers and Principals

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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.	Academic Support Program, Technology	Tier 3	Implement	07/01/2018	06/30/2019	\$0	Teachers, IEP Designee, and Principals
Effective Classroom Management	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	08/01/2018	06/30/2019	\$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.	Academic Support Program, Technology	Tier 3	Implement	08/01/2018	06/30/2019	\$0	Teachers, IEP Designee, and Principals
Reading and Writing Strategies in the classroom	Instructors will incorporate Marzano's research-based, high-yield instructional strategies to improve reading and writing in all content areas. This will include identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition.	Technology, Direct Instruction	Tier 1	Monitor	07/01/2018	06/30/2019	\$0	Teachers, Principals
Classroom Management Programs	Continued research of desired behaviors, removal for conference with administration	Behavioral Support Program	Tier 2	Implement	08/01/2018	06/30/2019	\$0	Teacher, principals
Discipline Strategies	Behavior contract with details of behaviors and consequences, detention, suspension	Behavioral Support Program	Tier 2	Implement	08/01/2018	06/30/2019	\$0	Teachers, principals

Section 31a

School Improvement Plan

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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.	Academic Support Program, Technology	Tier 2	Monitor	07/01/2018	06/30/2019	\$32500	EXCEL teachers and principals
EXCEL	Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Academic Support Program, Technology	Tier 2	Monitor	08/01/2018	06/30/2019	\$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 6th hour EXCEL, Lunch Academic Workshop, and Learning Center.. 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.)	Academic Support Program, Technology	Tier 2	Monitor	07/01/2018	06/30/2019	\$40000	Teachers, IEP Designee, 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.	Academic Support Program, Technology	Tier 2	Implement	08/01/2018	06/30/2019	\$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 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.)	Academic Support Program, Technology	Tier 2	Implement	08/01/2018	06/30/2019	\$40000	Teachers and Principals

School Improvement 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. 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.)	Academic Support Program, Technology	Tier 2	Implement	07/01/2018	06/30/2019	\$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 6th hour EXCEL, Lunch Academic Workshop, at the Learning Center, After School Workshop, Friday 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.)	Academic Support Program, Technology	Tier 2	Implement	08/01/2018	06/30/2019	\$40000	Teachers, Instructional Coach, and Principals
EXCEL	Recognized students will receive additional support in areas of need. This will be through progress monitoring of local, state, and national assessments and individualized teacher/student meetings.	Academic Support Program, Technology	Tier 2	Evaluate	07/01/2018	06/30/2019	\$32500	EXCEL teachers, 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.	Academic Support Program, Technology	Tier 3	Monitor	07/01/2018	06/30/2019	\$20000	Teachers, Instructional Coach, and Principals