



School Improvement Plan

Owen Intermediate School

Van Buren Public 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?

It was conducted with the School Improvement Team process.

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 assessment process yielded information that allowed us to properly gauge accurate student achievement, program efficacy and the relation of demographic data to these areas.

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.

The goals connect to priority needs based on how they have been selected to meet those needs. A comprehensive assessment was made using qualitative and quantitative data .

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?

The whole school population will benefit from the goals used in general instruction. Special needs have been addressed by strategies like differentiation, interventionists, and the social worker.

Component 2: Schoolwide Reform Strategies

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

There are components for all students as addressed in the implementation of technology, support staff and specific materials.

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).

The instruction will be enhanced by the implementation of the support staff, programs like Compass Learning and other initiatives designed to enrich our curriculum.

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

The strategies directly relate to the unique needs indicated in the assessment.

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.

The programs that utilize technology and individualized learning, such as Compass Learning, will help major subgroups.

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

The school makes determinations based on analysis of data within the PLT groups and in the data dialogue process.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate is 9%.

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

A majority of teachers in the building have taught for five to eight years; several staff members have taught over 20 years.

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

The school participates in a new teacher mentor program. We provide informational workshops independent of the district that help teachers with specific issues. They also receive frequent feedback through the use of classroom walkthroughs and observations. There are many opportunities available for leadership roles at Owen.

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

The district has implemented the district administrative internship program for aspiring administrators as well as a new teacher mentorship program.

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?

The district has implemented a health and wellness plan that works with a local fitness agency to help teacher adopt a healthy lifestyle. Teachers may exercise for free or reduced rates at this fitness agency.

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.

Staff will receive professional learning aligned with the assessment process and review goals and progress on a monthly basis.

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

Staff meets weekly to go through a dedicated ILC process and to conduct data dialogues.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The school's Professional Learning Plan is complete.	Owen School Parent Student Compact

Component 6: Strategies to Increase Parental Involvement

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

We have a very vibrant PTO group that is very supportive and integrated within the school-wide plan. The parents give input and act as liaisons into the community using social media and other formats.

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

The parent group supports the implementation of the schoolwide plan. Their input and role as community liaisons are essential.

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

Parents will be surveyed periodically to evaluate the success of the school-wide plan.

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)?	No	We do not have a parent involvement policy.	

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

During the parent teacher conferences, a presentation regarding the activities are shared with parents.

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

At the end of the year, parents are surveyed to evaluate the success of the parent involvement component.

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

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Results of the evaluation will be used to adjust plans to the program.

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

The School-Parent-Compact was developed collectively by the School Improvement Team (SIT)

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

It is shared with all parents in November. Parties sign the compact after discussion.

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

N/A

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

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

Academic assessment results are communicated in parent-friendly language throughout the year. In addition, a letter is sent home explaining the results of our NWEA and M-STEP results.

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?

N/A

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?

N/A

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?

Teachers meet weekly to discuss student progress.

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

Teachers meet in PLT groups by grade levels to have professional conversations about how their cohorts fare academically.

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.

This is determined through assessment of data as determined through the PLT and ILC process.

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?

Students who are identified to receive additional support are immediately identified and targeted for special considerations.

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

Staff receives professional development in strategies for differentiating instruction in the classroom. Teachers utilize NWEA data to assist in ensuring students are receiving appropriate instruction based on the skills.

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 Free and Reduced Lunch Programs support needy students.

The MeL database is a useful tool for lesson planning.

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.

The governmental resources will work in tandem to help provide support in terms of staff and materials to help with implementation.

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.

The programs and services will support violence prevention and nutrition programs.

Evaluation:

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

All programs are evaluated yearly by the staff.

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 utilize a number of factors to evaluate the schoolwide program including NWEA, M-Step and common assessments.

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.

Staff reevaluates the program using data to determine whether the program has been successful for students who are having difficulty achieving the standards

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?

Continuous improvement is achieved through careful monitoring and accountability practices.

Owen School Improvement 2019-2020

Overview

Plan Name

Owen School Improvement 2019-2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will show growth toward proficiency in Reading and Writing at grade level in accordance with Common Core State Standards.	Objectives: 3 Strategies: 3 Activities: 12	Academic	\$4
2	All students will show growth toward proficiency in the Mathematics Common Core State Standards.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$5
3	Provide a safe, positive school climate and culture that prepares learners to be college and career ready	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$7
4	All Students will show growth in the area of Social Studies	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2
5	All Students will show growth in the area of Science	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$505

Goal 1: All students will show growth toward proficiency in Reading and Writing at grade level in accordance with Common Core State Standards.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency reading and writing in English Language Arts by 06/16/2023 as measured by either student achievement on the reading state assessment, a year's worth of growth on NWEA testing, or growth proficiency on curriculum based assessments..

Strategy 1:

Focused and Engaging Teaching Practices - Staff will make student and parent engagement in ELA a priority during whole and small group instruction and during after-school curriculum events.

Category: English/Language Arts

Research Cited: Biancarosa, G., Bryk A.B, & Dexter, E. (2010). Assessing the value-added effects of Literacy Collaborative professional development on student learning. *Elementary School Journal*, 111, 7-34.

This text provides proof that literacy coaches have been effective beginning in the first year of implementation, with results growing larger during each subsequent year of implementation.

Boushey, G. & Moser, J. (2009). *The CAFÉ book: Engaging all students in daily literacy assessment and instruction*. Portland, ME: Stenhouse Publishers.

Boushey espouses ways in which literacy teachers can better facilitate literacy circles.

Common Core. (2012). *Common Core curriculum maps: English language arts (grades K-5 & grades 6-8)*. San Francisco: Common Core, Inc.

These texts provide maps to be used as the basis of a comprehensive ELA curriculum fully aligned with the ELA Common Core State Standards. Specific units have been outlined in such a way as to provide the backbone of said curriculum.

Culham, R. (2003). *6 + 1 traits of writing: The complete guide, grades 3 and up*. New York: Scholastic.

Culham provides a complete description of each of the traits found in good writing. It also includes scoring guides, focus lessons, and activities for teaching each trait.

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse Publishers.

Daniels draws on ten years of experiments and innovative models nationwide to detail the key ingredients of a well-balanced reading program that includes literacy circles. Her book includes guidelines for effective implementation.

Hult, C. (2005). *Researching and writing across the curriculum: Edition 3*.

Hult provides discipline-specific guidance and sample papers that reflect differences in discourse and presentation in each discipline. The text also covers research methods and resources as they apply to all disciplines, with a comprehensive list of library resources and an introduction to the latest electronic and online resources.

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Marzano, R. J. (2010). Teaching basic and advanced vocabulary: A framework for direct instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano showcases specific research-based processes for teaching vocabulary.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano provides clear insights into the nature of teaching. Each chapter offers action steps to implement successful strategies compiled from a variety of research studies.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano provides insight into how best to apply research-based practices into classrooms.

Schoenbach, R., Greenleaf, C. & Murphy, L. (2012). Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms. New York: Jossey-Bass.

This book describes the way in which reading apprenticeship strategies and best practices can be implemented to raise reading comprehension.

Wormeli, R. (2005). Summarization in any subject: 50 techniques to improve student learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Wormeli describes practical strategies for increasing student learning in all subject areas.

Tier: Tier 1

Activity - Parent Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent will be assigned to oversee the development and planning of curriculum night in literacy and all other academic subjects. The Parent Coordinator will also oversee the development and planning of parent engagement activities. Parent coordinator will be provided funds for resources and supplies for these curriculum events.	Parent Involvement, Community Engagement	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Title I Part A	Parent Coordinator Principal
Activity - Reader's and Writer's Workshop Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will implement a Reader's and Writer's Workshop model in their ELA classroom utilizing essential literacy instructional practices. This will include both whole and small group targeted/ strategized instruction. Interventionists may be used to support students during this instructional time. Teachers will participate in job-embedded professional development with Teaching Works (U of M) and other workshops as they become available, both during the school year and summer. Stipends will be provided for teachers working outside the normal school day/year at their normal rate of pay. Fees for workshops, travel expenses, substitute teachers, and materials will be provided.	Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Title II Part A	Director of Instruction Teachers Principals Instructional Coach Interventionists
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology to collaborate with others, curate information, and create demonstrations of their learning. Teachers will use technology to engage students in their learning and monitor student growth. Students will have the opportunity to receive individual, focused skill-based instructional support using the Edgenuity online program during their regularly scheduled ELA class period. Fees will be provided for Professional Development opportunities for staff to understand how to engage students in the use of technology.	Technology	Tier 1	Monitor	08/26/2019	06/12/2020	\$1	Title II Part A	Director of Instruction Principals Teachers Instructional Coach
Activity - Employ 2 Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Instructional coaches will be employed to support teacher professional development and growth. They will observe classroom lessons, student engagement, and any other areas the teacher requests in all subject areas. The instructional coach will meet with teachers individually and in small groups (PLTs) to provide feedback and support in lesson development and implementation both in and out of the normal school day as needed. They will also be available to demonstrate lessons within a teacher's classroom if requested.	Academic Support Program, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Title I Part A	Principals Instructional Coach Teaching staff
Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ELA teachers will participate in a book study using two short texts written by Nell Duke, based on her research, "No More Sharpening Pencils During Work Time" and "No More Independent Reading Without Support". The texts will support teachers understanding of classroom procedures and how to support students reading texts of their own choosing.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	Title II Part A	ELA Teachers Building Principal Director of Instructional Coach
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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers are continuing their study of The Literacy Teacher's Playbook Grades 3-6 by Jennifer Serravallo and Mindset and Moves: Strategies That Help Readers Take Charge by Gravity Goldberg. These texts support teachers implementation of the Reader's and Writer's workshop model in their classroom.	Professional Learning	Tier 1	Monitor	09/03/2018	06/30/2020	\$0	No Funding Required	Principal ELA Teachers Instructional Coach

Activity - English Language Learners Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers and WCRESA support professional will support ELL students in the classroom with direct instruction of academic vocabulary. Training for teachers will be provided as necessary to support this activity. This training may include working with the WCRESA support professional.(Sheltered Instruction Observation Protocol model)	Direct Instruction	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Title III	Principal ELA Teachers

Measurable Objective 2:

85% of Fifth and Sixth grade Bottom 30% students will increase student growth in reading and writing in English Language Arts by 06/12/2020 as measured by NWEA and classroom assessments.

Strategy 1:

ELA Interventions - Students identified as tier 2 in ELA will receive small group, specialized intervention services to support their academic progress.

Category: English/Language Arts

Research Cited: Allington, R. 2018. What's Really Important in Response to Intervention: Research-Based Designs.

The Response to Intervention initiative has risen to the top of today's instructional agenda and yet it is a process that is unfamiliar terrain for many teachers. To help teachers acquire a fuller understanding of the complexity of response to intervention designs, literacy researcher and best-selling author Dick Allington offers clear recommendations to guide classroom teachers in designing response to instruction (RtI) programs such that struggling readers will develop their reading proficiencies to match those of their achieving peers.

Marzano, R. Pickering, D. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.

Marzano and Pickering provide educational strategies that have been found to positively impact student achievement.

Tier: Tier 2

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Activity - Edgenuity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Edgenuity online program. An interventionist will monitor their progress on the program and meet with them regularly to discuss their goals.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/12/2020	\$0	Title I Part A	Interventionist Classroom Teacher
Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified through the MTSS (Multi Tiered Support System) process, classroom assessments, NWEA, or state assessments as needing additional support, may receive help in any core subject area in a tutoring session. These sessions may be offered before or after school or during a summer school program.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I Part A	Teachers Building Administration Interventionists Instructional Coaches
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in a small skill-based or leveled group from a reading interventionist. Instruction may take place during or outside of the normal ELA class period. Interventionists will receive necessary professional development on any materials being used to instruct students as well as best practices in intervention strategies. Substitute costs, stipends, workshop costs will be provided.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title II Part A	Interventionists Building Administration Director of Instruction
Activity - Employ 2 Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Reading Interventionists will be employed to support students who are performing in the bottom 30% in ELA.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title II Part A	Building Administration Human Resources Director Director of Instruction Interventionists

Measurable Objective 3:

60% of Male Black or African-American students will increase student growth in reading and writing in Reading by 06/30/2023 as measured by either student achievement on the reading state assessment, a year's worth of growth on NWEA testing, or growth proficiency on curriculum based assessments..

Strategy 1:

Teaching Strategies for African American Males - Teachers will incorporate engaging and mindful teaching strategies to reach African American males.

Category: English/Language Arts

Research Cited: ALFRED TATUM (2008) Toward a More Anatomically Complete Model of Literacy Instruction: A Focus on African American Male Adolescents and Texts. Harvard Educational Review: April 2008, Vol. 78, No. 1, pp. 155-180. Alfred Tatum argues that the current framing of the adolescent literacy crisis fails to take into account the in-school and out-of-school challenges confronting many African American male adolescents today, particularly those growing up in high-poverty communities. Using the metaphor of literacy instruction as a human body, he argues that in the absence of sound theory about the importance of texts for African American male adolescents, even the best instructional methods will fall flat, like a body without a head. He offers a more anatomically complete model in which instructional methods are governed by theories about how literacy can help young men of color respond to their immediate contexts, and in which professional development gives legs to these methods by preparing teachers to engage all students. Finally, in a case study of one Chicago youth, Tatum illustrates both the power that relevant texts can hold for young men of color and the missed opportunities that result when students do not encounter such texts in their schools.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in the area of literacy specifically engaging and reaching African American males.	Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title II Part A	ELA Teachers Building Administration Director of Instruction

Goal 2: All students will show growth toward proficiency in the Mathematics Common Core State Standards.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in all areas in Mathematics by 06/30/2023 as measured by either student achievement on the math state assessment, a year's growth on NWEA testing, and growth on curriculum based assessments.

Strategy 1:

Math Curriculum - Everyday Math is continuing to be implemented for fifth and sixth graders. Teachers will implement the components of Everyday Math to increase the rigor of instruction in the classroom. Advanced math and gifted programs are implementing Discovery Tech Book to increase the rigor of instruction in the classroom.

Category: Mathematics

Research Cited: Adams, T. (2012). Investigation of the effectiveness of the CompassLearning Math program on the mathematics success of urban students. The

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University of Wisconsin Milwaukee.

Copeland, A. & Beach, J. (2014). Are all Digital Learning Systems Equal? A look at Odyssey (Compass Learning) and IXL on Third Grade Academic Achievement. In M. Searson & M. Ochoa (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2014 (pp. 1743-1749). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

SRA/McGraw-Hill. (2003). Everyday Mathematics student achievement studies: Volume 3. Chicago: SRA/McGraw-Hill.

The studies show a statistically significant positive effect of Everyday Mathematics on overall math achievement.

Koedinger, Kenneth R.; Corbett, Albert T.; Ritter, Steven; Shapiro, Lora J. (2000-06-22). Carnegie Learning's Cognitive Tutor: Summary Research Results. Carnegie Mellon University. The Cognitive Tutor solution is proven powerful on various evaluations.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development opportunities in whole and small group targeted instruction utilizing formative and summative assessment data analysis. In addition, other Math related professional development opportunities will be provided to meet high-quality instruction standards. Cost for substitutes, stipends, and training fees may be needed.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Title II Part A	Central Administration Principal Mathematics Teachers Math Interventionists Math Coaches

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with up to date (current) technology, tablets, or laptops to use with students. Students will utilize technology to collaborate with peers and teachers, curate information, engage in practice, and create representations of their learning. Edgenuity online program will be used as well as other programs as deemed necessary by the classroom teacher. There will be training and professional development for teachers to learn to implement these. Funds may be needed for equipment, stipends, substitutes, and fees.	Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$2	Title II Part A, Title I Part A	Director of Instruction Principals Teachers Instructional Coach

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math teachers will receive the book "Mathematical Mindsets" and "Mindset Mathematics Grade 5 and Grade 6" by Jo Boaler. They will participate in a book study with the instructional coach throughout the school year.	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Title I Part A	Math Teachers Interventionists Principal Instructional Coaches
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Activity - Employ 2 Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Instructional Coaches will be employed to support teachers in all subject areas. They will observe classrooms, demonstrate lessons, and work with teachers on any other professional goals that the teacher requests.	Academic Support Program, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title II Part A	Human Resources Director Building Administration Director of Instruction Instructional Coaches

Measurable Objective 2:

85% of Bottom 30% students will increase student growth in all areas in Mathematics by 06/14/2019 as measured by Edgenuity, NWEA and classroom assessments.

Strategy 1:

Math Intervention - Students will receive math intervention in the form of small group targeted instruction in skill-based or leveled groups.

Category: Mathematics

Research Cited: Copeland, A. & Beach, J. (2014). Are all Digital Learning Systems Equal? A look at Odyssey (Compass Learning) and IXL on Third Grade Academic Achievement. In

M. Searson & M. Ochoa (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2014 (pp. 1743-1749). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Marzano, R. Pickering, D., J. Classroom Instruction that Work: Research-Based Strategies of Increasing Student Achievement.

Marzano and Pickering provide educational strategies that have been found to positively impact student achievement based on meta studies.

Forte, I. & Schurr, S. (2009) The definitive middle school guide: A handbook for success. Nashville, TN: Incentive Publications.

Tomlinson, Carol A (1999) The differentiated classroom: responding to the needs of all learners. Tomlinson addresses the need that all students need work with math reasoning, math application and math practice matched to their strengths and needs.

Tier: Tier 2

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students identified through the MTSS (Multi Tiered Support System) process, classroom assessments, NWEA, or state assessments as needing additional support may receive help in all core academic areas. This could take place before or after school or in a summer school tutoring program. Funds will be made available for transportation of homeless students if necessary. Stipends may also be paid to teaching staff.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Title I Part A	Interventionists Instructional Coach Building Administrator Classroom Teacher
Activity - Employ 2 Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 Math Interventionists will be employed to support students who are performing in the bottom 30% in Math. Students will work with an interventionist in a small skill-based or leveled group. The interventionist will utilize a different approach to instruction including, but not limited to, manipulatives and Edgenuity online program. The Interventionists will receive necessary professional development including all fees, stipends, and materials to support students on their case load.	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2019	\$0	Title II Part A	Interventionists Building Administrator Director of Instruction Human Resources Director
Activity - Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase classroom manipulatives that will support the curriculum and student achievement.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Title I Part A	Principal Instructional Coach Math Interventionist Classroom Teachers

Goal 3: Provide a safe, positive school climate and culture that prepares learners to be college and career ready

Measurable Objective 1:

collaborate to provide a safe, positive learning environment that prepares learners to be college and career ready by 06/30/2023 as measured by surveys, discipline referrals, and attendance at PBIS reward activities.

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Strategy 1:

Positive Behavior Intervention and Support - The school utilizes a behavior matrix to be used in all school settings. Teachers instruct students on appropriate behaviors. Additionally, records of positive and negative behaviors are kept.

Category: School Culture

Research Cited: Sugai, G., Horner, R. H., & McIntosh, K. (2008). Best practices in developing a broad scale system of school-wide positive behavior support. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 765–780). Bethesda, MD: National Association of School Psychologists.

Walker, H. M., & Shinn, M. R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M. R. Shinn, G. Stoner, & H. M. Walker (Eds.), Interventions for academic and behavior problems: Preventive and remedial approaches (pp. 1–26). Silver Spring, MD: National Association of School Psychologists.

These texts provide evidence-based practices that have been demonstrated to work effectively to raise achievement for students within at-risk schools.

Tier: Tier 1

Activity - PBiS Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will earn rewards for positive behaviors. This reinforces positive behavior for the 85% of the student population that chooses to do the right thing, enabling everyone to learn. Funds will enable purchase of needed supplies for celebrations and rewards.	Behavioral Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Other	PBiS Team School Staff Principals
Activity - PBiS Tier 2 and 3 Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not following the established standards of behavior will have consequences and interventions specified by the PBiS team. These students will be 'Tier 2' and 'Tier 3' students. Examples of interventions include daily check-in sheets and small group behavior instruction.	Behavioral Support Program	Tier 2	Monitor	08/28/2018	06/14/2019	\$1	Title I Part A	Social Workers Counselors Teaching Staff Principals
Activity - PBiS Team Walkthroughs and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the PBiS team will do walk-throughs in all classrooms to identify strengths and weaknesses. These will be shared individually and with the staff as a whole. Funding will pay for substitute teachers to cover for members of the team.	Behavioral Support Program	Tier 1	Implement	08/28/2018	06/14/2019	\$1	Title I Part A	PBiS Team

Strategy 2:

Promote Parent and Community Involvement - A Parent Teacher Organization committee will plan curriculum and enrichment events in conjunction with other staff

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members for parents and families to be involved in their children's learning. Parents of incoming students will be invited to orientation events in the spring and fall.

Category: School Culture

Research Cited: Block, P. (2009). Community: The structure of belonging. San Francisco: Berrett-Koehler Publishing, Inc.

This text provides evidence and strategies to support community involvement in schools.

Tier: Tier 1

Activity - Curriculum and Enrichment Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host a minimum of five curriculum nights throughout the year. These events will range in topics, including parenting strategies, the academic and encore programs, and fun nights. Events will involve students showcasing their work and coordinate with PTSO meetings/events whenever possible. Funding will provide for supplies for these events.	Parent Involvement	Tier 1	Monitor	08/26/2019	06/12/2020	\$1	Title I Part A	Parent Coordinator Teachers Principal PTSO

Activity - Orientation Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming students and parents will attend orientation events to learn about our staff and school programs and procedures.	Parent Involvement	Tier 1	Monitor	08/26/2019	06/12/2020	\$1	Title I Part A	Parent Coordinator Teaching Staff Principal Office Staff

Activity - Parent Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent will be assigned to oversee the development and planning of curriculum nights for PBiS and academic subjects. The Parent Coordinator will also oversee the development and planning of parent engagement activities. He/she will be provided funds for resources and supplies for these curriculum events.	Parent Involvement, Community Engagement	Tier 1	Implement	08/26/2019	06/12/2020	\$1	Title I Part A	Parent coordinator Principal

Strategy 3:

Student / Family Support Interventions - A behavioral interventionist, school social workers and counselors will be employed to be a resource to provide Tier 2 and 3 interventions as well as providing teachers with tools and interventions to help students before behaviors become problems.

Category: School Culture

Research Cited: Clark, J. & Alvarez, M. (2010). Response to intervention: A guide for school social workers. New York: Oxford University Press.

The focus of this book is on meeting the social, emotional, and behavioral needs of students. School social workers are key stakeholders who need to be skilled in designing, monitoring, and evaluating the effectiveness of school-wide universal supports, targeted group interventions, and intensive individual interventions in

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objective and measurable terms.

Tier: Tier 2

Activity - Small Group and Individual Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A significant portion of our students come to school with issues that hinder their learning. A Social Worker, Behavioral Specialist, and Counselors will be employed to support these students and families. Teachers will work together with the school social workers and counselor to identify students who would benefit from small-group instruction and interventions. This may include Tier 2 and 3 interventions for PBiS and Restorative Practices. The social worker will provide the student/family support in social, emotional and behavioral topics.	Behavioral Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$2	Title II Part A, Title I Part A	Teachers Social Workers Counselors Principals Dean

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided for staff on Restorative Practices. Funds will be provided for substitutes, training registration / fees, and materials.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2019	\$0	Title II Part A	Teachers Building Administration Director of Instruction

Strategy 4:

Promoting Positive Staff Climate and Learning - Teachers will collaborate to grow and learn as professionals.

Category: School Culture

Research Cited: Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming schools: Creating a culture of continuous improvement. Alexandria: ASCD.

This text focuses on how to transform a school into a learning community by promoting teacher learning.

Tier: Tier 1

Activity - Teacher Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team will make note of positive teaching practices and creative implementation techniques during their regular walk-through observations. Once a week, the administrative team will publicly recognize one or more teachers by letting the entire staff know about a positive occurrence within the building. This recognition may be included within the principal's weekly notes to staff or during regularly scheduled staff meetings.	Walkthrough	Tier 1	Implement	08/28/2018	06/14/2019	\$0	No Funding Required	Building Administration

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development for staff in student mental health issues and cultural proficiencies.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Title I Part A	Principal Social Workers Staff

Goal 4: All Students will show growth in the area of Social Studies

Measurable Objective 1:

100% of All Students will increase student growth in social studies in Social Studies by 06/30/2023 as measured by common classroom assessments.

Strategy 1:

Social Studies Curriculum - Teachers will receive training and materials to support instruction and assessment development of social studies content following the district adopted curriculum. Teachers will collaborate with each other to support the development of social studies lessons, formative and summative assessments.

Category: Social Studies

Research Cited: Linda Bennett and Michael J. Berson, eds., *Digital Age: Technology-Based K-12 Lesson Plans for Social Studies* (Silver Spring, MD: National Council for the Social Studies, 2007); Michael J. Berson and Ilene R. Berson. "Developing Thoughtful 'Cybercitizens,'" *Social Studies and the Young Learner*, 16, no. 4 (2004): 5-8. The "expanding horizons" curriculum model of self, family, community, state, and nation is insufficient for today's young learners. Elementary social studies should include civic engagement, as well as knowledge from the core content areas of civics, economics, geography, and history. Skills that enhance critical thinking, socio-emotional development, interpersonal interactions, and information literacy are more meaningful and useful when developed within the context of social studies. The infusion of technology into elementary social studies also prepares students as active and responsible citizens in the 21st century. J. Torney-Purta and B.S. Wilkenfeld, *Paths to 21st Century Competencies Through Civic Education Classrooms: An Analysis of Survey Results from Ninth-Graders*. A Technical Assistance Bulletin. (Chicago, Ill.: American Bar Association Division for Public Education, 2009). Students who leave high school with civic competencies achieved through high quality civic learning practices are equipped to address complex challenges, work and study with diverse colleagues, and creatively solve problems that do not have easy solutions. They are also more likely to vote and discuss politics at home, to volunteer and work on community issues, and are more confident in their ability to speak publicly and communicate with their elected representatives. Schools with civic learning programs are more likely to be safe, inclusive, and respectful, and in addition, experience fewer high school dropouts.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All social studies teachers will receive PD opportunities to increase instruction and assessment development. Funding will be provided to cover fees, substitutes, and any necessary materials or stipends.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Title II Part A	Districts Administration Principal Social Studies Teachers
Activity - Material Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies materials such as maps, textbooks, and other supplies (Scholastic News) will to be purchased to support student engagement and curriculum development.	Materials, Supplemental Materials	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Title I Part A	District Administration Principal Social studies teachers Instructional Coach
Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided time to meet regularly to create common assessments and lessons designed around the MC3 standards for social studies.	Curriculum Development, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Title II Part A	Building Administration Social Studies Teachers

Goal 5: All Students will show growth in the area of Science

Measurable Objective 1:

100% of All Students will increase student growth in Science in Science by 06/30/2023 as measured by common classroom assessments .

Strategy 1:

Science Curriculum - Teachers will receive training and collaborate to implement the NGSS using the Battle Creek Science kits into common classroom. Lessons will include reading and writing of non-fiction text.

Category: Science

Research Cited: Principal

Science Teachers

Tier: Tier 1

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Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Battle Creek Science kits in the classroom that follow the NGSS. They will collaborate to incorporate reading and writing skills within these lessons to support student growth and understanding.	Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$2	Title I Part A, Title I Schoolwide	Science Teachers Principal Instructional Coach
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in areas of science including incorporating the NGSS into their classroom curriculum.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2019	\$2	Title I Part A, Title II Part A	District Administration Principal Science Teachers
Activity - Science Spin - Scholastic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scholastic magazine Science Spin will be purchased for fifth grade students as a supplement to their science lessons.	Materials	Tier 1	Implement	07/01/2018	06/30/2019	\$1	Title I Part A	Building Principal Science Teachers Instructional Coach
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase subscription to "Generation Genius" for science teachers. Provides engaging instructional videos to support science curriculum, along with vocabulary acquisition, lesson plans, teacher guides, and DIY activities.	Technology	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$500	Title I Part A	Principal Science teachers Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Collaboration	Teachers will use the Battle Creek Science kits in the classroom that follow the NGSS. They will collaborate to incorporate reading and writing skills within these lessons to support student growth and understanding.	Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Science Teachers Principal Instructional Coach

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Orientation Days	Incoming students and parents will attend orientation events to learn about our staff and school programs and procedures.	Parent Involvement	Tier 1	Monitor	08/26/2019	06/12/2020	\$1	Parent Coordinator Teaching Staff Principal Office Staff
Parent Coordinator	A parent will be assigned to oversee the development and planning of curriculum night in literacy and all other academic subjects. The Parent Coordinator will also oversee the development and planning of parent engagement activities. Parent coordinator will be provided funds for resources and supplies for these curriculum events.	Parent Involvement, Community Engagement	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Parent Coordinator Principal
Small Group and Individual Interventions	A significant portion of our students come to school with issues that hinder their learning. A Social Worker, Behavioral Specialist, and Counselors will be employed to support these students and families. Teachers will work together with the school social workers and counselor to identify students who would benefit from small-group instruction and interventions. This may include Tier 2 and 3 interventions for PBiS and Restorative Practices. The social worker will provide the student/family support in social, emotional and behavioral topics.	Behavioral Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$1	Teachers Social Workers Counselors Principals Dean

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Material Aquisition	Social studies materials such as maps, textbooks, and other supplies (Scholastic News) will to be purchased to support student engagement and curriculum development.	Materials, Supplemental Materials	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	District Administration Principal Social studies teachers Instructional Coach
Book Study	Math teachers will receive the book "Mathematical Mindsets" and "Mindset Mathematics Grade 5 and Grade 6" by Jo Boaler. They will participate in a book study with the instructional coach throughout the school year.	Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Math Teachers Interventionists Principal Instructional Coaches
Technology	Purchase subscription to "Generation Genius" for science teachers. Provides engaging instructional videos to support science curriculum, along with vocabulary acquisition, lesson plans, teacher guides, and DIY activities.	Technology	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$500	Principal Science teachers Instructional Coach
Professional Development	Teachers will receive training in areas of science including incorporating the NGSS into their classroom curriculum.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2019	\$1	District Administration Principal Science Teachers
Tutoring	Students identified through the MTSS (Multi Tiered Support System) process, classroom assessments, NWEA, or state assessments as needing additional support may receive help in all core academic areas. This could take place before or after school or in a summer school tutoring program. Funds will be made available for transportation of homeless students if necessary. Stipends may also be paid to teaching staff.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Interventionists Instructional Coach Building Administration Classroom Teacher
Manipulatives	Purchase classroom manipulatives that will support the curriculum and student achievement.	Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Principal Instructional Coach Math Interventionist Classroom Teachers

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Edgenuity	Students will use the Edgenuity online program. An interventionist will monitor their progress on the program and meet with them regularly to discuss their goals.	Academic Support Program	Tier 2	Monitor	08/26/2019	06/12/2020	\$0	Interventionist Classroom Teacher
Technology	Teachers will be provided with up to date (current) technology, tablets, or laptops to use with students. Students will utilize technology to collaborate with peers and teachers, curate information, engage in practice, and create representations of their learning. Edgenuity online program will be used as well as other programs as deemed necessary by the classroom teacher. There will be training and professional development for teachers to learn to implement these. Funds may be needed for equipment, stipends, substitutes, and fees.	Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Director of Instruction Principals Teachers Instructional Coach
Science Spin - Scholastic	Scholastic magazine Science Spin will be purchased for fifth grade students as a supplement to their science lessons.	Materials	Tier 1	Implement	07/01/2018	06/30/2019	\$1	Building Principal Science Teachers Instructional Coach
Employ 2 Instructional Coaches	2 Instructional coaches will be employed to support teacher professional development and growth. They will observe classroom lessons, student engagement, and any other areas the teacher requests in all subject areas. The instructional coach will meet with teachers individually and in small groups (PLTs) to provide feedback and support in lesson development and implementation both in and out of the normal school day as needed. They will also be available to demonstrate lessons within a teacher's classroom if requested.	Academic Support Program, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Principals Instructional Coach Teaching staff
PBiS Team Walkthroughs and Coaching	Members of the PBiS team will do walk-throughs in all classrooms to identify strengths and weaknesses. These will be shared individually and with the staff as a whole. Funding will pay for substitute teachers to cover for members of the team.	Behavioral Support Program	Tier 1	Implement	08/28/2018	06/14/2019	\$1	PBiS Team
Curriculum and Enrichment Events	The school will host a minimum of five curriculum nights throughout the year. These events will range in topics, including parenting strategies, the academic and encore programs, and fun nights. Events will involve students showcasing their work and coordinate with PTSO meetings/events whenever possible. Funding will provide for supplies for these events.	Parent Involvement	Tier 1	Monitor	08/26/2019	06/12/2020	\$1	Parent Coordinator Teachers Principal PTSO

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PBiS Tier 2 and 3 Interventions	Students not following the established standards of behavior will have consequences and interventions specified by the PBiS team. These students will be 'Tier 2' and 'Tier 3' students. Examples of interventions include daily check-in sheets and small group behavior instruction.	Behavioral Support Program	Tier 2	Monitor	08/28/2018	06/14/2019	\$1	Social Workers Counselors Teaching Staff Principals
Teacher Collaboration	Teachers will use the Battle Creek Science kits in the classroom that follow the NGSS. They will collaborate to incorporate reading and writing skills within these lessons to support student growth and understanding.	Teacher Collaboration	Tier 1	Monitor	07/01/2019	06/30/2020	\$1	Science Teachers Principal Instructional Coach
Parent Coordinator	A parent will be assigned to oversee the development and planning of curriculum nights for PBiS and academic subjects. The Parent Coordinator will also oversee the development and planning of parent engagement activities. He/she will be provided funds for resources and supplies for these curriculum events.	Parent Involvement, Community Engagement	Tier 1	Implement	08/26/2019	06/12/2020	\$1	Parent coordinator Principal
Tutoring	Students identified through the MTSS (Multi Tiered Support System) process, classroom assessments, NWEA, or state assessments as needing additional support, may receive help in any core subject area in a tutoring session. These sessions may be offered before or after school or during a summer school program.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Teachers Building Administration Interventionists Instructional Coaches
Professional Development	Provide professional development for staff in student mental health issues and cultural proficiencies.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Principal Social Workers Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Employ 2 Reading Interventionists	2 Reading Interventionists will be employed to support students who are performing in the bottom 30% in ELA.	Academic Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Building Administration Human Resources Director Director of Instruction Interventionists

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Book Study	ELA teachers will participate in a book study using two short texts written by Nell Duke, based on her research, "No More Sharpening Pencils During Work Time" and "No More Independent Reading Without Support". The texts will support teachers understanding of classroom procedures and how to support students reading texts of their own choosing.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/26/2019	06/12/2020	\$0	ELA Teachers Building Principal Director of Instructional Coach
Employ 2 Instructional Coaches	2 Instructional Coaches will be employed to support teachers in all subject areas. They will observe classrooms, demonstrate lessons, and work with teachers on any other professional goals that the teacher requests.	Academic Support Program, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Human Resources Director Building Administration Director of Instructional Coaches
Technology	Students will use technology to collaborate with others, curate information, and create demonstrations of their learning. Teachers will use technology to engage students in their learning and monitor student growth. Students will have the opportunity to receive individual, focused skill-based instructional support using the Edgenuity online program during their regularly scheduled ELA class period. Fees will be provided for Professional Development opportunities for staff to understand how to engage students in the use of technology.	Technology	Tier 1	Monitor	08/26/2019	06/12/2020	\$1	Director of Instruction Principals Teachers Instructional Coach
Professional Development	Teachers will receive ongoing professional development opportunities in whole and small group targeted instruction utilizing formative and summative assessment data analysis. In addition, other Math related professional development opportunities will be provided to meet high-quality instruction standards. Cost for substitutes, stipends, and training fees may be needed.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Central Administration Principal Mathematics Teachers Math Interventionists Math Coaches

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Technology	Teachers will be provided with up to date (current) technology, tablets, or laptops to use with students. Students will utilize technology to collaborate with peers and teachers, curate information, engage in practice, and create representations of their learning. Edgenuity online program will be used as well as other programs as deemed necessary by the classroom teacher. There will be training and professional development for teachers to learn to implement these. Funds may be needed for equipment, stipends, substitutes, and fees.	Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Director of Instruction Principals Teachers Instructional Coach
Professional Development	All social studies teachers will receive PD opportunities to increase instruction and assessment development. Funding will be provided to cover fees, substitutes, and any necessary materials or stipends.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Districts Administration Principal Social Studies Teachers
Teacher Collaboration	Teachers will be provided time to meet regularly to create common assessments and lessons designed around the MC3 standards for social studies.	Curriculum Development, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Building Administration Social Studies Teachers
Small Group and Individual Interventions	A significant portion of our students come to school with issues that hinder their learning. A Social Worker, Behavioral Specialist, and Counselors will be employed to support these students and families. Teachers will work together with the school social workers and counselor to identify students who would benefit from small-group instruction and interventions. This may include Tier 2 and 3 interventions for PBiS and Restorative Practices. The social worker will provide the student/family support in social, emotional and behavioral topics.	Behavioral Support Program	Tier 2	Implement	08/26/2019	06/12/2020	\$1	Teachers Social Workers Counselors Principals Dean
Professional Development	Teachers will receive professional development in the area of literacy specifically engaging and reaching African American males.	Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	ELA Teachers Building Administration Director of Instruction

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Small Group Instruction	Students will receive instruction in a small skill-based or leveled group from a reading interventionist. Instruction may take place during or outside of the normal ELA class period. Interventionists will receive necessary professional development on any materials being used to instruct students as well as best practices in intervention strategies. Substitute costs, stipends, workshop costs will be provided.	Academic Support Program	Tier 2	Monitor	07/01/2019	06/30/2020	\$0	Interventionists Building Administration Director of Instruction
Reader's and Writer's Workshop Training	Teachers will implement a Reader's and Writer's Workshop model in their ELA classroom utilizing essential literacy instructional practices. This will include both whole and small group targeted/strategized instruction. Interventionists may be used to support students during this instructional time. Teachers will participate in job-embedded professional development with Teaching Works (U of M) and other workshops as they become available, both during the school year and summer. Stipends will be provided for teachers working outside the normal school day/year at their normal rate of pay. Fees for workshops, travel expenses, substitute teachers, and materials will be provided.	Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1	Director of Instruction Teachers Principals Instructional Coach Interventionists
Restorative Practices	Training will be provided for staff on Restorative Practices. Funds will be provided for substitutes, training registration / fees, and materials.	Behavioral Support Program	Tier 1	Implement	07/01/2018	06/30/2019	\$0	Teachers Building Administration Director of Instruction
Professional Development	Teachers will receive training in areas of science including incorporating the NGSS into their classroom curriculum.	Professional Learning	Tier 1	Implement	07/01/2018	06/30/2019	\$1	District Administration Principal Science Teachers
Employ 2 Math Interventionists	2 Math Interventionists will be employed to support students who are performing in the bottom 30% in Math. Students will work with an interventionist in a small skill-based or leveled group. The interventionist will utilize a different approach to instruction including, but not limited to, manipulatives and Edgenuity online program. The Interventionists will receive necessary professional development including all fees, stipends, and materials to support students on their case load.	Academic Support Program	Tier 2	Monitor	07/01/2018	06/30/2019	\$0	Interventionists Building Administration Director of Instruction Human Resources Director

Title III

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
English Language Learners Academic Vocabulary	ELA Teachers and WCRESA support professional will support ELL students in the classroom with direct instruction of academic vocabulary. Training for teachers will be provided as necessary to support this activity. This training may include working with the WCRESA support professional.(Sheltered Instruction Observation Protocol model)	Direct Instruction	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$0	Principal ELA Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Recognition	Administrative team will make note of positive teaching practices and creative implementation techniques during their regular walk-through observations. Once a week, the administrative team will publicly recognize one or more teachers by letting the entire staff know about a positive occurrence within the building. This recognition may be included within the principal's weekly notes to staff or during regularly scheduled staff meetings.	Walkthrough	Tier 1	Implement	08/28/2018	06/14/2019	\$0	Building Administration
Book Study	ELA teachers are continuing their study of The Literacy Teacher's Playbook Grades 3-6 by Jennifer Serravallo and Mindset and Moves: Strategies That Help Readers Take Charge by Gravity Goldberg. These texts support teachers implementation of the Reader's and Writer's workshop model in their classroom.	Professional Learning	Tier 1	Monitor	09/03/2018	06/30/2020	\$0	Principal ELA Teachers Instructional Coach

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBiS Rewards	Students will earn rewards for positive behaviors. This reinforces positive behavior for the 85% of the student population that chooses to do the right thing, enabling everyone to learn. Funds will enable purchase of needed supplies for celebrations and rewards.	Behavioral Support Program	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	PBiS Team School Staff Principals